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NON-PHILOLOGICAL ORIENTATION, THE ABILITY TO DEVELOP INTERCULTURAL COMMUNICATION COMPETENCE OF STUDENTS

Abstract. The article examines the development of intercultural communication competence (ICC) among students with a non-philological orientation. It emphasizes the importance of integrating ICC training into non-linguistic disciplines to prepare students for global professional and social environments. The study highlights key principles such as communicative orientation, integration, and differentiation, as well as addressing the influence of native language interference. It proposes practical approaches for fostering ICC, including project-based learning, case studies, and interdisciplinary collaboration. The research underlines the benefits of ICC for enhancing employability, problem-solving skills, and adaptability in multicultural contexts.

Keywords: Intercultural communication competence, non-philological orientation, communicative orientation, interdisciplinary approach, native language interference, global skills development, multicultural education.

Introduction. In today's globalized world, developing intercultural communication competence (ICC) has become a crucial skill for students, regardless of their academic orientation. This article explores the challenges and opportunities of fostering ICC in students with a non-philological (non-linguistic) focus. We discuss theoretical foundations, practical applications, and the role of educators in embedding intercultural understanding within non-philological disciplines. The demand for intercultural competence in professional and social contexts has never been higher. Students in non-philological disciplines, such as engineering, medicine, and information technology, increasingly work in multicultural environments. However, traditional curricula in these fields often lack structured approaches to develop ICC [1]. Intercultural communication competence refers to the ability to interact effectively and appropriately with individuals from different cultural backgrounds. It encompasses three key dimensions:

- Cognitive Dimension: Knowledge of cultural norms, values, and communication styles.
- Affective Dimension: Openness, curiosity, and respect for cultural differences.
- Behavioral Dimension: The ability to adapt communication and behavior to suit diverse cultural contexts.

While ICC has been extensively studied in philological and linguistic disciplines, its integration into non-philological fields remains underexplored. As globalization continues to transform professional and social landscapes, integrating intercultural communication competence into non-philological education is no longer optional but essential. By embracing interdisciplinary approaches and innovative teaching strategies, educators can prepare students to thrive in diverse environments and contribute meaningfully to a connected world. The problem of teaching foreign language communication in educational institutions of various types is constantly in the center of attention of methodologists-theorists and teachers-practitioners. This issue is more relevant than ever before, since the requirements for university graduates - specialists in various fields of professional activity are constantly increasing [2]. Geopolitical processes, which are intensively taking place at present,

contribute to the activation of the dialogue of cultures, the development of cooperation between Russia and various foreign countries: business relations of specialists of the widest profile are acquiring an international character.

Methodology. The problem of interaction and cooperation between countries and people speaking different languages and brought up in different cultures is especially acute in the 21st century. The modern world community is in the stage of economic globalization. This process, having affected all spheres of human activity, has designated a growing need for specialists in the field of journalism and motivated the emergence of a new direction of university specialization "Public Relations". Specialists in the named areas of professional activity are called upon to facilitate the establishment of contacts and the development of relationships and cooperation between countries in various fields of activity. The intensification of political and economic contacts between states has increased the pragmatic importance of knowledge of foreign languages. The factors of linguistic and extralinguistic influence of future public relations specialists and journalists on participants in professionally oriented communication are acquiring special significance. Future public relations specialists and journalists need to have practical linguistic and paralinguistic influence in the process of communication in order to convince potential partners to carry out a particular activity [3].

An increasing number of people in their professional activities are faced with the need to communicate in a foreign language, so a foreign language is becoming more and more in demand in the life of humanity. In the methodology of learning a foreign language, a distinction is made between knowledge of the language and proficiency in the language (knowledge and proficiency): it is known that one can "know" the language: remember, understand and consciously apply its grammatical, phonetic, lexical rules, but not be able, not be able to freely use this knowledge for communicative purposes outside the educational environment. At the same time, some students with lower levels of knowledge in the field of grammar can cope well with oral practice. Thus, proficiency in a language implies not just knowledge of a certain language, but the ability to mobilize this knowledge when performing certain communicative tasks in certain contexts or situations.

Results. Communicative competence is the practical application of language knowledge, the ability to understand and produce speech in the context of a specific communication situation. Mastering communicative competence in a foreign language is an even more difficult task than mastering communicative competence in one's native language, since it is communicative competence that is an indicator of an individual's self-development. Primary skill is an integral phase of the formation of communicative competence. In the process of teaching communicative competence, the general structure of knowledge, skills, and abilities changes along the line of their increasing generalization, condensation, and less controllability; the methods of performing an action and its control change. When teaching a foreign language to non-philologists, it is important to take into account that there are two possible ways of skill formation: "from below" through unconscious imitation and "adjustment" with subsequent gradual development of unconscious control mechanisms (this occurs when mastering a language in natural conditions) and "from above" – through automation and reduction of the skill [4]. It is very important that communicative competence be developed in both the native and foreign languages.

Mastering communicative competence in a foreign language implies both knowledge of the linguistic, subject and psychological components necessary for understanding the communication

partner, and the generation of one's own program of speech behavior. The core of communicative competence "is the formed ability to master foreign language speech in its oral (listening, speaking) and written (reading, writing) forms, as well as translation as a type of speech activity. Communicative competence is a combination of a number of other competences: linguistic competence (the basic level of grammar and vocabulary that a student usually achieves when learning a foreign language at school); sociolinguistic competence (the ability to recognize how and when a given construction, vocabulary, or form may be appropriate); sociocultural competence (knowledge of the cultural characteristics of the language being studied); strategic competence (the presence of skills and abilities in organizing speech, building it in a logical sequence); discursive competence (correspondence of speech to the goal and task), social competence (the desire to interact with other people, self-confidence).

Discussion. When teaching a foreign language to non-philology students, it is essential to consider a number of principles. The Principle of Communicative Orientation. This involves the use of various types of exercises: structured exercises (based on a model), transformational exercises (involving selective application of knowledge), semi-communicative exercises (containing a model of a real-life situation), and genuinely communicative tasks (representing actual communication).

- ✓ The Principle of Integration. This implies the involvement of all aspects of speech activity.
- ✓ The Principle of Differentiation. This entails considering the mechanisms used in implementing a specific type of activity.
- ✓ The Principle of Considering the Native Language. This principle includes two tendencies: transfer phenomena and interference phenomena. The instructor must identify, highlight, and be able to minimize the negative influence of interference on the student [5].

The prevailing aspect of foreign language teaching is the students' ability to express their thoughts in the target language and comprehend foreign speech (both oral and written).

Conclusion. First and foremost, the student should be able to build communication successfully, generating and decoding foreign speech without significant difficulty. Teaching foreign languages to students is determined by a number of characteristics, which primarily depend on the goals set by such students. A teacher aiming for high-quality foreign language instruction must consider the specific features of teaching university students: professional orientation, relatively low baseline knowledge levels, low motivation to study the language (and, as a result, its lack of demand in subsequent practical and intellectual activities), insufficiently developed teaching methods and learning process organization, and limited time allocated by the state education standard.

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