

LANGUAGE AS A MEAN FOR CULTURAL EXPOSURE AND COMMUNICATION

Veronika Khatamova

*Teacher, The Department of Integrated Course of English Language,
Uzbekistan State World Languages University*
veronika260791@gmail.com

Annotation. This article aims to examine the vital role of language in communication and its connection to culture, emphasizing the importance of preserving cultural heritage and fostering understanding through language. Using conceptual analysis, the article explores how language influences cross-cultural interaction among students, highlighting cognitive perception and information flow. It also discusses the socio-cultural aspects of knowledge through dialogue vectors. The analysis demonstrates how language shapes cultural identity and facilitates mutual understanding. It underscores language's potential to bridge differences, cultivate empathy, and promote social change, advocating for a more inclusive global community.

Keywords: *Language, communication, cultural reality, polydisciplinary phenomenon, axiological features, ontology of differences, globalization.*

Аннотация. Цель этой статьи - рассмотреть жизненно важную роль языка в общении и его связь с культурой, подчеркивая важность сохранения культурного наследия и содействия взаимопониманию посредством языка. Используя концептуальный анализ, в статье исследуется, как язык влияет на межкультурное взаимодействие между учащимися, выделяя когнитивное восприятие и поток информации. В нем также обсуждаются социокультурные аспекты познания посредством диалога. Анализ демонстрирует, как язык формирует культурную идентичность и способствует взаимопониманию. Это подчеркивает потенциал языка в преодолении различий, развитии эмпатии и содействии социальным изменениям, выступая за более инклюзивное глобальное сообщество.

Ключевые слова: *язык, коммуникация, культурная реальность, полидисциплинарный феномен, аксиологические особенности, онтология различий, глобализация.*

Annotatsiya. Ushbu maqola tilning muloqotdagi muhim rolini va uning madaniyat bilan aloqasini o'rganishga qaratilgan bo'lib, madaniy merosni saqlash va til orqali tushunishni rivojlantirish muhimligini ta'kidlaydi. Kontseptual tahlildan foydalangan holda, maqolada til talabalar o'rtasidagi madaniyatlararo o'zaro almashinuvga qanday ta'sir qilishi, va bundan tashqari unda kognitiv idrok va axborot oqimi haqida ta'kidlab o'tilgan. Shuningdek, bu maqolada dialog vektorlari orqali bilimlarning ijtimoiy-madaniy jihatlari muhokama qilinadi. Tahlil tilning madaniy o'ziga xoslikni qanday shakllantirishi va o'zaro tushunishni osonlashtirishini ko'rsatadi. Bu tilning farqlarni bartaraf etish,

empatiyani rivojlantirish va ijtimoiy o'zgarishlarni targ'ib qilish, yanada inklyuziv global hamjamiyatni targ'ib qilish imkoniyatlarini yaratadi.

***Kalit so'zlar:** til, aloqa, madaniy voqelik, ko'p fanli hodisa, aksiologik xususiyatlar, farqlar ontologiyasi, globallashuv.*

Introduction. In today's globalized society, there's a growing emphasis on embracing individual ethnic identities alongside increased interest in intercultural interactions. While globalization has facilitated cultural convergence, it also brings conflicts rooted in differing interests and the desire to preserve one's identity. Advancements in communication technologies have made intercultural interactions more frequent and multidimensional, yet they also pose challenges. Thriving in this interconnected world necessitates accepting diverse cultures and recognizing their unique perspectives and values. Meaningful intercultural communication is crucial for individual and collective adaptation and survival. Moreover, the ever-evolving dynamics of modern society require continuous refinement of knowledge, skills, and values through ongoing internal communication. Within education, both students and teachers undergo perpetual development, leading to the reorganization of values. This evolution highlights the need for new approaches to navigate complex interactions and address emerging challenges in pedagogical science.

