

TYPES OF INTERCULTURAL COMMUNICATION OF STUDENTS OF NATIONAL GROUPS

Tokhta Ametovna Yuldasheva

Acting Associate Professor of Chirchik State Pedagogical University

Abstract

The differences between these cultures lead to certain difficulties in communication. These difficulties are due to differences in expectations and prejudices that are inherent in each person, and, naturally, differ in different cultures. The language reflects the usual patterns of thinking, models of perception of reality, the experience of cognition of the world accumulated in culture. Linguistic problems are often the first difficulties in communicating with representatives of other cultures.

Keywords: language, pedagogy, intercultural communication, intercultural competence, education.

ВИДЫ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИОННОЙ КОММУНИКАЦИИ УЧАЩИХСЯ НАЦИОНАЛЬНЫХ ГРУПП

Тохта Аметовна Юлдашева

И.о. Доцента Чирчикского государственного педагогического университета

Introduction

Intercultural communication is communication between speakers of different cultures. The differences between these cultures lead to certain difficulties in communication. These difficulties are due to differences in expectations and prejudices inherent in each person, and, naturally, differ in different cultures. Representatives of different cultures decipher the information they receive differently. This leads to misunderstandings, tension and difficulties in communication. Full communication is impossible without mutual perception and the establishment of mutual understanding, interpersonal contact between the participants in this process. The inability to establish interpersonal contact negatively affects intercultural communication.

At the same time, scientific and technological progress and the efforts of the rational and peace-loving part of humanity are opening up more and more new opportunities, types and forms of communication, the main condition for the effectiveness of which is mutual understanding, dialogue of cultures, tolerance and respect for the culture of communication partners. Unprecedented demand required unprecedented supply. Unexpectedly, foreign language teachers found themselves in the center of public attention: impatient legions of specialists in various fields of science, culture, business, technology and all other areas of human activity



demanding immediate teaching of foreign languages as a tool of production. They are not interested in either the theory or history of the language - they require foreign languages, primarily English, exclusively functionally, for use in various spheres of society as a means of real communication with people from other countries.

One of the main and main ways to overcome intercultural barriers is to increase intercultural literacy and competence. The presence of barriers in intercultural communication is a stimulus for the development of intercultural competence, as it confronts the individual with the need to acquire new knowledge about another culture, improve his own communication skills, etc. When a participant in intercultural communication is sufficiently competent, most intercultural barriers, such as differences in the languages of partners, the influence of prejudices and stereotypes, and incorrect interpretation of non-verbal actions of communication partners, disappear by themselves.

Representatives of different cultures use different models of perception of social reality through symbolic systems, which is reflected in the language constructions used, styles of oral and written communication. Language reflects habitual patterns of thinking, models of perception of reality, and the experience of understanding the world accumulated in culture. Linguistic problems are often the first difficulties when communicating with representatives of other cultures. In most cases, differences in verbal communication styles do not act as a barrier in intercultural interactions; a typical reaction is a person's adaptation to a new context and tolerance to other styles.

Speech behavior, which distinguishes the language of people of different national-ethnic communities, also manifests itself clearly at the level of non-verbal interaction. Mismatch of nonverbal communication symbols can affect the effectiveness of business interactions. The experience of immersion in another cultural context allows you to see the following features of the non-verbal systems of partners. The meanings of many symbols are clearly contrasted. This manifests itself in a discrepancy in meaning:

- paralinguistic characteristics: volume, tone, speed of speech, etc.;
- body language: gestures, facial expressions, postures, etc.;
- communication context: appearance, kinetic and proxemic parameters, etc.

Additional reasons for the transformation of differentiation of nonverbal behavior and language difficulties into a barrier to interactions in an intercultural environment are:

- personal characteristics;
- psychological stress and fatigue beyond the control of the person;
- lack of previous experience of immersion in another cultural environment.

Accordingly, tolerance to unusual behavior of partners, understanding the role of non-verbal symbols in the process of intercultural interactions will contribute to effective business and intercultural communication.

As a result, intercultural barriers play an important role in intercultural communication. It is necessary to develop intercultural competence, tolerance, and not put one's own culture above other cultures. Only the implementation of the above points will ensure successful intercultural communication and help overcome intercultural barriers.



