



INTERNATIONAL SCIENTIFIC AND PRACTICAL ONLINE CONFERENCE

# TEACHING FOREIGN LANGUAGES

TSUL ICON FLT



TASHKENT 2021



**THE MINISTRY OF JUSTICE OF THE REPUBLIC OF UZBEKISTAN**

**TASHKENT STATE UNIVERSITY OF LAW**

An international scientific and practical online conference on the topic  
**TSUL INTERNATIONAL CONFERENCE ON  
TEACHING FOREIGN LANGUAGES  
(TSUL ICON - FLT)**

**Foreign languages department**

**Tashkent – 2021**

## ON THE ISSUE OF TEACHING INTERCULTURAL COMMUNICATION

*Mamatova Nilufar Abdukhoshimovna*

*Department of Foreign Languages,*

*Andijan state medical institute*

[nilufarmamatova1975@inbox.ru](mailto:nilufarmamatova1975@inbox.ru)

DOI <http://dx.doi.org/10.5281/zenodo.4955805>

**Abstract.** This article analyzes the issue of teaching intercultural communication. In today's fast-paced world, teachers must be able to use creatively the most productive educational technologies that provide high-quality training for future specialists in intercultural communication in the process of teaching a foreign language in the system of higher education. This is one of the most significant modern trends in teaching a foreign language and intercultural communication.

**Key words:** *intercultural communication, professional international cooperation, pragmatics of the speech, cultural identity, stereotypical ideas.*

A future specialist in intercultural communication should be thoroughly prepared to participate in professional international cooperation and be able to take into account the specific ideas and preferences existing in the cultures of foreign business partners in the ways of forming thoughts. In this regard, in professionally oriented teaching of foreign language communication of students of language faculties, special attention should be paid to the development of their ability to choose the correct form to formulate their ideas, taking into account the cultural identity of the native speaker. This is another of the current trends in teaching intercultural communication in the system of higher education.

Our students should take into account the fact, for example, that Americans and British, during their speeches in front of an audience, always aim at "publicity" in communication and rejection of abstract theorizing, which, in their opinion,

"repels" the audience. This determines the stereotypical desire of representatives of Western culture to reduce the interpersonal distance with business partners. For example, representatives of both American and British cultures do not like to saturate their speeches in front of an audience with a large amount of terminological vocabulary, which is explained in the pragmatics of the speech and the cultural identity of these representatives [2].

People's perception of each other occurs through the prism of prevailing stereotypes. When meeting representatives of other cultures, people tend to perceive their behavior from the perspective of their culture. Misunderstanding of speech behavior, symbolism of gestures, facial expressions and other elements of behavior often leads to a distorted interpretation of the meaning of their actions, which easily gives rise to a number of negative feelings: alertness, sometimes even hostility [1].

Knowledge of the stereotypes of speech behavior is very helpful in communicating with other peoples. If we know how we are perceived, communication is greatly simplified, since many features of communication with us are understandable and not offensive. Stereotypical ideas about a particular people often provide a key to understanding its characteristics. To learn how to communicate with representatives of another nation, it is important to have a clear idea of how others see us in order to build our communication taking into account these ideas.

For example, in order to achieve the best results when conducting business negotiations with the British, the knowledge and skills gained in working with representatives of this country should be applied. The style of business communication, its principles and rules, strategy and tactics for achieving results are very significant points in intercultural interaction.

Humor is considered one of the most effective tools in the arsenal of a British manager, and some businessmen from other countries can win the trust of the British by demonstrating that they are just as good at it.

Thus, for those who negotiate with British, it is reasonable to stock up on jokes that have even an indirect relationship to the subject of future conversation. Jokes, anecdotes, introduced into the process of business communication within reasonable limits and, most importantly, at the right moment, defuse the atmosphere, create a trusting atmosphere, bring people together.

When teaching analyzed communicative actions, students as future specialists in intercultural communication should not only understand the specifics of the speech behavior of carriers of another culture, but also consciously master the methods of establishing and terminating contact, stereotypically preferred by business partners, and compare these methods with their own stereotypes. As a result, students acquire the ability to identify differences, identify their cause and take these differences into account in their future professional activities [3].

The desire to reduce the interpersonal distance is characteristic, for example, of representatives of American culture who implement their speech in accordance with the postulates of "positive" rational politeness: "bring closer to your partner."

Representatives of Western cultures, trying to "interest" business partners and reduce interpersonal distance, often deliberately precede the process of argumentation with colloquial formulas (proverbs, sayings, appeals to their own experience, etc.). This method (according to Western representatives) does not distract from the subject of persuasion, but rather activates thinking and serves as a means of indirect persuasion. It should be noted that representatives of Western cultures are more inherent in proof through real life examples.

For representatives of Western cultures, one of the most preferable ways of showing the objectivity of information is its detailing. The stereotypical methods of showing the objectivity of information, preferred by representatives of Western cultures, also include the logical construction of a speech using chronological references and summarizing conclusions.

The rules of international politeness prescribe certain forms of etiquette speech behavior during business negotiations or public speeches, and the desire to

exert the necessary influence on the consciousness of a business partner encourages the speaker to include appropriate situations etiquette formulas not only at the beginning and end of the speech, but also to permeate the entire meaningful part of speech with them. Caution in the expression of representatives of Western cultures is ensured through the use of neutral lexical units, the use of adjectives and adverbs with a low degree of emotional expressiveness. Naturally, teachers in the process of teaching intercultural communication need to draw the attention of students to such important details. This is another of the current trends in teaching intercultural communication [4].

The culture of communication is an indicator of the general culture of a person and this should be specially and purposefully taught in foreign language classes, taking into account the stereotypes of speech behavior inherent in carriers of another culture. Knowledge and ability to take into account the language stereotypes of business partners will allow a specialist in intercultural communication to prepare an English-speaking presentation, the content-compositional and linguistic structure of which is most consistent with the cultural identity of the native speaker, which will provide a significant increase in the influencing power of speech.

### References

1. V.V. Litvintsev. An interdisciplinary approach to the development of intercultural competence. // Development of intercultural competence through the study of foreign languages: potential, methods, problems. - 2006.
2. R.P. Milrud. Competence in language learning // Foreign languages at school.
3. P.V. Sysoev. Controversial issues of communicative control of students' ability to perceive speech by ear // Foreign languages at school. - 2008.
4. Biber D. Corpus Linguistics: Investigating language structure and use. / D. Biber, S. Conrad, R. Reppen. - Cambridge University Press, 2001.