



MODELING OF INTERCULTURAL COMMUNICATION DISCOURSE

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Annotation

This article details the modeling of intercultural communication discourse, the formation of an individual's own culture through language learning, the purpose of studying a foreign language in conjunction with culture, and the positive and negative effects of intercultural communication on an individual.

Keywords: intercultural communication, modeling, intercultural competence, communication competence.

Introduction

Cultural and language concepts are considered side by side and indispensable concepts. Thus, teaching culture in teaching and learning languages, taking into account traditions and traditions, is one of the most important requirements. It is clear to all of us that today learning foreign languages is recognized not only as a personal need but also as an event of human importance. Knowledge of the language does not mean that it will be able to engage in full dialogue with representatives of the people who speak that language.

Literature Review and Methodology

In order to improve intercultural communication, it is worth noting that each individual has special social and psychological characteristics. These characteristics, on the other hand, "are manifested only by comparison, and there must be a cultural connection to make this comparison." Cultural dialogue serves to demonstrate that each individual is unique and at the same time similar to other individuals, representatives of other ethnic groups, and on this basis, a person determines his or her position and place in society.

By learning a language, an individual can improve his or her culture, develop human qualities, and gain the qualities of tolerance that are fundamental today by understanding other people's cultures. Research on the positive and negative effects of intercultural communication on individuals began in the 1960s by American scientists. In order to properly engage in dialogue, it is important not only to compare its culture with that of another people but also to define the similarity and differences of that culture, its beauty and rudeness, its proximity and distance from its culture.

The concept of "intercultural competence" is emphasized in the development of intercultural dialogue in teaching a foreign language. On the basis of this term, a complex of a person's social skills and qualifications is understood, and on the basis of it, an individual successfully communicates with other cultural figures in the process of social, social, and professional interaction.



Results:

The development of intercultural communication is understood to be an individual process of improvement that involves the understanding and adoption of cultural specific stereotype forms of other cultural representatives, leading to a change in an individual's personality. Learning or teaching a language is aimed at cultivating students' communication competence, which should not only be limited to knowing and understanding the grammatical, linguistic and phonological characteristics of the foreign language being studied, but also involved in learning or teaching that language culture.

Some scholars, such as Politzer and Brucek, believe that "language and culture are the same concepts." It is imperative that teachers not only present and describe to their students how intercultural communication occurs, but also use practical tools such as games or simulations that can be implemented in intercultural communication.

Discussion:

The main objective of studying a foreign language in conjunction with culture is to analyze communication issues mainly in a way that focuses primarily on language and culture, facilitate communication between different cultures, and prevent conflicts. The concepts of language and culture are interconnected and not separated, for the language itself is culture.

Teaching culture allows students to improve people's lifestyle, attitudes, beliefs and values and knowledge of their language skills. Evidence shows that if teachers promote the concept of culture to the language teaching method, students can succeed in learning a language, meaning that students will have all the necessary resources in this regard, not only in language but also about the language they are learning.

Conclusion:

Instead, it is worth noting that language as a social event allows you to promote communication between people, to promote spiritual advancement, and to achieve socio-economic achievements. The resulting rise in sea levels from the meltwater could spell even by name. Effective intercultural and interpersonal communication cannot be done without sufficient understanding of them.

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