

THE IMPORTANCE OF INTERCULTURAL COMMUNICATION IN FOREIGN LANGUAGE LEARNING

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The purpose of the article is to form students' professional communicative competencies with effectiveness in the process of the foreign language professional communication in standard-known and unknown-standard situations of the interpersonal, business and professional aspects with foreign citizens in the performance of professional duties and responsibilities. For achieving the result, the learning process is aimed at improving the professional competence in the field of the professional documentation, colloquial clichés and vocabulary in a foreign language, which have become widespread in all life's spheres, given widely in the worldview of foreign languages in cultural and professional connections, in the field of the professional development, research and teaching. The impacts and challenges of these transformations require careful learning. The students of the institute or university prospect for future work, express motivation in mastering a foreign language as part of their career priorities in a professional environment. The main tendencies due to intercultural communication are aimed among students as they must perceive the real globalization of the world and understand a foreign language environment. The development of a foreign language as an international tool communication is reaching the level of using such language as a popular one. It has been repeatedly emphasized and substantiated by scientists and linguists and others. [1]

The modern world is characterized by the fact that a foreign language becomes the main criterion in determining the employment possibility both in Russia and abroad. The general and specific problems of preparing future specialists for intercultural communication as specific purposes with a native speaker of a foreign language were studied by. Modern higher education is developing and this concerns the renewal of the needs, content and methods of teaching a foreign language focused on communicative competence. All methods are also taken and used in teaching practice. Materials and methods The research methodology is based on the method of comparison and generalization, which makes it possible to draw more accurate conclusions. For modern linguists, it is obvious that future specialists get professional knowledge of the foreign languages from different processes in the sphere of the international relations and socio-economic structure, the expansion of cooperation within the limits of economic and political globalization [3]. The influence of the language cultural and professional communication in teaching foreign languages, particularly, concerning students of various universities, has not been sufficiently studied. The effectiveness of the studying foreign language in the intercultural communication considered in this research paper is a descriptive method in a new aspect of the special inevitable process in teaching a foreign language to students at the Russian universities and institutes as a reflection of the necessity in learning intercultural interaction. The teaching process analysis of training foreign language is aimed at studying intercultural communication in the modern world and students are a reflection of modern culture and professional communication. As a result, the successful spread and popularity of the foreign languages around the world in any field of human functioning and relevance as a tool for multivariate communication activities have vitally seen. It is apparent that the learning one foreign language has become the rule of intercultural interaction, as it gives opportunity to study and learn about the cultures of different countries. The educational potential of a technical university is revealed with the help of the methodological tools of social and psychopedagogical disciplines [4]. The academic and professional relations between higher education institutions, participation in the international community, joint international scientific, academic and professional activities reflect the urgent relevancy for professionals who speak a foreign

language as a way of the international professional communication [2]. The intercultural communication consists of the ability to compare different foreign language cultures, to use various approaches for establishing contact with representatives of other cultures, to interact with such representatives, eliminating misunderstandings and conflict situations caused by using intercultural differences. The interpretation of linguistic material is in the development of the national written literary language.

A tutor of a foreign language, who understands the didactic intentions, imposes mandatory primary rules of conduct in accordance with the hospitality of the country of the target language, which students obey in the classroom in the academic group. The most popular tutor strategies are to use role-playing games, to conduct the round tables, to initiate debates, to do project activities, to implement the case analysis, to work with professional documents, to simulate the scientific conferences on industry issues and to pay attention to the national cultural characteristics. The educational language content consists of forms such as case study, role-playing games, culture-oriented discussions and presentations that contribute to more effective training for intercultural communication. Accordingly, the student's intercultural communication, which is an inherent preparation of a professional in modern requirements is possessing a better language understanding. The different models of the professional activity that imitate the process and conditions of future work environment are meaningful in the language educational process as a logistician observes the documentation at the port, a manager sends a business letter asking for the value of the goods, a lawyer helps a foreign citizen fill out a statement of a theft, an engineer agrees on internship abroad by phone with a representative of a foreign university. [5] As a result, the students can be divided into groups according to selected countries, for example: countries of Europe and Asia; give them a task, for example: to develop a research group project, to solve a professional problem, to obtain necessary information, to fill out routine documents according to the provided information, to make an entry and prepare a report. To cope with given task, students interact with each other using intercultural communication and within the criterion of modern teaching methods; the key approaches involve the concept of the professionally oriented communicative competence. The results obtained and their originality is based on practical teaching of a foreign language. [6]

The necessity of using a foreign language as an important means of intercultural communication is considered. The advantages of using English for professional purposes in the process of forming intercultural competence of future specialists are presented. The advantages of using English for professional purposes in the process of forming intercultural competence of future specialists are presented. It is determined that knowledge of one or more foreign languages becomes as integral part of the training of a modern specialist who needs to demonstrate a high level of intercultural competence in the process of professional activity.

