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INTERCULTURAL COMMUNICATION IN TEACHING FOREIGN LANGUAGES

Submission Date: May 05, 2022, Accepted Date: May 15, 2022,

Published Date: May 25, 2022

Crossref doi: <https://doi.org/10.37547/ijll/Volume02Issue05-04>

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ABSTRACT

The importance of cross-cultural approaches to teaching foreign languages is discussed in this article. In teaching English, the importance of enhancing pupils' cross-cultural competency has been empirically examined.

KEYWORDS

Language, culture, approach, competence, student.

INTRODUCTION

Changes in numerous domains of society since the last decade of the previous century have resulted in a shift in the standing of a foreign language (FL) as an academic topic. The societal functions of foreign languages have grown. For large segments of society, knowing a foreign language has become a necessity.

"As a result of modern integration progress and the intensification of interaction between countries in an open and interconnected world, a foreign language has emerged as an educational priority, as an essential component of the model of a modern specialist, and as

an effective tool for preparing the younger generation for life in the new conditions of international interaction and cooperation of a sovereign state, attracting increased attention and social importance." There have been significant improvements in this area, both in terms of substance and structure. A network of creative schools has been established, and the number of gymnasiums, lyceums, specialized and specialized schools has expanded. Changes are being made in the technology of teaching foreign languages, and work is begun to update the methodology of foreign language

education, including the utilization of positive foreign experience in both theory and practice.

Modern global trends in the development of the world community, the consideration of language as a translator of global human culture, the expansion of international integration and intercultural interaction, the strengthening of the culture-forming and cognitive-communicative function of the language, the reorientation for the purposes of foreign language education to the formation of the subject of intercultural communication, and the election of the content of foreign language education " culture through language" and many other factors led to a radical revision of the methodology of foreign language education, the basic concepts and categories of this scientific field, which is possible, with the above components of the modern philosophy of foreign language education, the nomenclature of methodological approaches and principles. While maintaining such a methodological category as a "concept" as a fundamental one, the theory of teaching foreign languages has been enriched with a number of interrelated components of the leading modern concept of teaching foreign languages - "intercultural communication", which are defined by researchers either as "approaches" (anthropocentric, sociocultural, cognitive, pragmatic etc.), either as principles (personality-centered, cultural, cognitive, pragmatic, discursive, etc.), or as didactic categories - competencies, sub-competences (intercultural, socio-cultural, discursive, etc.). [1]

The social order of society at this level of growth necessitates not only the ability to communicate in a foreign language, but also the ability to perceive and adapt to the culture of the people who speak the language being studied. For this, it appears that it is necessary to consider the socio-cultural characteristics

of the language under study, which means going beyond the redistribution of the language in a person's social history, his system of social knowledge, worldviews, systems of values and attitudes, features of speech behavior, and forms of consciousness.

Intercultural communication is defined as "a set of special processes of contact between persons belonging to various cultures and languages" in light of the socio-cultural approach to language learning in modern technique of training and mastering foreign language communicative activity. It occurs between interaction partners who are aware of the fact that they are "other" and recognize the "otherness" of the "partner" while also belonging to distinct cultures. A foreign language (FL) is a vital tool for globalization and societal integration, as well as intercultural dialogue. The expansion of a foreign language's functions has resulted in a rethinking of key issues such as teaching methodology in textbooks and manuals, the formation of provided types of competencies (language, communicative, sociocultural, compensatory, educational), control of knowledge, skills, and abilities by types of speech activity, and organization and control of independent student work.

"A person senses the world, learns to equip it, lives in it, and understands the phenomena of the surrounding reality through a model produced in the native language," according to this concept. The perception and understanding of the new "not mine" expands this approach in FL research. The key thing becomes the exchange of information in the communication process, rather than knowing the language.

The student-centered approach to learning has become the leading one. According to this approach, the focus is on a specific student with his needs, interests and abilities. In order to improve the quality

of education in Russia, linguistic and cultural (E.M. Vereshchagin, V.G. Kostamorov), sociocultural (V.V. Safonova), linguistic and cultural (V.V. Vorobyov, V.P. Furmanova), cultural (E.M. Vereshchagin and V.G. Kostamorov) and other approaches. [2]

Several scientific and experimental studies on various aspects of the application of a student-centered approach to learning have been conducted, several international and regional conferences on topical issues of this approach have been held, many textbooks and manuals have been created, and a large number of articles covering various aspects of a personality-oriented approach to teaching a foreign language have been published.

However, many problems have arisen in this direction that are waiting for their scientific, scientific-experimental solution. These problems are related to the formulation of the learning goal, the rationalization of the content of training (hereinafter CT), the improvement of the organization of CT, the development of teaching technologies and methods for monitoring the formation of speech skills and abilities of students, etc.

Aim:

- 1) Organization of communication at the intercultural level,
- 2) Development in students of the need and ability to take part in it.

Tasks to form a person's ability to international communication. This process is carried out in educational conditions in conjunction with 1) students learning a foreign language code (development of speech experience) and, secondly, the development of their cultural experience, in which one can isolate the

attitude of the individual to himself, to the world, as well as his experience of creative activity.

Intercultural competence covers mainly the ontological aspect of the formation of a personality, while competence covers its language and speech abilities.

Three aspects of the integrative learning goal: 1) pragmatic (practical), 2) cognitive, 3) pedagogical.

The purpose of teaching a foreign language is to develop the student's ability for intercultural interaction and to use the language being studied as a tool for this interaction.

