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INTERCULTURAL COMMUNICATION AND PROBLEMS OF TEACHING ENGLISH TO THE STUDENTS-NONLINGUISTS

Abstract: The article is about Intercultural communication – a dialogue, carried out in conditions of such significant cultural differences due to the communicative competence of its members that these differences significantly affect the success or failure of communicative events.

Key words: culture, skills, abilities, internet, language, ethnicity, national.

Language: English

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Introduction

Intercultural communication – a dialogue, carried out in conditions of such significant cultural differences due to the communicative competence of its members that these differences significantly affect the success or failure of communicative events. This is most evident in business, where the success of the negotiations sometimes depends on how far parties are aware of the national characteristics, traditions and manners of doing things to each other. Under the communicative competence is understood knowledge is used in the communication of symbolic systems and their operating rules and the principles of communicative interaction. Intercultural communication is characterized by the fact that the participants in direct contact use special language versions, other than those which they use when communicating within the same culture.

Discussion

Communicative competence is due to unique and individual experience of each person, which means that the communication, which is a messaging process that is constantly happening recreate meanings, since they do not match, even in people who speak the same language, who grew up in one and the same culture. It goes without saying that the presence of different cultures and different languages of communication is

so complicated that a complete understanding can only speak with a certain degree of irony. Communication allows participants to express some external to the participants themselves information, internal emotional state and status roles, in which they are relative to each other. From the history of cross-cultural communication. The term "intercultural communication" in the narrow sense, appeared in the literature in the 1970s [1]. By this time, it was formed and scientific direction, the core of which was the study of communication failures and their consequences in situations of intercultural communication. By 1972 and formed the scientific direction, the core of which was the study of communication failures and their consequences in situations of intercultural communication. Subsequently, there was an extension of the concept of intercultural communication in areas such as the theory of translation, foreign language teaching, comparative cultural studies, and others.

Analysis and results

To date, research in the field of intercultural communication focuses on the behavior of people facing cultural resulting from differences in language activity and the consequences of these differences. The main task of teaching foreign languages as a means of communication between people of different

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nations and cultures is that languages should be studied in indissoluble unity with the world and culture of the people who speak these languages. Maximum development of communication skills – these are the basic, promising challenge for the teachers of foreign languages [2]. To solve it, you need to learn new teaching methods aimed at developing language proficiency, and fundamentally new educational materials that can be used to teach people how to communicate effectively. At the same time, of course, it would be wrong to rush from one extreme to another and give up all the old techniques. It is necessary to carefully select the best, most useful, Authenticated teaching practice, and it is necessary for the purposes to be solved in the given professional situation. In this connection, it took radically change the view of the teaching of a foreign language, taking into account more attention and emphasis on linguistics and intercultural communication. The solution to this problem can only be a pragmatic one condition if a fairly strong fundamental research base would be created. Its creation is necessary, first of all [3]: 1) apply the results of theoretical works on philology to the practice of teaching foreign languages; 2) theoretically comprehend and summarize the extensive practical experience of teachers of foreign languages. Modern close cultural communication has returned foreign language teaching methodology to normal. Now, teachers strive to teach students smiling little use of the existing linguistic material in stock. Now on the basis of higher education teaching a foreign language is perceived as a means of everyday communication with other cultures. The aim of higher education – is the formation of a highly educated man who has in his arsenal of fundamental training, not only in the narrow specialization, but in broad terms, such as learning a foreign language with no reference points on the selected profession, IE technicians must possess not only not so much technical English or other foreign language, but also be able to use it, first of all, with similar specialists only speak other foreign languages. Now on the basis of higher education teaching a foreign language is perceived as a means of everyday communication with other cultures. And for this you need to know this culture, its foundations and features. Today, Earth no longer seems as big as 100 years ago! It almost does not remain unexplored places and unknown peoples. With the help of modern technology, we are able to not leave the house to go on the other side of the world (TV) and to communicate with colleagues, to decide any question of business at the other end of the world (VEB camera and Internet). It was the last time when we have access to other countries, where the Internet is gaining more and more space in our country, the problem of cross-cultural communication gets so acute and so pressing is the need of cultural studies in the process of teaching a foreign language[4]. Learning a foreign

