

CHET TILLARNI O'QITISHDA MADANIYATLARARO MULOQOTNING AHAMIYATI

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Annotatsiya. Chet tilini o'rganish jarayonida madaniyatlararo muloqot ko'nikmalarini rivojlantirish masalasi ushbu maqolaning diqqat markazida bo'ladi. Samarali madaniyatlararo muloqot o'z madaniyati va boshqa madaniyatlar xaqida bilimga ega bo'lish, shuningdek, xatti-harakatlarni, leksik va grammatik qoidalarni baholash qobiliyatini talab qiladi.

Kalit so'zlar. Madaniyat, madaniyatlararo muloqot, ko'p madaniyatli muhit, muloqot qobiliyatlari, o'zaro aloqa.

YABANCI DİL ÖĞRETİMİNDE KÜLTÜRLERARASI İLETİŞİMİN ÖNEMİ

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Özet. Bu makalenin odak noktası, yabancı dil öğrenme sürecinde kültürler arası iletişim becerilerinin geliştirilmesidir. Etkili kültürler arası iletişim, hem kendi kültürünüzü hem de diğer kültürleri bilmeyi ve ayrıca davranışları ve sözcüksel ve dilbilgisi kurallarını değerlendirme kapasitesini gerektirir.

Anahtar kelimeler. Kültür, Kültürler arası iletişim, çok kültürlü ortam, iletişim becerileri, etkileşim.

ЗНАЧИТЕЛЬНОСТЬ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. В данной статье рассматривается вопрос развития навыков межкультурной коммуникации в процессе изучения иностранных языков. Эффективная межкультурная коммуникация требует знание как своей собственной, так и других культур, а также способности оценивать поведение и лексические и грамматические нормы.

Ключевые слова. Культура, межкультурная коммуникация, мультикультурная среда, коммуникативные навыки, взаимодействие.

THE IMPORTANCE OF INTERCULTURAL COMMUNICATION IN TEACHING FOREIGN LANGUAGES

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Abstract. *The issue of developing intercultural communication skills during the foreign language learning process is the focus of this article. Effective intercultural communication requires knowledge of both one's own and other cultures, as well as the capacity to evaluate behaviour and lexical and grammatical conventions.*

Keywords. *Culture, Intercultural communication, multicultural environment, communication skills, interaction*

Effective cross-cultural communication is crucial in today's globalized society. Teaching a foreign language must include more than just language skills; it also needs to include an awareness and respect of cultural quirks. Intercultural communication equips students with the skills they need to build meaningful relationships with others from diverse cultural backgrounds in addition to navigating language barriers. The theoretical underpinnings, advantages, and difficulties of intercultural communication in language instruction are all covered in this article. Teaching a foreign language requires effective intercultural communication. It gives students a better knowledge of cultural diversity and prepares them for efficient communication in everyday settings.

The conventional approach to teaching English to journalism students primarily emphasizes teaching the regulated and standardized parts of language use – at is, conforming to a neutral linguistic norm. However, in fact, this method does not guarantee that students will communicate effectively with native English speakers. This is because learners need to be able to recognize non-standard linguistic phenomena in foreign speech in addition to being familiar with the language's normative layer in order to develop critical, effective communication and support.

Many authors consider a foreign language as a conduit for intercultural communication, the mastery of which is unachievable without concurrent cultural studies. Culture is the framework in which we live, think, feel, and interact with one another, claims G. Brown [1, p.23]. Mutual understanding and full intercultural communication are guaranteed if the educational and upbringing processes are structured so that a foreign language is studied as a phenomenon of the national culture, as a linguistic world model of these people and this culture.

The ability of peoples and civilizations to exist independently is currently vanishing. A person's ethnic identification may change as a result of encountering diverse cultural contexts with disparate value systems, which frequently makes assimilation more difficult. Since intercultural competence is a crucial part of having a tolerant attitude toward other cultures and serves as the foundation for a successful entry into the global society, this circumstance actualizes the issue of multicultural education in pedagogical reality.

