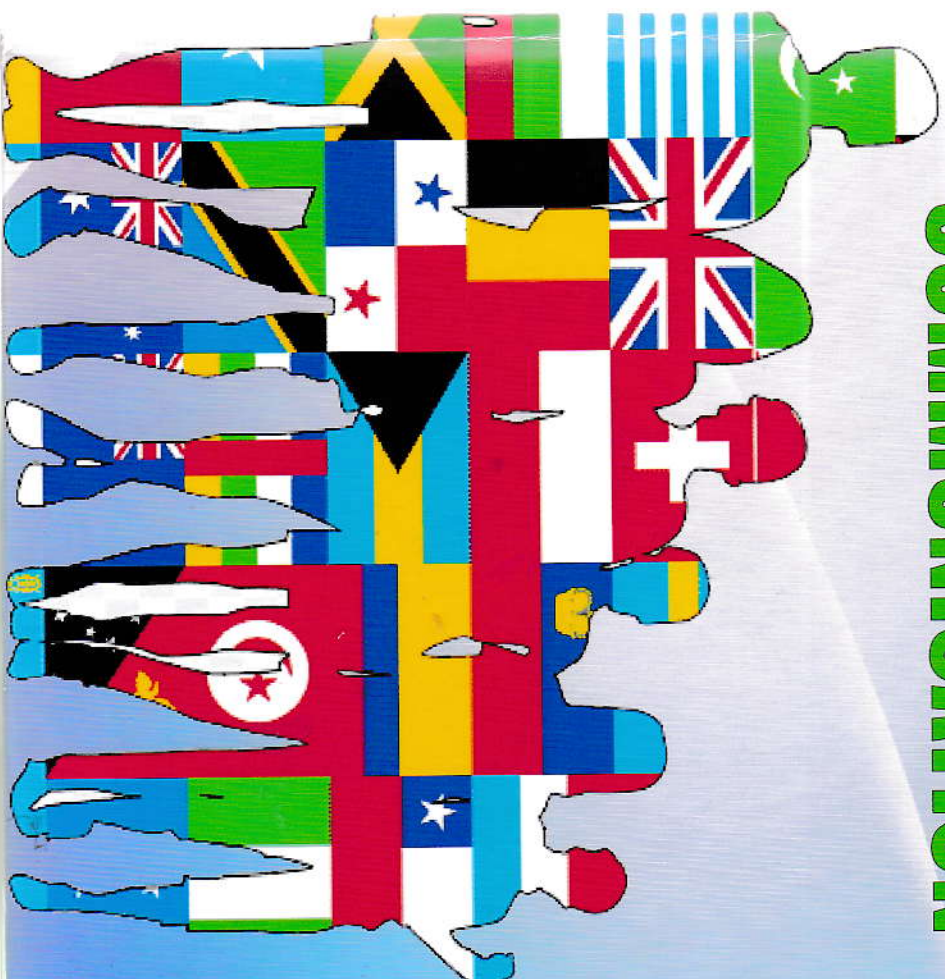


391,84.14
I 61

**MA.Yusupova, D.R.Xoshimova,
MA.Ruzmetova, G.S.Xiddardiyeva**

INTERCULTURAL COMMUNICATION



397,811.111
I.61

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS
TA'LIM VAZIRLIGI

TOSHKENT VILOYATI CHIRCHIQ DAVLAT PEDAGOGIKA
INSTITUTI

INTERCULTURAL COMMUNICATION

The textbook is intended for students of Higher Education establishments

- 13948/22 -

O'ZBEKISTON RESPUBLIKASI OLIY TALIM,
FAN VA INNOVATSIYALAR VAZIRLIGI
CHIRCHIQ DAVLAT PEDAGOGIKA UNIVERSITETI
AXBOROT RESURS MARKAZI
2-FILIALI

Chirchiq-2022
«HISTORY AND PAGE»

O'ZBEKISTON RESPUBLIKASI OLIY TALIM,
FAN VA INNOVATSIYALAR VAZIRLIGI
CHIRCHIQ DAVLAT PEDAGOGIKA UNIVERSITETI
AXBOROT RESURS MARKAZI

UO'K 930.85;811.111

КБК 71.33;81.2

1-61

M.A.Yusupova, D.R.Xoshimova, M.A.Ruzmetova,

G.S.Xaldarchayeva/ Intercultural communication/ The textbook/ Toshkent:
«History and page», 2022. – 352p..

