

SEPARATE CHARACTERISTICS OF LINGUACULTURAL VIEWPOINT TO LANGUAGE TEACHING

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Abstract: There are a number of reasons why teaching English to non-linguistic pupils for certain goals can be difficult. They are dictated by the increasing demands of the global economy on the degree of professional competence, the variety of expectations that employers make of their workers, and the necessity of taking into consideration the cultural quirks of local economies. The authors offer a study on structuring the English language learning process for certain instructional objectives while taking linguacultural characteristics into account. The writers evaluate English's place in the contemporary world and the world economy. English is today the main instrument for widespread bilingualism and continues to influence people's language habits all across the world. The article examines the primary linguistic characteristics of representatives from various regional business communities. The essay describes the two main needs for course design: integrating the linguacultural aspects of professional communication and having a communicative emphasis. The writers support the necessity of creating a methodological, theoretical, and practical foundation for the execution of the course's linguacultural component for college students.

Key words: accomplishment of professional objectives, socioeconomic competence, verbal and non-verbal professional intercultural communication, socio-cultural competence

Annotatsiya: Muayyan maqsadlar uchun til bilmaydigan o'quvchilarga ingliz tilini o'rgatish qiyin bo'lishining bir qancha sabablari bor. Ular jahon iqtisodiyotining kasbiy malaka darajasiga bo'lgan ortib borayotgan talablari, ish beruvchilarning o'z ishchilaridan kutayotgan xilma-xilligi va mahalliy iqtisodiyotning madaniy xususiyatlarini hisobga olish zarurati bilan bog'liq. Mualliflar lingvomadaniy xususiyatlarni hisobga olgan holda ma'lum o'quv maqsadlari uchun ingliz tilini o'rganish jarayonini tuzish bo'yicha tadqiqotni taklif qiladilar. Yozuvchilar ingliz tilining zamonaviy dunyo va jahon iqtisodiyotidagi o'rnini baholaydilar. Ingliz tili bugungi kunda keng tarqalgan ikki tillilikning asosiy vositasi bo'lib, butun dunyo bo'ylab odamlarning til odatlariga ta'sir qilishda davom etmoqda. Maqolada turli mintaqaviy biznes hamjamiyatlari vakillarining asosiy lingvistik xususiyatlari ko'rib chiqiladi. Maqola kursni loyihalash uchun ikkita asosiy ehtiyojni tavsiflaydi: professional muloqotning lingvomadaniy jihatlarini birlashtirish va kommunikativ urg'u. Yozuvchilar kollej talabalari uchun kursning lingvomadaniy komponentini bajarish uchun uslubiy, nazariy va amaliy asos yaratish zarurligini qo'llab-quvvatlaydi.

Kalit so'zlar: kasbiy maqsadlarga erishish, ijtimoiy-iqtisodiy kompetentsiya, og'zaki va og'zaki bo'lmagan professional madaniyatlararo muloqot, ijtimoiy-madaniy kompetentsiya.

Аннотация: Существует несколько причин, по которым обучение английскому языку не является его родным. Они связаны с растущими требованиями глобальной экономики к уровню профессиональных навыков, разнообразием ожиданий работодателей от своих сотрудников и необходимостью учитывать культурные особенности местной экономики. Авторы предлагают

исследование по разработке процесса изучения английского языка для конкретных учебных целей с учетом лингвокультурных особенностей. Авторы оценивают место английского языка в современном мире и глобальной экономике. Английский язык является сегодня основным инструментом широко распространенного двуязычия и продолжает влиять на языковые привычки людей во всем мире. В статье рассматриваются основные языковые характеристики представителей различных региональных деловых сообществ. В эссе описываются две основные потребности в разработке учебного курса: интеграция лингвокультурных аспектов профессиональной коммуникации и коммуникативный акцент. Авторы поддерживают необходимость создания методологической, теоретической и практической основы для прохождения студентами лингвокультурной составляющей курса.

Ключевые слова: достижение профессиональных целей, социально-экономическая компетентность, вербальная и невербальная профессиональная межкультурная коммуникация, социокультурная компетентность.

Introduction

The worldwide concerns of advancing science, technology, economies, and upholding acceptable relationships and cross-cultural understanding are strongly linked to the significance of international communication in contemporary society. Misunderstandings occur in our society on many levels, ranging from interpersonal relationships to business and politics. University students' language training aims to meet the social necessities related to our specialists' active participation in global research and professional endeavors. Success in professional endeavors in the international market is viewed as the accomplishment of professional objectives "The formation of a linguistic, socioeconomic competence that assumes an adequate use of foreign language code in the implementation of all types of verbal and non-verbal professional intercultural communication in the economic sphere" is the ultimate goal of learning a foreign language for contemporary professionals.

The development of language, speech, and socio-cultural competence—that is, learning a foreign language system for scientific and professional communication and engaging in cross-cultural interactions with representatives of a different cultural realia—are among the goals of the university course on foreign languages.