The analysis of educational process and numerous researches has shown that the provision of innovative transformations in the modern education is possible due to the introduction of components of intercultural communication in the process of learning a foreign language for professional purposes.

It is proved that the use of regional and cultural information in the educational process increases the cognitive activity of students, expands their communication skills, helps to create positive motivation in the classroom, provides incentives for independent work on language, helps to solve practical and educational problems in foreign languages. [3]

The process of learning a foreign language for professional purpose should be transformed into intercultural learning, "learning to understand others", which aims to overcome xenophobia and existing stereotypes, to cultivate tolerance towards other cultures. Ukrainian researcher V. Tupchenko notes that intercultural dimension in foreign language teaching pursues not only a pragmatic goal (to provide students with the necessary tools for speech interaction with native speakers), but also and even more developmental and educational goals. Learning a foreign language means entering an unfamiliar world, becoming open to the new, feeling cultural

community with native speakers and giving communication a special fullness and multidimensionality. Intercultural learning includes various components:

- language: vocabulary, grammar, speech patterns, etc.;
- historical: the difference in the assessment of the past of both countries;
- practical: rules are needed to navigate the country;
- aesthetic: differences in lifestyle, clothing, etc.;
- ethical: differences in norms of behavior;
- stereotypical: created stereotypes in relation to their own culture and the culture of another country;
- reflective: personal changes as a result of intercultural learning [5].

Formation of intercultural competence in foreign language classes requires professional acquaintance of students with culture of the people, the language being studied, constant updating of linguistic and cultural information in continuous communicative practice, because knowledge of another natural worldview and other culture is associated with enriching the general picture of the world, meeting with other hierarchies of values, as well as with enrichment of own culture and self-awareness as a representative of their national community.

An important role in the process of learning a foreign language as a means of intercultural communication is played by strategies, they are a set of speech acts of the initiator of speaking, which determines the lines of his language behavior, models the achievements of goals and plans, predicts possible reactions of recipient to them. In order to intensify communicative activities in foreign language classes and give students the opportunity to learn more about themselves, it is necessary to introduce such types of work as interviews, dialog exercises, business games, social and psychological training exercises. Mastering a foreign language not only promotes the acquisition of certain language knowledge, skills and abilities, but also the formation of skills in practical use of language, development of communication skills at the inter- cultural level, because communication as a social and psychological process is not possible without establishing certain contacts between the participants of speech.

Therefore, the educational process should model intercultural communication as a dialogue of cultures and civilizations in the modern world, which requires appropriate technological support. This approach to learning a foreign language provides not only the effective solution of practical, general, developmental and educational tasks but also has further opportunities for the formation and development of motivational learning processes [7].

Thus, successful intercultural communication provides person's constant readiness to perceive, understand and accept other people's ethnic stereotypes of behavior, customs, interests, cultural values, etc. That is why, when organizing the process of teaching a foreign language, special attention should be paid to the formation of intercultural competence of students, Once content has been selected because it is impossible to master another language without basic cultural knowledge[8]. An important tool in the formation of intercultural competence of students is a foreign language, taking into accounts the whole set of its cultural and educational opportunities. In this aspect a special role is given to inter- cultural communication of students, which is the equal interaction of different cultures through the prism of the awareness of the identity and originality of each representative. An important result of the formation of linguistic, social and cultural competence of students is the development of their desire for continuing multicultural education.

With its help students can expand their knowledge of social life of the country whose language is being studied, which promotes intercultural adaptation, tolerance, respect for other peoples. The effectiveness of intercultural communication depends on the initial attitude, so that motivation, as well as ability of students to maintain the desire to continue communication despite language barriers. [4]

Thus, effective intercultural communication of students is possible if they acquire the necessary linguistic and cultural knowledge, which together with the systematization of ideas

about existing intercultural differences, will help to avoid stereotypical conclusions and accordingly, choose the right line of communicative behavior.

Among the promising areas of research it is advisable to include issues of the study and creative use of foreign experience, implementation and further integration of components of intercultural communication in the process of learning foreign languages, as well as developing a set of communicative tasks aimed at forming intercultural competence.

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