

THE ROLE OF INTERCULTURAL COMMUNICATION IN THE STUDY OF A FOREIGN LANGUAGE BY STUDENTS OF NON-LINGUISTIC SPECIALTIES

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Аннотация

Статья посвящена роли речевой коммуникации в профессиональной деятельности специалистов. В ней рассматривается важность владения различными видами речевой активности, навыками общения и умением вести диалог. Подчеркивается, что коммуникация — сложное явление, изучаемое не только лингвистами, но и психологами, социологами и философами. В статье также рассматриваются междисциплинарные направления, такие как психолингвистика, паралингвистика, социолингвистика и этнолингвистика, анализирующие взаимодействие языка, мышления, культуры и социальных условий. Автор отмечает, что коммуникация является основополагающим элементом существования общества, а ее изучение остается актуальной задачей для различных научных дисциплин.

Ключевые слова

речь, компетентность, коммуникация, лингвистика, междисциплинарные направления.

Abstract

The article is devoted to the role of speech communication in the professional activities of specialists. It examines the importance of mastering various types of speech activity, communication skills and the ability to conduct a dialogue. It is emphasized that communication is a complex phenomenon studied not only by linguists, but also by psychologists, sociologists and philosophers. The article also examines interdisciplinary areas such as psycholinguistics, paralinguistics, sociolinguistics and ethnolinguistics, analyzing the interaction of language, thinking, culture and social conditions. The author notes that communication is a

fundamental element of the existence of society, and its study remains a pressing task for various scientific disciplines.

Key words

speech, competence, communication, linguistics, interdisciplinary areas.

The requirements of not only high professionalism, but also a deep understanding of the principles of communication, especially speech, are presented to a specialist in modern society. Speech, in essence, is one of the integral and important parts of the professional training of specialists. There is an urgent need to master various types of speech activity, to have speech communication skills and to be able to conduct a conversation competently, and not just be a participant in it. In other words, there is a need to feel confident in everyday and business communication. Speech communication is a phenomenon that is quite complex in its structure.

Understanding the essence and nature of human communication is not only the aspiration of linguists, but also of psychologists, sociologists and philosophers. At the junction of different sciences, there are such areas as psycholinguistics (a discipline at the junction of psychology and linguistics, studying the relationship between language, thinking and consciousness), paralinguistics (a section of linguistics that studies non-verbal (non-linguistic) means that transmit semantic information together with verbal ones as part of a speech message, as well as a set of such means), sociolinguistics (a section of linguistics that studies the relationship between language and the social conditions of its existence) and ethnolinguistics (a field of linguistics that studies language in its relationship with culture).

Communication should be considered as a necessary and general condition of human life and a fundamental basis for the existence of society. Society is not so much a collection of individuals as the connections and relationships in which these individuals are in relation to each other. This is mainly why representatives of various scientific fields show such keen interest in communication. Teachers and linguists always address the problems of human communication. However, communication issues are perhaps the most complex.

According to some experts, communication issues are as limitless and diverse as human society itself, if not to say as the world around us as a whole.

The communicative process, along with such components as individuality and social role, is included in the content of the concept of personality. Personality is individuality in communication. Most experts agree that this definition most clearly shows the relationship and interdependence of personal and social self-determination.

The development of information civilization requires constant improvement of the person himself, his creative and constructive abilities. The person becomes the main social dimension of society, its main social content. The formation of a spiritual, moral personality acquires enormous significance. This is the fundamental task of modern science.

The modern social system of society puts forward new objective requirements for the individual such as: a high level of professionalism; extensive knowledge in the field of spiritual culture; strict adherence to moral standards; responsibility for the results of one's activities; demanding attitude towards oneself.

Communicative competence is the ability of an individual to receive in a dialogue the necessary information about the interlocutor (their level of education, upbringing, character and features of their communicative culture, etc.), to be able to listen to them and understand what is said, to present and civilly defend their point of view in a dialogue and in a public speech based on the recognition of the diversity of positions and a respectful attitude towards the values (religious, ethnic, professional, personal, etc.) of other people [5].

It is extremely difficult to underestimate the importance of communicative competence of an individual for modern society. A wide and sufficiently flexible range of tactics and strategies of communication allows communicative competence to manifest itself in a variety of qualities necessary in various types of professional communicative interaction.

Наиболее благоприятной и потенциально эффективной формой коммуникации является – диалог. Настоящий диалог непременно предполагает самостоятельность и активность каждого из его участников, а так же то, что каждый из его участников привносит в него личностное своеобразие. Вступая в диалог, люди исходят из признания ценности и значимости позиции сторон, стремясь понять друг друга.

The most favorable and potentially effective form of communication is dialogue. A real dialogue necessarily presupposes the independence and activity of each of its participants, as well as the fact that each of its participants brings personal originality to it. Entering into a dialogue, people proceed from the recognition of the value and significance of the positions of the parties, striving to understand each other.

