

CHALLENGES OF DEVELOPMENT OF THEORETICAL BASES IN INTERCULTURAL COMMUNICATION AS THE FIRST FACTOR OF TEACHING FOREIGN LANGUAGES

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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 a foreign languages are revealed. The author highlights the key tendencies and problems in this sphere.

Keywords: Culture, intercultural, communication, various approaches, authentic, task, demand, function, functional.

Introduction

We can't reject the act 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' culture. Each foreign word reflects a foreign culture. Each word is subjective, conditioned only by a given language culture and a unique impression of the surrounding world" [1]. 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" [2]. It should be taken into account more attention and bias towards linguistics and intercultural communication.

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. 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. 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).

Listening in each class (mini-lectures by the teacher, presentations and reports by other students, educational videos from You Tube 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 others” [6]

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.

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