

THE PROBLEM OF INTERCULTURAL SPEECH IN TEACHING FOREIGN LANGUAGES AT TECHNICAL UNIVERSITIES

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Abstract

Currently, one of the progressively developing areas is intercultural communication. Globalization processes have forced linguists, philologists and teachers to pay special attention to such an aspect of communication as interaction in an intercultural environment and the teaching of foreign languages, between which there is a close connection. The article discusses issues of intercultural communication in teaching foreign languages.

Keywords: Globalization, teaching of foreign languages, intercultural communication, pedagogical process.

Introduction

Like all other areas of social life, the teaching of foreign languages in Uzbekistan is currently experiencing a difficult and complex period of fundamental restructuring, reassessment of values, and revision of goals, objectives, methods, materials, etc. “New times and new conditions have demanded an immediate and fundamental revision of both the general methodology and specific methods and techniques of teaching foreign languages”[1]. These new conditions—the “discovery” of Uzbekistan, its rapid entry into the global community, the frantic upheavals of politics, economics, culture, and ideology, the mixing and movement of peoples and languages, the changing relations between local and foreigners, and completely new communication goals—all of this inevitably poses new challenges in the theory and practice of teaching foreign languages.

“The primary goal of teaching foreign languages in Uzbekistan today is to teach language as a real and meaningful means of communication” [1]. This practical, applied approach can only be achieved with a fundamental theoretical foundation. Teaching people to communicate (orally and in writing), to spontaneously create, and not just understand, foreign language, is a difficult task, further complicated by the fact that communication is not simply a verbal process. Its effectiveness, in addition to language proficiency, depends on many factors: the conditions and culture of communication, etiquette rules, knowledge of non-verbal expressions (facial expressions, gestures), deep background knowledge, and much more. This includes perception, comprehension, memorization, and mastery of educational material, enabling learners to freely use foreign vocabulary. “The second component of foreign language teaching within the cultural approach is associated with the development of skills and abilities. These traditionally



include speech skills (speaking, listening, reading, and understanding, etc.), vocabulary use, grammar, and pronunciation skills, which are included as elements of speech skills”[2]. These skills help develop a linguistic acumen, sustained motivation for ongoing work with a foreign language, and the use of a foreign language to obtain specific information through reading magazines and newspapers, dictionaries, and so on. This makes the language indispensable in the learner's cognitive activity. At the same time, the foreign language itself enhances students' overall cognitive activity, thereby increasing motivation for language learning. Implementing a cultural approach in teaching English at a university creates a framework aimed primarily at broad cultural grounding through in-depth study in the context of a specific field of knowledge corresponding to professional development. “A cultural approach should fulfill five functions: developmental, educational, pedagogical, cognitive, and professional. Developmental function. Its essence lies in the fact that foreign language culture is aimed at developing those socially and professionally significant personality traits of the student that play a crucial role in cognitive processes, namely: mental functions associated with speech activity” [3]. Educational function. The cultural studies approach presupposes mastery of all speech functions and various forms of communication so that mastery of professional foreign language culture serves as a means of enriching the student's spiritual world, interpersonal and intercultural communication, defending one's beliefs, promoting intercultural partnership and social progress, national culture, etc. “Each type of speech activity has its own specific goals: speaking, listening, two-way translation from the native language into English and vice versa, reading, and writing” [4]. The second component of foreign language teaching within the cultural approach is associated with the development of skills and abilities. These traditionally include speech skills (speaking, listening, reading, and understanding, etc.), vocabulary use, grammar, and pronunciation skills, which are included as elements of speech skills. These skills help develop a linguistic acumen, sustained motivation for ongoing work with a foreign language, and the use of a foreign language to obtain specific information through reading magazines and newspapers, dictionaries, and so on. This makes the language indispensable in the learner's cognitive activity. At the same time, the foreign language itself enhances students' overall cognitive activity, thereby increasing motivation for language learning. Implementing a cultural approach in teaching English at a university creates a framework aimed primarily at broad cultural grounding through in-depth study in the context of a specific field of knowledge corresponding to professional development. A cultural approach should fulfill five functions: developmental, educational, pedagogical, cognitive, and professional. Developmental function. Its essence lies in the fact that foreign language culture is aimed at developing those socially and professionally significant personality traits of the student that play a crucial role in cognitive processes, namely: mental functions associated with speech activity. Educational function. “The cultural studies approach presupposes mastery of all speech functions and various forms of communication so that mastery of professional foreign language culture serves as a means of enriching the student's spiritual world, interpersonal and intercultural communication, defending one's beliefs, promoting intercultural partnership and social progress, national culture, etc. Each type of speech activity has its own specific goals: speaking, listening, two-way translation from the native language into English and vice versa, reading, and writing”[5]



The educational function lies in the fact that foreign language culture serves as a means of moral education. The following opportunities exist for the implementation of moral education in foreign language communication. The cognitive function. The goal of mastering a foreign language culture is to understand it, not to master its entire content, since it is impossible to fully assimilate the entire culture of the target language country, even while learning a foreign language. It is important to remember that each nation has its own mentality, strikingly different from that of another. “Understanding mentality is possible only through mastering the culture. Assimilation of isolated cultural facts does not necessarily lead to "entry" into a foreign mentality, since mentality is systemic by nature. The professional function. Its essence lies in the fact that foreign culture defines the professional specifics inherent in a particular nation. A stay in a foreign country can evoke a variety of feelings”[8]. A person who finds themselves abroad may admire a different reality: shops, houses, products, and clothing styles. However, a professional arriving in a foreign country, upon beginning work, experiences the influence of the foreign culture on their life. Ignorance of professional etiquette and foreign culture can lead to culture shock, which manifests itself in avoiding contact with representatives of the foreign culture, fatigue, nervousness, and anxiety. Confidence in communicating in a foreign language can only be acquired through practice. Overall, in summary, it can be concluded that modern living demands that learning a foreign language primarily be functional. It is essential to understand the culture of the target language as deeply as possible. In other words, theoretical knowledge of the language must be complemented by practical skills in determining when to say what, to whom, and in whose presence, and how to use the meaning of a given word in a specific context. This is why increasing attention is being paid to studying the world of language itself—that is, studying the country where the target language is spoken.

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