It is believed that graduates of Russian institutions will have equal access to the global professional community since English is one of the primary, widely accepted languages of worldwide professional communication. There are a number of reasons why teaching English for special purposes (ESP) to children with non-linguistic profiles can be difficult. They are influenced by the increasing demands of the global economy on graduates' professional competency, the diversity of employers' wants for workers, and the necessity of taking regional economies' cultural features into account.

Choosing the right course for relationships seems to demand a great deal of social knowledge in order to engage with others successfully. At the very least, it involves evaluating the circumstance, evaluating the other person, evaluating possible relationships with him and his behavior, strategically preparing the communication style, integrating social interaction experience, and using social intuition. The process of teaching English in universities may and ought to incorporate such social and cross-cultural interaction experiences. Additionally, the capacity to consider the linguistic and

cultural variations of members of various professional and economic communities depending on the region should be the primary focus of such training.

Numerous studies that discuss the necessity of switching to "regional" variants of the English language have been conducted in recent decades. New trends have emerged in foreign language education methods, where communicative models of communicants' language behavior are characterized in terms of their national affiliation (Prokhorov Y.E., Sternin I.A., Turunen N.) We have taken into consideration a few recent theories and studies (Chekurieva Y.Y., Furmanova V.P., Kharchenkova L.I., Tomin V.V., Sakharova N.S., Yankina N.V., Kachru Braj B., Chaney L.H., Kleinberg O. and others) that outline the new methodological principles of teaching a foreign language while taking into account the national-specific patterns of trainees' behavior. These concepts support the need to improve the ESP training course's materials and methods while taking linguacultural characteristics into account and preparing students for fruitful cross-cultural interaction.

According to "Linguacultural Features of Teaching English for Specific Purposes in Cross-Cultural Interactions" by Marina Krapivina, Vitaly Tomin, and Natalia Eremina, Foreign Languages Department, Orenburg State University,

The research has involved over 800 students of Orenburg State University from humanitarian (2%), economical (29%), juridical (4%), technical (14%), automotive (33%), and aerospace (18%) specialties of the full-time department. The representatives of Russia, the CIS, the EU, Northern and Central Africa, and China studying here have participated as the testees to encourage the real-life

cross-cultural interaction survey. The research has involved over 800 students of Orenburg State University from humanitarian (2%), economical (29%), juridical (4%), technical (14%), automotive (33%), and aerospace (18%) specialties of the full-time department. The representatives of Russia, the CIS, the EU, Northern and Central Africa, and China studying here have participated as the testees to encourage the real-life cross-cultural interaction survey.

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presentations—helped obtain crucial information about the experiment's significant results. Lectures, seminars, practical classes improved by the project method, and interactive approaches provided on a parity basis and in accordance with the dialogue concept are the traditional ways in which the educational process has been structured. Students' learning, social connection, and cultural engagement have all increased as a result of the online interactions. Additionally, the feedback is easily accessible and offers useful optional and supplementary data for an individual multi-sided study. The use of Moodle and the AIST assessment system on the www.osu.ru portal, together with some features of Massive Open Online Courses at www.coursera.org, were inferred by the online English instruction sessions for specialized objectives.

With each student's consent, several well-known social media platforms (Facebook, Instagram, VK, YouTube, LinkedIn, etc.) have augmented the broad portrayal of each individual participating by including any information discovered there into their diachronic profile. In addition to all the empirical techniques, only standard mathematical techniques have been applied to process any collected data. No previously unknown or author-specific statistics methods have been engaged. Age and gender factors have not been considered or shown to be significant in cross-cultural interactions or the ESP teaching process. Regardless of country or any side involved, no political, force-major, or other impact in a short amount of time has been taken into account or recorded in their simultaneous connection or influence on the educational process.

We acknowledge that communication is a key skill in the ESP education process, so it needs to be properly supported. More significantly, the fundamental phases of communication skill development should be closely linked to the process of building cultural awareness and communication skills. We have created the essential, modeling, and productive stages of the ESP teaching process based on the current theoretical and practical research and the experimental setup of the teaching process, taking into account the identified linguacultural aspects. The three primary components of each stage are motivational, functional, and cognitive.

Conclusion

The ESP course program can actually incorporate the concepts of accounting for linguistic and cultural features: a careful selection of pertinent articles from the press and various business reviews will provide the necessary foundation for the practice of communication and situation analysis. The communication process in a classroom run by a qualified teacher should incorporate both language and cultural awareness. The ESP course ought to assist students in understanding the linguistic and cultural aspects of business partners' communication styles. There are existing sources and methodological and theoretical advancements that offer the knowledge required for every step of mastering competencies in every particular professional setting. We are aware that developing a cohesive nationally focused ESP education program still depends on a number of factors. However, we believe that the current theoretical underpinnings will serve as a platform for further scientific research in this area as well as for practical application in the creation of teaching manuals, textbooks, and suggestions. The development of a nationally focused language learning paradigm with the goal of building a bicultural identity may greatly raise the level of proficiency for ESP students.

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