Methods

In this study, the chosen method involves conducting a literature review, which entails compiling various types of references such as books, journal papers, and articles. Rivard (2024) emphasizes the importance of literature study as a crucial step following the determination of the research topic, involving theoretical studies and relevant references [1]. In research, language serves as a tool to discuss language itself, its functions in communication, and its role in everyday interactions. Language serves as the primary means to convey thoughts, intentions, and goals effectively to others. When utilizing language for communication, it aims to capture the attention of listeners or readers. Humans employ two main modes of communication: verbal and non-verbal. Verbal communication typically involves oral or written forms, while non-verbal communication often utilizes symbolic mediums like traffic signs, which are then interpreted into human language. This article is grounded in findings derived from theoretical analysis and practical pedagogical experiments.

Results

The human capacity for speech, which distinguishes us from other social beings, stems from the expansion and development of the human brain. It is suggested that individuals across various regions feel the necessity to devise solutions for the challenges they encounter, leading to the creation of diverse lifestyles where language plays a crucial role in meeting these needs. At its core, language fulfills the fundamental function of naming or labeling people, objects, or events, serving as a means of social identification. Additionally, individuals can assign names to various entities, including their emotions or

experiences. The primary function of language as a medium of communication is multifaceted, serving as the primary conduit for conveying thoughts, emotions, intentions, and ideas between individuals. It acts as a bridge connecting people, cultures, and societies, facilitating the exchange of information and fostering social cohesion. Embedded within the intricate web of human interaction, language plays a pivotal role in shaping our understanding of the world and our relationships with others.

It is posited that the framework governing cross-cultural interaction comprises three interconnected elements, as illustrated in Figure 1, with 'F' representing the focal point of interaction, serving as the representative of the involved cultures. This structure encompasses communication, denoted as 'A', facilitating the exchange of information among individuals; interaction, labeled 'B', which orchestrates the coordination of engagement among participants; and perception, designated as 'C', which relates to the psychological interpretation and understanding of one another by communication partners, thereby fostering mutual comprehension.

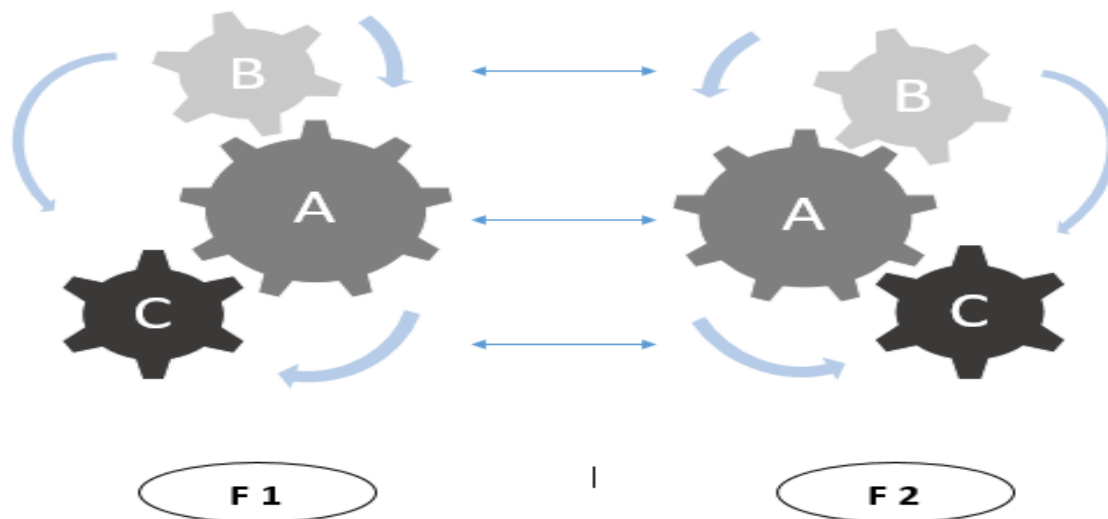


Figure 1. *Cross-cultural interaction structure.*

The dynamic nature of language is deeply intertwined with the human experience, constantly evolving and adapting to reflect changes in societal norms, technological advancements, and cultural shifts. This symbiotic relationship between language and humanity results in its inherent instability, as it continually absorbs and assimilates new influences from various sources.

