

# THEORETICAL BASES OF INTERCULTURAL COMMUNICATION IS ONE OF THE PROBLEMS IN TEACHING FOREIGN LANGUAGES AT NON-PHILOLOGICAL UNIVERSITIES OF UZBEKISTAN

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**Abstract:** *in this article, the main problems of the theoretical bases of development of intercultural communication as an important factor in teaching foreign languages are revealed. According to the author, teaching of foreign languages at non-philological universities is a complex process of forming a new speech system in the cerebral cortex, which begins to coexist and constantly interact with the already developed system of the native language. The main task of teaching foreign languages in modern Uzbekistan is to teach the functional part of a foreign language as a factor of intercultural communication since it is very important to take into account the theoretical bases and connections of intercultural communication and teaching foreign language theory. It may allow to foreign language teachers in organizing their lessons in a high level. The author highlights the key tendencies and problems in this sphere.*

**Keywords:** *approach, culture, culture, cultural identity, communication, difficulty, interact, intercultural, various approaches, authentic, task, teaching, tendency, demand, function, functional, reading, listening, speaking, writing*

# ТЕОРЕТИЧЕСКИЕ ОСНОВЫ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ КАК ОДНА ИЗ ПРОБЛЕМ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В НЕФИЛОЛОГИЧЕСКИХ ВУЗАХ УЗБЕКИСТАНА

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**Аннотация:** *в данной статье раскрываются основные проблемы теоретических основ развития межкультурной коммуникации как важного фактора в обучении иностранным языкам. По мнению автора, преподавание иностранных языков в нефилологических вузах – это сложный процесс формирования новой речевой системы в коре головного мозга, которая начинает сосуществовать и постоянно взаимодействовать с уже развитой системой родного языка. Основной задачей преподавания иностранных языков в современном Узбекистане является преподавание функциональной части иностранного языка как фактора межкультурной коммуникации, поскольку очень важно учитывать теоретические основы и связи межкультурной коммуникации и преподавания теории иностранного языка. Это может позволить учителям иностранных языков организовать свои уроки на высоком уровне. Автор выделяет ключевые тенденции и проблемы в этой сфере.*

**Ключевые слова:** *подход, культура, культура, культурная идентичность, общение, сложность, взаимодействие, межкультурное, общение, различные подходы, аутентичный, задача, обучение, тенденция, требование, функция, функциональный, чтение, аудирование, говорение, письмо*

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The role and influence of English in today are gaining a higher speed in the world as well as in Uzbekistan. The main factors for this phenomenon include expanding communication with the world after gaining the independence and increasing speed and scope of information exchange in the global village.

Uzbekistan is currently undergoing a period of revision of the objectives - objectives and methods of teaching in connection with it's rapid entry into the world community, which, in turn, leads to a change in both the general methodology and specific methods and techniques in the theory and practice of teaching foreign languages. In modern society, it is the practical knowledge of a foreign language that is the main goal not only of language, but also of any education, as the need for specialists in various fields of knowledge who practically speak one or more foreign languages is growing. Teaching English at non-philological universities is a complex process of forming a new speech system in the cerebral cortex, which begins to coexist and constantly interact with the already developed system of the native language. In this regard, when teaching English, we, foreign language teachers face a number of difficulties. Unreasonably designed textbooks which on the one hand are not attractive on the same topics, but on the other hand, are too overloaded with grammar, which is not explained at the right level, overloaded with unnecessary vocabulary for children. The tasks are too complicated, and the texts

are written in far from modern language adapted for children is only a minor difficulty. The first difficulty is the lack of effective and relevant motives for the mastery of the English language and the influence of the native language. From early childhood there was no need for such motives, since the student speaks his native language with which he solves all communication problems, basic vital, socio-cultural and cognitive interest, i.e. the student does not see the point in learning the language, citing the reason that he will not use it. The second difficulty is the personal psychological barriers that a part of schoolchildren experience: the uncertainty that they will be able to speak English, shyness and fear of being ridiculed because of errors in speech, fearing that undesirable evaluations will follow the mistakes made. The emergence of these barriers can contribute to frequent failure, culminating in non-stimulating, unsuspecting assessments and attitudes of the teacher of the English language. The third difficulty is the lack of systematic classes and real intercultural communication with native English speakers. Therefore, the "main goal of teaching a foreign language is the formation of a linguistic personality, which is ready for real, productive communication with representatives of other cultures at various levels and in various spheres of life" [7]. The need for verbal intercultural communication (personal contacts, telephone conversations, correspondence exchanges, presentations, meetings and meetings, negotiations, participation in conferences and seminars) is at the forefront. "Language - the main expression of cultural identity - is also the main mediator in the intercultural communication process"[2].