In order to rationally organize teaching or self-learning of the Russian language, that is, to determine the optimal program, content and teaching tools, it is necessary to clearly set the communicative goal of training and its conditions. The communicative goal of teaching the Russian language is always to include the student in the exchange of information (oral and written) within the foreign language community. More precisely, it is the creation in the body of a learner of a psychophysiological device - a communicator, which would allow him to participate in the exchange of information in a given language in certain areas, registers and forms of linguistic communication, acting in certain communicative roles (types of communicative activities). To finally clarify the communicative learning goal, it is also necessary to establish the required level of proficiency in each type of communicative activity. In addition to the main (communicative) goal, language teaching can pursue additional goals: educational impact, expanding general educational horizons, improving thinking. All these goals are secondary in the sense that their implementation entirely depends on the implementation of the main (communicative) goal of learning: if an individual is not able to communicate (exchange information) in a given language, then this channel is closed to all other influences. The task of a methodologist is much more difficult in cases where life does not place direct communicative demands on the learner regarding proficiency in the Russian language. This is exactly the case during training; the future profession and range of interests of the student remain completely uncertain.

We must, however, remember that in the absence of clear communicative goals, language teaching cannot be rational, because then there will be no necessary prerequisites for solving the main problem of the methodology - drawing up a reasonable training program. If an adult comes to a teacher with a request to teach him the Russian language, but cannot explain for what communicative purpose he needs this language, then the teacher must refuse training, since it cannot be rationally organized. At school the situation, of course, is completely different. Here, the methodologist drawing up the training program must formulate artificial communicative goals, the implementation of which, on the one hand, would create a reliable foundation for the further development of communicative abilities in accordance with the future needs of the individual, and on the other hand, would allow him now, i.e. upon graduation from school, to a certain extent participate in linguistic communication in Russian. Achieving specific communicative goals, no matter how modest they may be, not only at the end of training, but also at every intermediate stage, is of utmost importance for the success of learning, for only in this way will the students' undiminished interest in learning a subject that may initially seem them disconnected from the real needs of life.

The ultimate communicative goals of school teaching of the Russian language should include at least the following:

1. The ability to transmit simple dialogic and short monologue oral messages in the range of school and general everyday topics. With a small range of ready-made signs and models used, correctness of speech must be ensured; that do not respond to the understanding of the produced material by a native speaker.



2. The ability to perceive an oral dialogic sign product in the same range of topics. Here, an understanding of the somewhat simplified but “natural” speech of native speakers (mainly in the territorial and social version) must be ensured.
3. The ability to transmit written messages, sufficient to write a letter to a Russian friend on school and general everyday topics.
4. The ability to receive written messages, sufficient to understand lightweight texts of a literary, artistic, socio-political and popular science nature.

The implementation of the listed minimum communicative goals will create all the necessary conditions for the further development of the individual’s communicative abilities in the desired direction and, what is especially important, will not allow the already acquired abilities to fade away, since they can be practically used in reading and writing, and, if possible, also in oral communication . The importance of achieving communicative goals in reading should be especially emphasized, since this type of communicative activity in Russian is the most accessible, and if you have basic oral communication skills, reading can serve as an indirect means of their further strengthening and development.

The maximum level of language proficiency can be called the level of social sufficiency. This level characterizes native speakers - members of a given language community.

The communicative goals of school language teaching, of course, cannot be focused on the level of social sufficiency. However, at school it is necessary to strive to achieve a level of communicative sufficiency in at least some basic indicators. The oral and written sign product produced by a student in Russian must undoubtedly be completely (decipherable) for a native speaker, despite the inevitable deviations from the norm in a number of respects. We must strive to ensure that these deviations are more quantitative than qualitative in nature. In other words, the student’s speech will inevitably be somewhat impoverished in comparison with the speech of a native speaker, but it must be as correct as possible, primarily from a grammatical point of view, which provides for adequate mastery of a certain set of general and particular signs - educational models, as well as storage in memory of some (albeit a small one) of a set of ready-made signs of all orders and the ability to use them.

So, the first factor that determines the program, content and means of teaching is the communicative goal - natural or artificial. The second factor includes a whole group of circumstances, united under the heading of learning conditions. This includes: age of students; the total duration of training and the weekly number of hours of classroom (classroom) and independent work, including work with technical means; number of students in the group.

We have already noted that natural communicative goals can be accurately indicated only for adult students - as those preparing for a very specific activity that requires the use of the Russian language.

We once again return to the fact that the main principle of school teaching of the Russian language should be the mandatory achievement of modest, but communicatively valuable goals.



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