Gastmann and Poarch's (2022) delineation of language's functions sheds light on its diverse roles in human communication. The function of expression underscores language's capacity to give voice to our innermost thoughts and feelings, allowing us to articulate our emotions and experiences to others. Through the information function, language serves as a vehicle for disseminating knowledge, conveying facts, opinions, and perspectives to enrich our collective understanding of the world [2].

Moreover, language serves an exploratory function, enabling us to delve into complex topics, analyze phenomena, and unravel the intricacies of the human experience. It empowers us to navigate the complexities of existence, fostering a sense of curiosity and wonder about the world around us.

Language's persuasive function underscores its power to sway opinions, influence attitudes, and motivate action through rhetoric, persuasion, and negotiation. It serves as a tool for advocacy, activism, and diplomacy, shaping public discourse and driving social change. Additionally, language serves an essential role in entertainment, enriching our lives through literature, music, theater, and other forms of artistic expression. It serves as a source of joy, inspiration, and catharsis, providing solace and diversion in times of hardship and adversity. The function of understanding the world emphasizes language's role in helping us make sense of our surroundings, interpret experiences, and navigate the complexities of the human condition. Through language, we gain insights into diverse perspectives, broaden our horizons, and cultivate empathy and understanding.

Furthermore, language serves as a means of social interaction, enabling us to forge connections, build relationships, and foster a sense of community. It facilitates collaboration, cooperation, and mutual support, enriching our interpersonal interactions and strengthening social bonds.

Moreover, language serves a transformative function, empowering individuals to reflect on their beliefs, values, and goals, and chart a course towards personal growth and fulfillment [3]. It fosters self-awareness, introspection, and self-expression, enabling us to articulate our aspirations, aspirations, and aspirations.

In essence, language is not merely a tool for communication but a fundamental aspect of human existence [4], shaping our thoughts, perceptions, and interactions with the world. It serves as a conduit for creativity, expression, and connection, enriching our lives and imbuing our experiences with meaning and significance. As stewards of language, we bear a profound responsibility to wield it wisely, with empathy, respect, and integrity, to foster understanding, harmony, and cooperation in our interconnected global community.

Propositional Content: In essence, Propositional Content refers to the substantive information embedded within the message communicated by the speaker to the listener. It encompasses the core meaning and purpose intended by the speaker, which must be grasped by the listener to fully comprehend the message being conveyed.

Thematic Structure: Thematic Structure involves an evaluation of the listener's cognitive state while processing the speaker's discourse [5] [6]. In this context, the speaker must consider the listener's perspective and understanding during the interaction. When engaging in conversation, it is incumbent upon the speaker to guide the flow of discussion and ensure clarity in conveying both novel and pre-existing information, elucidating the various components that constitute a sentence.

Considering these aspects, it becomes evident that sentences fulfill a fundamental human need for effective communication and social interaction, thereby facilitating

smooth and meaningful exchanges between individuals [7]. Given the diverse scope of human experience, discussions about the role of language are commonplace, with its functionality being contingent upon contextual factors and usage scenarios. Moreover, beyond the aforementioned functions, language serves broader purposes such as fostering self-identity, fostering unity, facilitating cognitive processes, and more [8].

Aligned with a shared focal point, both theoretical and empirical advancements in assessing the efficacy of interaction within multicultural environments and cross-cultural studies introduce a fresh perspective to the theory and practice of youth education and training in today's globalized world. Consequently, the crux of the interaction concept lies in interpreting the intercultural approach as a distinctive methodological strategy for understanding cultures, grounded in equivalence, universality, and cultural specificity [9].

The utilization of the term "cross-cultural" in our investigation stems from the following processes: it facilitates the identification of both universal and specific patterns of personality development during cultural interactions – termed cross-cultural interaction. Despite its multi-faceted nature, which warrants consideration from various perspectives, our research domain necessitates the delineation of its concept, structure, and the discernment of its pedagogical potential.

The existence of multiple interpretations of cross-cultural interaction underscores the importance of elucidating the applied and procedural aspects of the theory of intercultural interaction. This endeavor not only facilitates the introduction of a cultural typology but also aids in constructing a framework of principles and values that are universally applicable for comprehending diverse cultures.

