WAYS OF FORMING INTERCULTURAL COMMUNICATION IN FOREIGN LANGUAGE TEACHING

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Abstract: The article provides information about cultural iceberg, intercultural communication competence and ways of forming it in teaching English. It is known that in teaching a foreign language it is important to develop not only the language skills of students, but also their intercultural communication competence. Intercultural communication, international cultural competence, differences between cultures play an important role in language learning and teaching, and extra-linguistic aspects of intercultural communication (worldview, rituals, customs, human language, taboos, stereotypes, the role of society in multiculturalism, image, symbols) it is important to use culturally appropriate features in communication (greetings, ways of expressing politeness, ways of addressing, idioms, etc.) as well as to explore aspects of another language culture.

Keywords: intercultural communication, competence, culture, language, English, cultural iceberg, methodology.

It is known that in teaching a foreign language it is important to develop not only the language skills of students, but also their intercultural communication competence. Intercultural communication, international cultural competence, differences between cultures play an important role in language learning and teaching, and extra-linguistic aspects of intercultural communication (worldview, rituals, customs, human language, taboos, stereotypes, the role of society in multiculturalism, image, symbols) it is important to use culturally appropriate features in communication (greetings, ways of expressing politeness, ways of addressing, idioms, etc.) as well as to explore aspects of another language culture.

The concept of "intercultural communication" was first introduced in 1954 by G.Trager and E.T.Hall in "Culture and Communication. Model of Analysis". In this research, "intercultural communication" is interpreted as the ideal goal that a person should pursue in the pursuit of his own desires, to better and more effectively adapt to the outside world around him. The book also explores new ways of studying culture and communication. Thus, the direction of intercultural communication was formed, and it is now sufficiently developed theoretically by researchers. One of the events of great interest by the Institute of Diplomatic Services was nonverbal communication. The nonverbal aspects of communication have been extensively studied by linguists.

Linguists have come to the conclusion that nonverbal communication, like language, depends on culture. E.T.Hall, a pioneer of cultural and communication studies, wrote The Silent Language (1959) and The Hidden Dimension (1966). The classical understanding of culture was originally used to describe intercultural communication. It refers to the norms, values, structures, and artefacts of a national or ethnic culture. Today, a dynamic understanding of culture is a priority. That is, culture is a way of life, behaviour, norms, values, etc. of any social group (e.g., urban culture, generational culture, organizational culture). interpreted as a system. [13]

M.Yusupova states that in all of these studies, communicative competence is included as a core competence. While the formation of basic competencies is the responsibility of every educator, the formation and development of private competences is the responsibility of the science teacher. [14] The term communicative competence was first used in 1972 by American Linguist D.Hymes. In his view, this competence means that the language is appropriate in a given situation. The use of rules for understanding and conveying social content demonstrates the emergence of communicative competence. D.Hymes's work is devoted to the development of this type of competence in his native language. The problems of developing communicative competence in teaching a second language were studied in the 1980s by M.Canale and M.Swaine. [15]

Tomalin and Stempleski, modified Seelye's "7 goals of cultural instruction", and listed the goals of teaching culture as follows: a) to help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviours; b) to help students to develop an understanding that social variables in which people speak and behave; c) to help students to become more aware of conventional behaviour in common situations in the target culture; d) to help students to increase their awareness of the cultural connotations of words and phrases in the target language; e) to help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence; f) to help students to develop the necessary skills to locate and organize information about the target culture; g) to stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people. [3]

One of the important aspects of teaching intercultural communication is to know that the culture of other nations consists of several layers. First of all, it is important to know about the concept of "cultural iceberg". As illustrated in Figure 1, the culture of a nation consists of three layers. The first layer is the visible layer, which includes the most visible cultural manifestations of the nation. The second layer is the cultural manifestations that are not quickly overlooked, which are the cultural manifestations that live and study among that nation. The third layer includes cultural aspects of the nation that are difficult to understand in depth.
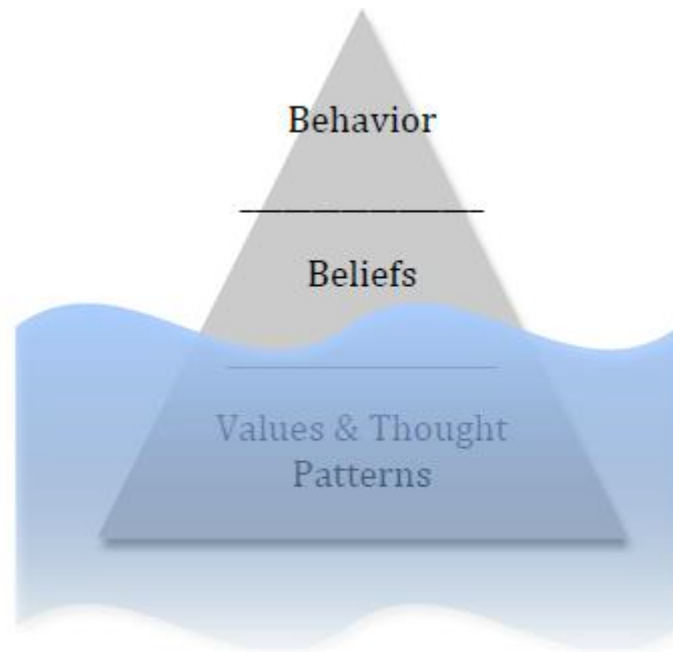
Figure 1. Cultural Iceberg. [4]

