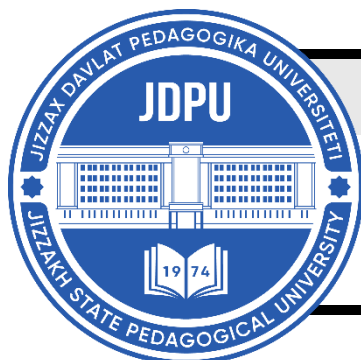


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THE CONCEPT OF “INTERCULTURAL COMMUNICATION” IN THE CONTEXT OF TODAY’S SOCIETY

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ABOUT ARTICLE

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Abstract: This article discusses the concept of intercultural communication and the history of its development, as well as the scientists who brought this concept to science. In addition, in order to learn a foreign language, it is necessary to study the language's vocabulary, grammar and pronunciation rules. However, in order to successfully communicate with foreign language speakers, the knowledge listed above is not enough, it is necessary to understand the formation of communication skills, in particular, what rules exist in communication. It is emphasized in this article that in learning a foreign language, the competence of intercultural communication should be mastered along with language materials.

INTRODUCTION

The processes of globalization observed in the world, the rapid development of cooperation between different nationalities, peoples and countries in the political, cultural, socio-economic spheres, in particular, the wide spread of social relations on a global scale, are connected with appropriate adaptation to these conceptual processes in educational practice and content. demanding changes. In this regard, teaching and learning foreign languages in the context of the culture and intercultural relations of the country where the language is currently being studied, inculcating the ideas of cultural studies and the technologies of the Intercultural Competence Approach into the content of the educational process. is making urgent the need to educate students who are capable of effective interaction in the innovative educational environment and conditions, regardless of their religion, nationality, race and other characteristics.

Teaching foreign languages, in particular German, which is considered the main mediator of international communication and interstate communication and intercultural relations, to students and young people in prestigious higher education institutions and scientific centers of many countries around the world, their universal values, cultural traditions, interpersonal Fundamental scientific research is being carried out related to the development of theoretical complex bases and practical mechanisms aimed at achieving successful participation in relations. After all, the organization of educational content at the level of Pan-European language competences (Gemeinsamer europäischer Referenzrahmen für Sprachen) and international standards (The Program for International Student Assessment, Progress in International Reading Literacy Study, Teaching and Learning International Survey), the future German language There is a growing need for research aimed at determining the qualities of inter-ethnic tolerance and internationalism in our society by forming personal and professional competencies focused on linguistic, cultural and inter-ethnic relations in science teachers.

MATERIALS AND METHODS

The fact that human society is built on the basis of mutual relations between representatives of different cultures creates the synthesis and integration of nations. Historical sources show that the development of the human community has been a gradual development of global cooperative relations. We can observe it developing in the series of relations in the social, economic, cultural and other spheres observed in the world spider's web, from the exchange of goods in tribal culture to today's international stock trading relations.

"When people meet with representatives of other societies and cultures, they are required to know different ways of communication in order to express their thoughts and interests." In many cases, local mediators were helpful in this. Historically, intercultural communication was not as global as it is today, but rather limited to certain regions. Here, the analysis of sources related to the field shows that communication is limited not only spatially, but also has a specific time, i.e. time limit. Also, in the age of globalization, as a result of the development of technologies, especially information and communication technologies, relations between different societies are expanding in all aspects, including economic, political, social and cultural aspects. Relations between different countries, nationalities, and cultural groups have intensified. And these processes, in turn, may cause the following problems for each cultural community and each person: "...first, to preserve cultural identity in the current general processes of globalization and integration; secondly, the ability to adapt to other cultural contexts. In order to eliminate the above problems, it is necessary to develop the competence of intercultural communication in cultural, ethnic and social groups, in a narrow sense, in every person.

At this point, according to the requirements of the research topic, it is appropriate to dwell on the essence of the concept of "intercultural communication". "Communication" is derived from the Latin word "communication" and means exchange or transfer of information. In this case, information can be provided in different ways (verbal, non-verbal) and in different ways (oral and written), as well as by means of computer technologies. The concept of "intercultural" is used in the sense of meeting and understanding between people of different cultures.

E. Schwabe explains the concept of "communication" as follows: "Communication can be carried out in different ways: 1) direct (personal, also called face-to-face communication); 2) indirectly, that is, through means of communication existing in the cultural history of mankind and developed in different parts of the world: texts carved on stone and wood, papyrus writings, Morse code, etc. The discovery of book publishing led to the popularization of the written form of indirect communication. Later, due to the development of technology in the 20th century, telephone, telegraph, and fax also played an important role in communication. Today, people can communicate with each other through advanced computer technologies, including the Internet, e-mail, video conferences using a web camera or Skype, exchange ideas with interested partners who have the same interests and problems, and share common ideas. are able to solve tasks.

RESULTS AND DISCUSSION

The study of field sources shows that the concept of "intercultural communication" was introduced to science in the 50s of the last century by the American anthropologist E. Hall. As a result of his services, the rules of communication of representatives of the American government with representatives of other nationalities, cultures, and religions were developed. E. Hall has done a lot of effective work to break some of the stereotypes inherent in this industry.

In one of the first studies devoted to the competence of intercultural communication in Uzbek pedagogy, the author noted that by the beginning of the 21st century, the German language teaching methodology began to study the culture of the country where the language is being studied, and called this subject "sprachbezogene Landeskunde", that is, "language he emphasized that it is called "directed country studies" and that Kulturkunde, Völkerkunde, Realienkunde are used as synonyms for this term.