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All of the above forms a complex of communicative knowledge and skills, which are the components of the communicative competence of an individual. This complex includes: knowledge of the norms and rules of communication; a high level of speech development, allowing a person to freely transmit and perceive information in the process of communication; understanding of the non-verbal language of communication; the ability to establish contact with people taking into account their age, socio-cultural, status characteristics; the ability to behave adequately to the situation and use its specifics to achieve one's own communicative goals; the ability to influence the interlocutor in such a way as to persuade him to one's side, to convince him of the correctness of one's arguments; the ability to correctly assess the interlocutor as a person and as a potential competitor or partner, as well as to correctly choose one's own communicative strategy depending on this assessment; the ability to evoke a positive perception of one's own personality in the interlocutor.

Thus, the growth of communicative competence in all spheres of life ultimately means that a modern specialist is a highly qualified professional who combines erudition with knowledge of a specific area of activity, who is able to highlight strategic issues, establish mutual understanding and interaction with society, a certain social group, and individuals, in other words, who has a high culture of communicative activity.

Intercultural communication involves communication between representatives of different cultures, during which at least one of the participants can speak a foreign language. In the modern world, English has firmly taken the position of the language of international communication, and often participants in communication choose it for communication, but bringing their own cultural nuances to it. In connection with the expansion of intercultural contacts, the need of society for specialists of various profiles who speak a foreign language increases. The need for verbal support of intercultural communication (establishing personal contacts, conducting telephone conversations, exchanging correspondence, holding presentations, meetings and gatherings, negotiations, participation in conferences and seminars) comes to the fore. Language - the main expression of cultural identity - is simultaneously the main mediator in the intercultural communication process.

The main problem of intercultural communication is the problem of understanding. When solving it, it should be remembered that language is only a tool for transmitting forms of speech behavior, it only creates an environment for

intercultural communication. Understanding in intercultural communication is a rather complex process of interpretation, depending on both linguistic and non-linguistic factors. In order to achieve understanding in intercultural communication, participants need not only to master the grammar and vocabulary of a particular language, but also to know the cultural component of the meaning of the word, and what is no less important, the realities of a foreign culture.

The point is that the actual use of words is largely determined by knowledge of the social and cultural life of the person speaking this language. "Language does not exist outside of culture, that is, outside of the socially inherited set of practical skills and ideas that characterize our way of life" [1]. Since socio-cultural aspects underlie linguistic structures, then for the active use of language as a means of communication it is necessary to know as deeply as possible the "world of the language being studied" (S.G. Ter-Minasova) [2].

It can be said that the linguistic picture of the world is a reflection of the socio-cultural picture of the world. Without knowing the world of the language being studied, it is practically impossible to master the language as a means of communication; it can only be mastered as a way of transmitting and storing information, as a "dead" language, devoid of the culture of the speaker. That is why learning a foreign language involves not only mastering the plan of expression of a certain linguistic phenomenon, but also the plan of its content, i.e. developing in the minds of students a concept of new objects and phenomena that have no analogues either in their native culture or in their native language. To achieve this, it is necessary to include elements of regional studies in language teaching (which creates a synthetic type of teaching work, called "linguistic regional studies teaching" by E.M. Vereshchagin and V.G. Kostomarov) [3].

Mechanisms of foreign language acquisition are studied by psychologists, ethnologists, and linguists. The principles of acquiring a second language observed in a bicultural and bilingual environment are somewhat different from those in a homogeneous cultural and monolingual environment. Thus, cultural tolerance is formed. "With the increase in the material well-being of society and its cultural level, such states of cultural and linguistic bi- and multilingualism tend to quantitative growth and qualitative stability" [4].

The process of mastering a foreign language is based on the same skills that are acquired when mastering the native language. Not only does a person who has mastered one foreign language master a second and even a third language quite easily [5]. Studying the communicative behavior of representatives of a foreign-language society, their linguasociological and cultural characteristics helps to introduce "non-native speakers" of the language to the conceptual system, the

picture of the worldview, the value orientations of its speakers, reduce the intercultural distance, and cultivate a willingness to adapt to the culture of another people, a different sociocultural context of interaction and influence in order to develop an optimal strategy for cooperation and communication in a foreign language.

Of course, in intercultural communication there are areas of meanings common to all of humanity and meanings that are the same for speakers of different languages. For example, in business communication, understanding is facilitated by the familiarity of all participants in the communication and the same subject content of the activity. Nevertheless, the content and meaning barriers that arise in intercultural communication are more the rule than the exception, since each participant in the communication brings to it his own system of meanings inherent to him as an individual and as a representative of the corresponding culture. It is the latter that come to the fore in intercultural communication.

In conclusion of the review, it is necessary to note the following: the problem of communicative competence, which attracted the close attention of linguists at the end of the 20th century, belongs to the circle of problems, the potential of which is so great that this problem will undoubtedly be developed further.

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