

УДК: 811.111-26; 377.1

## **ЭФЕКТИВНАЯ ДЕЯТЕЛЬНОСТЬ ПО УЛУЧШЕНИЮ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ**

**Мейрбеков А.К.<sup>1</sup>, Байрамов В.<sup>1</sup>**

<sup>1</sup> МКТУ - Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави.

Казахстан, Туркестан, email: [ph-doctor@mail.ru](mailto:ph-doctor@mail.ru), [bayramowww97@mail.ru](mailto:bayramowww97@mail.ru)

В условиях все более глобального и мобильного общества мы сталкиваемся с большим культурным разнообразием как в нашей профессиональной, так и в частной жизни. В результате этого все больше внимания уделяется необходимости межкультурной осведомленности, адаптации и уважения культурных различий. Это нашло отражение в обновленной программе высшего образования. Для учителей английского языка реальная задача состоит в том, чтобы найти содержательный и интересный способ привлечь внимание учащихся к сложностям этой темы, оказывая им помощь в развитии их профессиональных навыков английского языка и метакогнитивных навыков. В данной методической записке исследуются реализация и результаты педагогического метода, который вовлекает группу студентов первого курса бизнеса в профессиональную совместную ролевую деятельность сверстников с помощью содержательно-языкового интегрированного подхода к обучению.

Ключевые слова: кросс-культура, изучение языка, учитель английского языка, эффективная деятельность, совершенствование

## **EFFECTIVE ACTIVITIES FOR IMPROVING CROSS-CULTURAL COMMUNICATION**

**Meirbekov A.K.<sup>1</sup>, Bayramov V.<sup>1</sup>**

<sup>1</sup> IKTU - International Kazakh-Turkish University named after Khoja Akhmet Yassawi.

Kazakhstan, Turkestan, email: [ph-doctor@mail.ru](mailto:ph-doctor@mail.ru), [bayramowww97@mail.ru](mailto:bayramowww97@mail.ru)

In an increasingly global and mobile society, we are faced with greater cultural diversity both in our professional and private lives. As a result of this, more and more emphasis is being placed on the need for intercultural awareness, adaptation and respect for cultural differences. This is reflected in the updated Higher Education curriculum. For English language teachers, the real challenge is to find a meaningful and entertaining way to sensitize learners to the complexities of this topic, while assisting them in the development of their professional English and metacognitive skills. This teaching note investigates the implementation and results of pedagogical method which involves a group of first year business students for a professional peer collaborative role-play activity by means of the Content and Language Integrated Learning approach.

Key words: cross-culture, language learning, English teacher, effective activity, improving

According to Antipov G.A., Donskikh O.A. and Markovina I.Yu., in culturally diverse communities, differences may be expected to exist in the communication styles of students, teachers, parents, administrators and non-instructional staff. Perhaps the most important reason for educators to understand cross cultural communication is to improve their relations with the diverse groups of students and parents they will encounter [1, p. 26].

Stepanov G.V. said that communication differences will inevitably lead to various types of miscommunication which may lead, in turn, to conflicts which erode school climate and cause certain groups of students usually African American and other nonwhite students to feel unwelcome. The fact that these circumstances occur is a tragedy, of course. The greater tragedy, however, is that educators do not always know how to eliminate or minimize this type of discord [2, p. 128].

#### *Tactics for Removing Cross Cultural Communication Barriers*

Once we have established the prerequisites for understanding communication issues, we should then seek to remove cross-cultural communication barriers from the school environment. The major tactics that might be employed for this purpose fall under two categories:

- “Removing language which appears to stereotype students”; and
- “Reducing violations of cultural rules during discussions and conversations”.

With respect to removing stereotypical language, the following strategies might be useful:

- Be aware of words, images and situations that suggest that all or most members of a racial group are the same.

*Example: “Why can't Joe ever be on time?”*

“He’s African American, isn't he?”

- Avoid using qualifiers that reinforce racial and ethnic stereotypes.

*Example: “The articulate African American student”* implies that African American students typically have low verbal skills.

- Avoid racial identification except when it is essential to communication.

*Example: “Judy, an outgoing student”* is preferable to “Judy, an outgoing African American female student.”