language is an excellent way of acquaintance with the culture of other people, and fostering respect and love for her. The main components of the following elements of foreign culture can be attributed, bearing the national – specific color – traditions and rituals, which can be seen as a tradition; – Traditionally – consumer culture; – Everyday behavior; – National picture of the world, which reflects the specifics of perception of the world; – Art and culture, which can also be attributed to the elements of ethnography and ethnology. Teaching Business English at the Faculty of Business at the State University of Law , in the light of the above, it has its own characteristics and its application purpose. We do not forget 3 that prepares managers – leaders and organizers, who in addition to specific professional knowledge, should have a common culture, to be a person enlightened, tolerant and therefore, possess a wide range of knowledge of the cultural peculiarities of different peoples. Since language and culture are interrelated, it is impossible to teach the language in isolation from the culture of the country. Language most accurately and vividly illustrates the mentality of the people, especially its culture. There are several ways of simultaneous teaching of language and culture. And we would like to share with colleagues their modest experience in this field [5].

1. Role plays. It is very popular in our time procedure when students enter into the situation of other nationalities and trying to keep the peculiarities of its culture and language, play scenes on the topic. This is a form of theatrical performance demands in the language of the actors, the maximum penetration into the role, and thus serious training, research materials in the books and in the media. Glad to note that the potential for this in our students unlimited: excellent specialized bookstores, movies, TV shows, "talk shows", the Internet, personal contact with native speakers of a particular culture and language (in clubs, bars, student gatherings, and so forth.). We used role-playing games in the classroom dedicated to peculiarities of negotiations conduct in different countries, the role of the manager in his organization, centralization and decentralization in large corporations, strategic planning in large and small firms.

2. Preparation of individual messages containing interesting facts on the subject of the lesson. For example, higher education in one of the countries in Europe or in Japan, features cuisine of Europe and Asia, the peculiarities of negotiations conduct in the various countries, etc., in accordance with the current lesson theme. Students choose the country and prepare a ten-minute overview of the topic. The rest of the group carefully outlines the performance to be ready to reasoned discussion. At the end of the class, students are developing, for example, the ideal system of higher education in our country, based on the

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experiences and achievements of other countries. The work of each student is evaluated separately.

3. Group messages or conversations in which the cultural characteristics of different countries in specific areas of life (according to the theme of the lesson) are compared and analyzed. Two, three or four (but no more) students prepare at home a message, for example, about the peculiarities of the national cuisine of any country. The information must be correct, interesting, colorful presentation of a properly presented publicly and emotional. Students use a variety of visual media: the computer that shows videos, pictures, elements of folklore. We are very welcome to use the classroom posters, objects of folk costumes and even a description of unusual recipes of national dishes.

4. Colorful presentation on the topic. Since most of the business communication is currently taking place in a variety of presentations, our goal – to teach students to correctly and efficiently use this kind of work. Any public performance (response to the occupation of a site or at the blackboard, a toast to the table, the anecdote in a circle of friends, and so on.) – Is presented, that is a small theatrical performance for which has its own rules. They may be common to all, but to have some of the features in different countries and cultures. Body language, rate of speech, ways to attract and retain the attention of the audience several different .

5. Home Reading. This is a special kind of homework. Students get a job for a month, after which one of the sessions to discuss management features described in a specific work of art (for example, in the

novels of Arthur Hailey "Hotel" and "Airport" in the novels of Mr. Grisham "Company" and "Broker") . When discussing teacher focuses on the specific features of the characters, describing them as representatives of a certain culture, a certain mentality, characteristic of the time described in the novel. Students discuss management issues in comparison with our time and our country. This method helps students to work actively replenish their vocabulary, learn new realities characteristic of the country, in the world of another culture.

6. Game: "Orientation of tourists before traveling to a particular country." Running individually as homework.

Topics previously distributed among the students, and each class "instructor" talks about his chosen country and responds to questions from the audience[6].

Conclusion

In conclusion, I want to say that, going into the study and understanding of other cultures, we have less than bow to the great Uzbek culture! And not because some culture is more profound and beautiful, and the other less! And because the beauty of the world – in the variety and diversity of both nature and people with their cultural past, present and future. Admiring the culture of other nations, we are proud to recognize the place of Uzbek culture, which we are particularly close and clear. And we try to share that feeling with his students, fostering in them a deep love for his country and a great respect for other nations and people.

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