In the three layers A, B and C (behaviour, beliefs, values and thought patterns), the following can be added (Table 1):

A. Art objects, accuracy in business communication, traffic, greetings, emotions, physical behaviours

B. Balance between home and work, family life, the role of women and men in society, humour, friendship, clarity, media, social life

C. Democracy, social organizations and groups, attitudes towards foreigners, beliefs and religion.
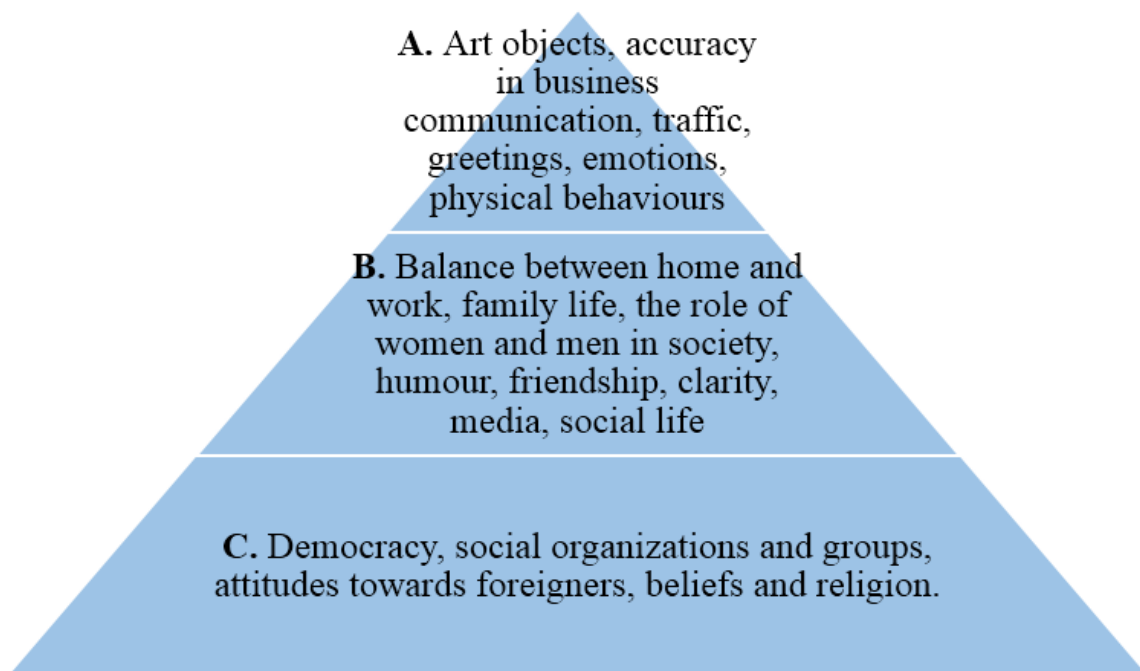
Table 1. Cultural Iceberg Description.

In teaching intercultural communication, it is important that students learn the culture of the country or other cultures where the language is being studied. It is very important to hold a "culture briefing". In this case, the student chooses a country he knows or has little knowledge of, and prepares a brief presentation about it. In this case, the student chooses at least six of the following views of the culture of the country in which he is preparing a presentation (Table 2):

Possible Views of Culture		
relationship to foreigners	hospitality	political system of the country
ways to act in an emergency	local products	public transport
demographic process of the country, which means population movement	meal times	shopping
dress etiquette in business	Tea manners in restaurants	asking questions
a brief history or geography of the country	space between people during communication	and all other cultural situations

Table 2. Views of Culture.

By selecting the appropriate from the cultural views given above, the student conducts research and prepares a presentation based on that research. This is especially important for those going on business trips to foreign countries and plays a very important role in shaping intercultural communication in students. In this way, other students also gain more knowledge about countries as a result of mutual information exchange.

It is also important for students to learn about intercultural extra-linguistic differences. Beliefs, customs, rituals, symbols and taboos, etiquette, dress, and time concepts are an integral part of extra-linguistic culture. These elements are expected to be observed during people's behaviour and interaction. For example, body behaviour varies greatly across nations. For example, nodding means consent in some nations, while rejection means protest in some nations. The distance between people also varies in different nations. In Asian countries, the distance between people during communication is close, while in Europe and the United States, this distance is much longer.

The study of extra-linguistic elements in intercultural communication is carried out over a long period of time through independent study, or on the basis of educational programs, i.e. reading history, literature, sociology, economics and art. But some elements can basically be studied only when different gestures and body movements are present among the nation.

It should also be noted that achieving intercultural communication competence requires a person to be patient, tolerant of uncertainties, and not indifferent to intercultural differences.

A lot of scientists made researches to define the significance of the language and the ways of identifying the culture of different countries. But consequently they found one phenomenon that makes them feel contented. Interconnection – which extend the theory of language and culture and their interconnection. Generally, both of these terms fulfil each other. Without language culture does not exist and in reverse.

By investigating such research finding many governments tend to study foreign languages and obtain some skills which provide them opportunity to know more about

the countries. And, when they are informed enough, they are able to construct brighter future. With the help of relevant and reliable information about the country you start comparing your field of action, analyse the fails and achievements and learn literature, economy, history and other basic directions that brought that country to the top. You after knowing all about such qualities may apply them in yours and somehow effect the development go high. As we can see everything which mentioned above was done via the use of language.

In conclusion, intercultural communication, international cultural competence, differences between cultures are important in language learning and teaching, and a student learning a foreign language should be aware not only of language skills, but also of the culture of the country where the language is studied.

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