- Be aware of possible negative implications of color symbolism and usage that could offend people or reinforce bias.

*Example: Terms such as “black magic” or “black market”* can be offensive.

- Avoid language that has questionable racial or ethnic connotations.

*Example:* Phrases such as “*culturally deprived*”, “*culturally disadvantaged*” and “you people” have racist overtones.

With respect to changing communicative behaviors which violate the cultural rules of others, the following strategies may be useful:

- Be aware of rules for attentiveness during conversation.

*Example:* The constant maintenance of eye contact while listening during a conversation often violates a conversational rule in working class African American and Hispanic cultures.

- Be aware of rules regarding the distance between speakers during conversation.

*Example:* In some cultures, speakers stand close enough to touch often. In other cultures, distance is maintained to denote respect.

One way to improve relationships across cultural lines, particularly in the upper grades, is to develop a unit on “Communicating with One Another”. The purpose of such a unit would be to teach students how to communicate more effectively across cultural lines and how to address and negotiate differences.

It is also useful for teachers to brainstorm with one another on how to remove communication barriers. In addition, a well-designed staff development program can lead to better relations among staff and generate effective cross cultural communication activities for the classroom.

Vereshchagin E.M. and Kostomarov V.G. said that it can also be useful for teachers to ask parents to identify sources of miscommunication and socially offensive behavior or language. Parents may be asked to suggest ways that school personnel can improve communication with students, adults and the communities [3, p. 26].

In the first case, the process of communication only decreases qualitatively, but does not collapse and does not stop. To a greater or lesser extent, mutual understanding of partners is achieved here. Therefore, in this case, we can only talk about interference that does not create an impassable border between partners. For example, ignorance of the partner's language cannot serve as a reason for stopping communication, because it can be compensated for by non-verbal means and by verbal means. Therefore, interference should be considered only as factors that reduce the quality of the communication process, but do not stop it. Among the communication hindrances are stereotyped reactions, language errors, various perceptions of the surrounding world, and so on.

Unlike interference, barriers to intercultural communication can be considered such factors that interfere with the interaction of partners and do not allow adequate mutual understanding. The causes of communication barriers can be the physiological defects of participants (blindness, dumbness, deafness of one of them), belonging to different social groups, differences in cultural traditions, norms and values that determine the forms, methods and purposes of communication.

At the level of content, intercultural barriers arise if the main goal of communication is not realized - mutual understanding of partners. Their reasons may be differences in semantics, stylistics, phonetics and other linguistic differences.

According to Sapir E. at the level of relations, intercultural barriers arise when, as a result of communication, new knowledge and skills in behavior do not appear. This type of barriers is determined by the participants' belonging to different socio-cultural groups and the relations that follow from them [4, p. 185].

With the direct interaction of partners, intercultural barriers between them manifest themselves at the level of content as a misunderstanding of partners, which is usually caused by the different level of intercultural competence of communication partners.

Vorobiev V.V. pointed out that at the same time, communicative competence here presupposes not only grammatical correctness of speech, but also the acceptability of statements in accordance with the system of rules of interaction and behavior adopted in this culture. The emergence of a situation of misunderstanding in such cases suggests two ways of overcoming intercultural barriers: interruption of communication; Continuation of communication after agreeing on a common language for partners. Which way to overcome barriers will be chosen, depends on how the partners will assess the situation of communication and determine their relationship to each other [5, p. 125].

To overcome this type of intercultural barriers, i.e., misunderstanding, it is necessary to address the participants' knowledge about the existence of cultural differences in communication. In this regard, in such situations, it is necessary to take certain measures, so that partners first of all perceive the communication barriers as such, and then show their mutual interest in continuing communication.

In contrast to the levels, the types of intercultural barriers are determined by the presence in the process of intercultural communication of the four main spheres within whose boundaries the interaction of participants develops: linguistic (semantic), ethno cultural, communicative and psychological. On this basis, we also distinguish four main groups of barriers of intercultural competence: linguistic, ethno cultural, communicative and psychological. Each of these groups is characterized by its specific characteristics, and therefore there is no single universal way to overcome them. Each group of intercultural barriers requires appropriate ways of overcoming it.