It is known that communication takes place on three levels: communicative, interactive and perceptual. The communicative level is contact through the language and cultural traditions characteristic of a particular community of people. The result of this level of interaction is mutual understanding among people. An interactive level is communication that takes into account the personal characteristics of people. It leads to certain relationships between people. Perceptual level provides an opportunity for mutual knowledge and rapprochement of people on this rational basis. It is the process of the partners perceiving each other, determining the context of the meeting. "Perceptual skills are manifested in the ability to manage their perception, "read" the moods of partners in verbal and non-verbal characteristics, understand the psychological effect of perception and take them into account to reduce its distortion" [7].

We can't reject the fact that there is a link between teaching foreign languages and intercultural communication. It is a common mutually complementary link. This is so obvious. "Every lesson of a foreign language, wherever it takes place, at school or within the walls of a university is a practical encounter with another culture. A language can be considered as the main carrier of any nation's culture. Each foreign word reflects a foreign culture" [1]. Each word is subjective, conditioned only by a given language culture and a unique impression of the surrounding world. Foreign languages and their teaching in Uzbekistan today is very in demand, since there is an urgent need for the use of such knowledge in everyday life. It has an impact on teaching methods. Methods that were in use in the past have lost their practical importance today and they require a special upgrade and modernization. At the same time increasing demand for teaching foreign languages dictates its own conditions.

Today nobody is interested in grammatical rules and even more so, the history and theory of language. Modern living conditions require learning a foreign language, especially functionality. Now they don't want to know the language, but use it as a means of real communication with the representatives of other culture. In connection with this, it was necessary to radically change the view on the teaching of a foreign language." It should be taken into account more attention and bias towards linguistics and intercultural communication"[4].

The main task of teaching foreign languages in modern Uzbekistan is to teach the functional part of a foreign language as a factor of intercultural communication. We can regard that it is more practical application. But we also have to solve some problems in teaching a foreign language. What is solution of that? "The solution is only under one condition. It is a creation of a solid fundamental theoretical basis. To create it, it is necessary first of all: 1) to apply the results of theoretical works on philology to the practice of teaching foreign languages, and 2) to theoretically comprehend and generalize the vast practical experience of teachers of foreign languages. Due to the traditional approach for study of foreign languages, reading texts in a foreign language was a top priority in teaching methodology"[8]. And it concerned not school-level education but also higher educational or university level as well. The theme of everyday communication has been represented with the same texts only concerning subjects of everyday communication. However, very less of them could behave himself properly in real situations, where practical usage of a foreign language not a scale of it's application, was required rather than its large-scale literary part. After some time the adapted texts appeared, which could fit the whole content of Shakespeare's tragedies on 20 pages.

Today teachers are trying to teach how to practically use the available linguistic material. Now on the basis of higher education teaching a foreign language is perceived precisely as a means of everyday communication with speakers of another culture. The task of higher education is the formation of a well-educated person who has in his arsenal a fundamental training not only in narrow specializations but also broadly. "The activity of obtaining a foreign language proficiency involves the following types of speech activity: reading, speaking, listening and writing" [7]. When we teach a foreign language it should be implement all these types of speech activities.

Reading authentic scientific texts up to 10 pages per week (mostly independent, understanding without translation).

“Speaking - reproductive (memorization and reproduction of the definitions of categorical apparatus of the discipline); prepared monologue speech (oral report, presentation); unprepared monologue speech (extensive response to the problem question)” [7].

Listening in each class (mini-lectures by the teacher, presentations and reports by other students, educational videos from different or other sources). Since the educational videos are recorded by speakers of different origins and they speak with different accents, the students practice in perception and decoding of the broadcast spoken at a natural pace and style.

“Writing - motivated application of studied in previous years grammar rules and vocabulary, as well as of new words for note-taking mini-lectures, the fulfillment of a written case assignments, writing essays, reports and the like” [8].

Maximum development of intercultural communicative abilities is the main promising, but very difficult task, which face teachers of foreign languages. To solve it, it is necessary to master new methods of teaching aimed at the development of all four types of language skills and fundamentally new teaching materials with which we can teach people the effect of communicating. In this case, it would certainly be wrong to rush from one extreme to another and abandon all old techniques. Foreign languages and their teaching in Uzbekistan today is very in demand, since there is an urgent need for the use of such knowledge in everyday life. It has an impact on teaching methods. Methods that were in use in the past have lost their practical importance today and they require a special upgrade and modernization. At the same time increasing demand for teaching foreign languages dictates its own conditions.

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