Pupils with a particular interest and curiosity focus on everything associated with the target language nation, including history, culture, art, customs, traditions, daily lifestyles, beliefs, and pastimes [2, p. 33].

Some learning factors are improved when intercultural conversation is incorporated into language instruction. It first fosters empathy and tolerance for different viewpoints by promoting cultural sensitivity and understanding. It challenges students to think critically about their cultural prejudices and presumptions. By offering chances to interact with real materials, experiment with various linguistic registers, and create efficient intercultural communication techniques, intercultural communication also helps students become more proficient communicators. Finally,

because it gives language learning relevance and significance, it raises learners' motivation and engagement.

Cross-cultural assignments that offer immersion in the culture of the target language nation make this task easier to do. They demand analysis of these data in the form of diagnosing particular situations and producing all available knowledge and abilities, rather than merely presenting ready-made information from real life in an abstract manner.

These consist of interactive modelling, self-evaluation, biographical reflection, field observation, simulations, and techniques for actively participating in intercultural communication scenarios, such as dialogues, different games, situation analysis, and pieces of training. Active approaches to intercultural learning include simulation games and training that let you show issues in dynamics and give participants a chance to spend the required amount of time in certain intercultural communication scenarios.

Effective cross-cultural communication is based on cultural sensitivity. This section looks at doable tactics and exercises that teachers can use to help Uzbek pupils become more sensitive to cultural differences. It looks at the importance of empathy-building exercises, cultural awareness activities, and the difficulty of dealing with stereotypes [3, pp.107-118]. To effectively steer students toward increased cultural sensitivity, it also explores the significance of intercultural competence training for educators.

The evaluation of intercultural communication proficiency is a multifaceted process, and no one assessment technique can fully capture a person's proficiency. Therefore, to give a more thorough review, a variety of assessment techniques and methodologies are frequently employed, such as performance-based assessments, reflective diaries, and self-assessment applications. It also emphasizes the significance of continuous assessment and feedback in tracking students' development and guiding instructional modifications [4, pp. 274-293].

Using a variety of approaches and factors, the simulation method involves simulating intercultural communication in certain scenarios and forecasting potential outcomes. For all participants in the intercultural education process, simulation scenarios are typically a generic experience of intercultural communication. In professional training, students can be allowed to complete a particular discussion in multiple ways while considering the intercultural values that are portrayed. The application of the methods under consideration enables us to conclude that, with their assistance, it is possible to meaningfully compare and establish similarities and differences between diverse cultural elements as well as to show how these elements relate to one national culture. Using these techniques in the educational process enables representatives of various cultures to successfully interact with people from other cultures, learn how to comprehend their communication partners, and accomplish their objectives.

Even while there are many advantages to using intercultural communication in language instruction, there are also some drawbacks to take into account. Finding appropriate, realistic materials can be challenging for teachers, particularly in settings with few resources. Students could also find it difficult to get past their cultural prejudices and modify their communication methods accordingly. Additionally, the curriculum's time limits could restrict how much emphasis is placed on multicultural communication exercises. [5, p. 42].

In addition to the pragmatic objective of giving students the tools they need to communicate verbally with native speakers, the intercultural dimension of foreign language instruction aims to further developmental and general educational objectives. Learning a foreign language entails stepping into an unknown world, opening up to new ideas, connecting with native speakers on a cultural level, and adding a unique depth and complexity to communication.

In conclusion, the cornerstone of successful foreign language instruction is intercultural communication. Through the integration of communicative competence and cultural knowledge, language learners can acquire the abilities necessary to negotiate a variety of cultural contexts in addition to linguistic ability. The advantages, difficulties, and theoretical underpinnings of integrating intercultural communication into language instruction have all been covered in this

article. Teachers can make their students' foreign language learning experiences more inclusive and interesting by using hands-on activities.

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