As comparative studies of different cultures show, ownership of a system of communicative means of intercultural communication is of no small importance for the intercultural competence of their bearers. Ignorance of such means can be interpreted by the participants as evidence of insincerity and unnaturalness, and thereby create a communicative type of barriers to intercultural communication. Here, as an example, we can cite the famous American smile, to which Russians

are mistrustful and often perceived as insincere. The redactor of *“Wise Word of Ancient Russia”* comments that for an American, a smile on his face is a demonstration of perseverance and vitality. While in Russia to smile to strangers is considered a deviation from the norm and can be misinterpreted. Russians smile only when they are ready to establish good relations with their interlocutor [6, p. 353].

The practice of intercultural communication shows that effective overcoming of communicative barriers is achieved by an adequate choice of appropriate tactical methods of interaction. The choice of this or that tactic of communication includes conscious or intuitive ways of attracting the attention of a partner, establishing contact with it, influencing it, etc. First of all, it is necessary to choose the optimal form of communication, since it is the beginning of the communication process that can determine the whole of it the final result.

Moscow News wrote the special types of barriers in intercultural communication are psychological barriers that represent psychological reactions to certain manifestations of other cultures. With intercultural communication, the psychological probability of misunderstanding of partners is significantly increased. Unaccustomed manners of behavior, the logic of reasoning, violation of the distance of communication, types of clothes, etc. can cause negative emotions in relation to the partner and all the culture that he represents, and lead to failure the whole process of communication. In this case, the subject has uncertainty due to the inability to predict the progress of the communication process and its results. This psychological state of a person in science is defined as stress [7, p. 14].

Interaction with representatives of other cultures is accompanied by great psychological stress, anxiety and fear. Studies of foreign scientists have shown that representatives of foreign cultures are easier to establish mutual understanding with the bearers of individualistic cultures than collectivist ones. This is due to the fact that collectivist cultures require their carriers to merge with a group in which it could be a single whole and thereby effectively protect their member.

According to Kashmadze I.I. in individualistic cultures, people are required to do what they themselves need, even if their position does not coincide with the position of the group. Such studies in Japan, the United States and Korea found that the lowest difficulties in communicating with strangers and foreigners were experienced by Americans, the largest - Japanese and Koreans [8, p. 6].

Sapir E. In addition, in order to overcome the psychological barriers of communication, each individual must have internal psychological skills that are associated with the ability of the individual to remove unnecessary tension, mobilize to master the initiative in communication, emotionally adjust to the situation of communication, choose appropriate forms of verbal and nonverbal communication, use emotions like an effective means of communication, etc. In other

words, the overcoming of this group of barriers of communication implies the connection by the subject of psychological knowledge of himself with the knowledge of the partner and the specific situation of communication [9, p. 211].

Intercultural communication does not come naturally. It requires acquiring certain attitudes, knowledge and skills that can be carried out by *English as Foreign Language teachers*. It makes intercultural phenomena easier and makes culture shock less notable. The English language learners must be prepared for intercultural events so they could overcome acculturation more easily.

## **Bibliography**

Antipov, G.A., Donskikh, O.A., Markovina, I.Yu. "Text as a phenomenon of culture" / G.A. Antipov, O.A. Donskikh, I.Yu. Markovina. – Novosibirsk: 1989. –P. 26.

Arutyunova, N.D., Stepanov, G.V. "Russian language" / N.D. Arutyunova, G.V. Stepanov. - M., 1979. –P. 128.

Vereshchagin, E.M., Kostomarov, V.G. "Language and culture" / E.M. Vereshchagin, V.G. Kostomarov, - M., 1990. –P. 26.

Sapir, E. "Language introduction to the study of speech" selected works on linguistics and culturology / E. Sapir. - M., 2005. –P. 185.

Vorobiev, V.V. "Linguistic and cultural studies" / V.V. Vorobiev. - M., 1997. –P. 125.

Wise Word of Ancient Russia. - M., 1989. –P. 353.

Moscow News, Sept. 21, 1996. –P. 14.

Kashmadze, I.I. "Leaders with the eyes of an interpreter" / I.I. Kashmadze. newspaper "Arguments and facts", No. 18, 1996.

Sapir, E. Communication: "Selected Works on Linguistics and Culture", 2002.