Intercultural communication is mastered as a separate subject in the teaching of foreign languages. In this way, the competence of being able to communicate with representatives of different cultures is formed in students, not only learning language materials. In the researches of Uzbek scientists SH.Usmanova and G.Rikhsieva, the following was noted as the goal of the science "Intercultural communication": is to facilitate communication and prevent misunderstandings. It should also be noted that this science sets itself the task of finding answers to a number of questions, namely:

"If the student takes into account what aspects in mastering it, he will achieve successful intercultural communication, or what will hinder the student in this process?";

"What aspects should be taken into account when communicating with representatives of other cultures?";

"Are language and culture related to successful communication?";

"What are the connections between language and a person, his personality?";

"Characteristics of individual and collective mentality of representatives of a certain language, how culture is formed in this or that society, what is its national character and how is it formed by language?";

"How important is the socio-cultural aspect in foreign language education?"

and so on.

In the teaching of foreign languages, students are prepared for the conditions and realities specific to the culture of the country where the language is being studied. This reality consists of a wide range of various cultural characteristics, including values, attitudes, and traditions. In the scientific work, the competence of intercultural communication was researched directly in the context of teaching and learning foreign languages. Because language and culture are interrelated concepts.

A person who wants to communicate with a representative of a foreign culture cannot learn the specific characteristics of his communication partner without being aware of which culture he belongs to. At this point, this aspect is also reflected in language acquisition. That is, the lack of cultural knowledge leads to difficulties in mastering the language.

Are there common knowledge common to all cultures? What intercultural knowledge and skills should be taught to language learners? The above questions prompt a discussion of whether or not intercultural communication competence can be 'general'. That is, can those who master these competencies successfully communicate in all cultures? Brislin and Yoshida answered these questions positively and explained through the concept of "culture general". In their opinion, solutions can be found by having common cultural knowledge about how problems arise in intercultural communication and how to solve them.

General cultural knowledge is a database that deals with issues of intercultural communication and helps language learners communicate with interlocutors from a different culture.

General cultural knowledge can be classified as follows:

- knowledge about the concept of culture, its multiple meanings and different cultural layers;
- to know about cultural theories;
- knowledge about the phenomenon of identity and foreign culture;
- to know about their national culture and formation;
- to learn about national stereotypes and their influence on intercultural communication.

Below is a brief description of the above knowledge.

Knowledge of the concept of culture, its multiple meanings and different cultural layers: "The concept of culture is the basis of our topic, and for this reason, first of all, this concept should be explained in the lesson. But is it enough to give a definition of the term to understand the whole complex? The concept of culture should cover various aspects from a historical, psychological and social point of view. In this regard, "National culture" is of particular importance. It should be explained that the culture of a nation, the culture of speakers of the same language, the cultures of people, countries, and states are not the same phenomenon. It became clear from the results of the questionnaires conducted as part of the experimental work that the majority of language learners understand the concept of "intercultural dialogue" as interaction between peoples and states. However, it is evident that there are different subcultures within the national culture and there are differences between their representatives. As an example of national German culture, it can be seen that within this cultural community, separated by the borders of the Federal Republic of Germany, there are various subcultures: from the point of view of language, there are Bavarian, Saxon, Swabian dialects, while according to social categories, urban, rural, student, industrial cultures differ. From the point of view of values, there are traditional and modern subcultures. As a result of the processes of globalization and immigration, the influence of other national immigrant communities on the already multi-layered German national culture can be clearly observed.

CONCLUSION

Acquiring knowledge about different cultural layers, on the one hand, shows that human perception and behavior are largely dependent on the attitude to one's own culture, and on the other hand, it completely destroys the cliché of "National culture". The main goal of conveying this knowledge to language learners is to create an understanding that "Culture" is a complex phenomenon and that a person should see himself as a representative of several subcultures.

Knowledge of cultural theories: Knowledge of cultural theories is very important to understand the concept of "culture" and the specific aspects hidden behind it, and to fully understand which cultural community a person is a member of. The most important of theoretical knowledge are models of intercultural communication developed by scientists. One of the most popular models is the Iceberg Model, in which all elements of culture are separated into visible and invisible. (This model was developed by T. Hall in 1976) In this, the visible parts are placed at the top of the symbolic iceberg, while the main elements, which are at once invisible but valuable, are placed in the underwater part of the iceberg. Hall, Hofstede, Thompson's definitions of the concept of culture and developed theories summarize the theoretical knowledge of intercultural communication.

Knowledge about the phenomenon of one's own and foreign culture: in the diagram below, it is possible to see the formation of intercultural communication at the intersection of knowledge

about one's own and foreign culture. It should not be forgotten that the situation in intercultural communication is always two-way. In this case, one of the necessary conditions for the participants of the dialogue is that the interlocutor thinks differently, makes different conclusions and judgments

In our opinion, it is important to inform language learners about the issues of intercultural communication, to teach them the types of communication, the use of verbal and non-verbal means of communication, "factors affecting communication, the interaction of language and culture, personality and its shaping factors, national character, teaching ways to overcome intercultural barriers and cultural conflicts", analysis of national-cultural features of the discourse are the main tasks of the science of "Intercultural communication".

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