An interdisciplinary, meta-subjective approach to studying cross-cultural interaction enables us to grasp the complexity of the phenomenon in multiple dimensions:

- Psychologically: By examining personality-oriented value foundations, various states, models, and mechanisms of human mental life are documented, contingent upon cultural types and chosen modes of communication.

- Sociologically: Cross-cultural interaction is scrutinized within the realm of cultural analysis, comparing it with other social phenomena. This perspective considers the socio-political and economic objectives of interaction participants, alongside the interests and requirements of public associations as consumers of cultural values.

- Linguistically: Cross-cultural interaction is viewed as an integral aspect of intercultural communication. Here, the term "cross-cultural" pertains to the exploration of two or more cultures and the comparison of communicative competencies among representatives of different cultures in interaction. From a communication theory standpoint, this approach aims to define the specific form of human interaction conducted through language and other symbolic systems.

- Historically: The focus is on studying cross-cultural interaction, identifying both positive and negative patterns that emerge during the formation of cultural interaction's value foundation. The development history of global civilization is perceived as a continuous process of interaction between cultures.

- Managerially: Various dimensions of cross-cultural interaction are considered, including its role as a subset of international management, as an organizational competence, and as a new domain of knowledge reflecting the theory and practice of international cooperation and management.

- Pedagogically: This perspective entails identifying the intricacies of cross-cultural interaction, its manifestations in consciousness, behavior, and intersubjective relations within the context of diverse cultural interactions. Furthermore, it allows for the exploration of personality changes occurring during interaction, the identification of common and individual patterns of personal development, the examination of traditions and values transmitted across generations, and the exploration of educational practices in different educational systems worldwide [10].

Discussions

Today, it is widely acknowledged that each nation's culture possesses both universal and national characteristics. The universal aspect, which is comprehensible to all individuals worldwide or to representatives of specific civilizational types, forms the basis for cross-cultural interaction, without which mutual understanding between cultures would be inherently impossible. Concurrently, every culture harbors unique cultural values embedded within its language, moral norms, beliefs, and behavioral traits [11].

Speech serves as a mechanism for organizing the meanings that arise from an individual's mental, emotional, and cognitive activities, as well as for transmitting these values from one communicator to another. The nexus between natural language and culture lies in its ability to: (1) identify and classify objects in the surrounding world; (2) facilitate accurate assessments of objects and phenomena; (3) aid human adaptation to the environment; (4) organize and coordinate human activities; and (5) provide psychological reassurance regarding the correctness of actions from fellow language users [12]. Thus, language constitutes an integral component of humanity's spiritual culture, alongside other symbolic systems such as architectural language, drama, music, dance, national symbols, and rituals.

Language reflects perception patterns, crucial for cross-cultural interaction, as culture shapes distinctions via language. New cultural paradigms from interaction prompt shared perception, creating novel cultural classifications. Dialogical relations in interpersonal communication rely on cognitive processes and mutual agreement, forming a system of interactions. The system-dynamic approach recognizes language, culture, and communication parameters. Speech embodies national cultural specificity, perpetuating culture. Language molds social identity, worldview, and history of thoughts. Language barriers hinder understanding, but shared interests and cultural literacy facilitate comprehension. Cultural encounters unveil national idiosyncrasies, influencing communication strategies and societal dynamics. Interaction participants juggle multiple roles, influenced by societal stratification and cultural affiliations, impacting communication dynamics and potential miscommunications.

Conclusions

Cross-cultural interaction underscores the importance of interpersonal reality, fostering coexistence, equality, and mutual respect in education. It serves as a domain where novel formations emerge, offering potential applications in human education. By interpreting meaning within specific cultural experiences, participants gain a nuanced understanding of global challenges, fostering cultural awareness and adaptability. Understanding the values of other cultures galvanizes moral stances, promoting mutual understanding. Cross-cultural interaction is integral to the pedagogical process, evolving to meet social dynamics. It involves a shared value-driven endeavor and shapes personalized student experiences. Overall, cross-cultural interaction catalyzes integrative personality development, serving as a cornerstone of effective educational models in today's globalized world.

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