The technology for the formation of intercultural communication skills has not been developed. There is a point of view according to which "communication between representatives of different languages and cultures is realized with the greatest completeness and efficiency in the case when a significant place is given to national culture in the process of teaching a foreign language." The study of a foreign language and culture provides for a comparative communicatively oriented co-study of a foreign language and a foreign culture, since the features of language and culture are revealed by comparison, with a comparative study of languages and even more cultures. From practice, there are many cases where mistakes or simply violations of behavioral, ethical norms accepted in the culture of a particular people can cause misunderstandings, conflicts, because "dialogue between representatives of different cultures often fails not because of ignorance of the language, but because for ignorance of the cultural background. [2]

However, in pragmatics, based on the material of most languages, English and Uzbek, in particular, the phenomena of culture in comparative terms are not

sufficiently studied, which exacerbates the difficulties of developing intercultural communication skills;

Another problem in teaching intercultural communication is the paradoxical fact, according to which, in educational conditions, the development of intercultural communication skills is indirect, because it is carried out between speech partners, carriers of the same culture.

An important problem of teaching intercultural communication is the insufficiently high level of intercultural competence of a foreign language teacher; One of the main reasons that, in practice, foreign language lessons remain language lessons, but not foreign culture lessons, is that a foreign language teacher is not a carrier of a foreign culture, but is only its repeater. E.M. Vereshchagin and V.G. Kostomarov believe that despite the fact that a teacher of a foreign language has certain skills of intercultural communication, it is unlawful to consider him a bicultural personality. This requires a completely different level of entry into another culture - acculturation, understanding how the process of assimilation by a person who grew up in culture A, elements of culture B. [1]

Questions of methodology for controlling the formation of intercultural communication skills are undeveloped, which has a negative impact on the effectiveness of training. In this area, the most relevant are the definition of objects and methods of control, the development of criteria for the formation of skills, etc.

The lack of textbooks and teaching aids provided with comparative cultural materials is also a negative factor in teaching intercultural communication in a foreign language.

With a foreign language and, above all, its subject aspect (i.e. cultural phenomena that students read, write about, about which they learn from a teacher, from a textbook, etc.) is not an advertisement for someone else's way of life, but the basis for developing students' ability to look at the world through the eyes of a native speaker of the target language. From this point of view, no foreign textbook, even one that represents a modern methodological concept, can satisfy the needs of the Russian school, since in line with the intercultural paradigm it is wrong to limit the educational process only to the linguocultural parameters of the country of the language being studied. A significant place in the educational process should be occupied by the native linguistic and ethnic culture of the student. This process is aimed at developing a student's understanding of the linguistic and cultural specifics of the native speaker of the language being studied while maintaining the "individual national natural style" of communication, which is intended to distinguish his speech and non-speech behavior in intercultural communication with foreign peers. The unit of such intercultural learning is not a lesson, but a knot of problems as a unit of education of a cultured person, formulated in the form of questions - these "dialogue triggers", addressed both to oneself and to interlocutors. [3]

The goal of IL (intercultural learning) is preparation for contact with another culture, adequate behavior in a foreign culture, i.e. the formation of a "third" culture of personality; as content - works of the basic culture of the individual in the form of texts of a different nature; as a unit of learning - problems relevant for intercultural contact; as a method - an interactive method, in the center of which is the process of intercultural dialogue, models of behavior in intercultural conflict situations.

Stages of IL:

1. Assimilation of background information about the facts of a given culture in the form of works of culture (texts) on a contrasting basis, in comparison with the facts of one's own culture, in highlighting the differences between cultures: comparison of the basic cultures of the individual - one's own and studied, i.e. acquisition of certain knowledge.
2. The interpretation of the learned facts of the basic culture in intercultural contacts and conflict situations, the allocation of its "cultural standards" of the ethnic, political and economic plan, influencing thinking, values, and actions represents this particular culture - the formation of value orientations of the individual.
3. Playing out intercultural situations, during which students alternately play the roles of representatives of basic cultures. In this process, there is a change in the system of "contemtualization" (Helmolt, Muller) of the personality, i.e. a change in the cultural background when receiving certain communicative signals from an interlocutor - a representative of another culture, which leads to the formation of a "third" culture of the individual, i.e. qualities, habits, ways of personality activity are formed.

The content of the training is the following components:

- Spheres of communicative activity (themes, situations),
- Language material, rules for its design and operation;
- A complex of special (speech) skills;

- The system of knowledge of the national - cultural characteristics and religions of the country of the language being studied, a minimum of etiquette - visual forms of speech and the ability to use them in various areas of speech communication;
- Educational compensatory (adequate) skills, rational methods of mental work, providing a culture of language acquisition in educational conditions and a culture of communication with its native speakers.

Insufficient number of hours on the subject "Foreign Language" for the implementation of the goals and objectives of education, on the one hand, the development of pedagogical technologies and other teaching aids, on the other, necessitates paying special attention to the independent work of students. The content of independent work of students and the necessary guidelines for its organization and control should be reflected in a special section of the program. The ratio of independent work of students and classroom work should be set at 50-50. When determining the final grade for a foreign language course, a certain percentage of its points should be an assessment for independent work of students. Another methodological provision established in the pedagogical sciences recently is the variability of the program (T.V. Markova). This provision is based on the theory of differentiation and individualization of learning. According to this provision, the program must have at least two options for the level of its construction: a) general conceptual, b) educational and practical. Communicative language teaching appeared in the 60s in the British method of teaching languages. Then, according to the British method, the language was taught on a situational basis. The basic structures (sentences) of the English language were practiced in various situations of communication. In the mid 60s. In the United States, the theory of

language about audiolingualism was rejected. British methodologists questioned the theoretical principles of the method of situational language teaching.

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