AUTHORS:

M.A.Yusupova – Chirchik State Pedagogical Institute of Tashkent region

D.R.Xoshimova – Chirchik State Pedagogical Institute of Tashkent Region

M.A.Ruzmetova – Chirchik State Pedagogical Institute of Tashkent region

G.S.Xaldarchayeva – Chirchik State Pedagogical Institute of Tashkent region

REVIEWERS:

Kh.M.Makhmatkulov – Chirchik State Pedagogical Institute of Tashkent region, Doctor of Pedagogical Sciences

U.D. Qarshibaeva – Samarkand State Medical Institute

Alessandro Lenci – Doctor of Sciences, Associate Professor

– University of Pisa (Italy)

Ph.D., Associate professor

ISBN 978-9943-9512-1-1

© M.A. Yusupova va b., 2022
© «History and page», 2022

Annotation

The publication discusses in detail the fundamental provisions of intercultural communications, the specifics of verbal and non-verbal communication, the Culture of English-speaking countries, the features of education in a cross-cultural context, and many other aspects of communication in a cross-cultural space. The textbook contains a large number of interesting examples and situations illustrating the real practice of communication between representatives of different cultural groups. The textbook includes a workshop containing tasks for group work, as well as a test for knowledge of the features of intercultural communications, which will allow students to independently test and consolidate their knowledge and skills. A glossary of terms and an extensive bibliography are provided. The textbook is intended for Bachelor Degree course students of Foreign language and literature (English).

Аннотация

В издании подробно рассматриваются принципиальные положения межкультурных коммуникаций, специфика вербального и невербального общения, основы Культуры англоязычных стран, особенности образования в кросс-культурном контексте и множество других аспектов общения в кросс-культурном пространстве. Учебник содержит большое количество интересных примеров и ситуаций иллюстрирующих реальную практику общения между представителями разных культурных групп. В учебнике приводятся практикум, содержащий задания для групповой работы студентов, а также тест на знание особенностей межкультурных коммуникаций, что позволит студентам самостоятельно проверить и закрепить полученные знания и навыки. Приводится, словарь терминов и обширная библиография. Учебник предназначен для бакалавров по направлению иностранный язык и литература (английский язык).

Анотatsiya

Nashda madaniyatlarga mulqotining asosiy qoidalari, verbal va nonverbal mulqotining o'ziga xos xususiyatlari, Ingliz tilida so'zlashadigan mamlakatlarda madaniyati, madaniyatlarga kontekstida ta'limning xususiyatlari va boshqa ko'riab mulqot aspektlari batafsil mulokama qilinadi. Darslik turli madaniy guruhlar vakillari o'rtasidagi mulqotining haqiqiy amaliyoti ko'rsatadigan juda ko'p qiziqarli misollar va vaziyatlarni o'z ichiga oladi hamda talabalarning jamoaviy ishlashi uchun topshiriqlar, shuningdek, talabalarga o'z bilim va ko'nikmalarini mustaqil ravishda sinab ko'rish va mustakamlash imkonini beradigan madaniyatlarga mulqotining xususiyatlarini bilish uchun test mavjud. Ahamiyatli lug'at va keng bibliografiya taqdim etilgan. Darslik xotijiy til va adabiyoti (Ingliz tili) yo'nalishi bakalavr talabalari uchun mo'ljallangan.

FOREWORD

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. 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. Intercultural Communication has become a relevant focal point within a variety of fields – science, psychology, politics, journalism, economics, and education, to name a few. Intercultural Communication, Global Studies, and International Psychology, incorporating intercultural communication activities in classroom lessons could provide much needed cultural aspects for students, and foster self-reflection and growth.

The textbook is for the formation of students' knowledge, skills and abilities on the basis of communicative competence (linguistic, sociolinguistic, discursive, strategic, sociocultural competences) for functioning in everyday life situations, scientific and professional fields in a multicultural world. The textbook shows the ability and willingness to communicate with native speakers, as well as a better understanding of English-speaking countries culture by students and the possibility of using it in the process of intercultural communication.

MODULE I. INTRODUCTION TO INTERCULTURAL COMMUNICATION

Theme1. Intercultural communication

Plan

1. Globalization, Informatization
2. Cultural Change,
3. Communicating in culturally diverse workplace, Gateways to Effective Intercultural Communication.

Learning Objectives

- To define intercultural communication
- To know the significance of intercultural communication in today's world of globalization.
- To understand the basic gateways to effective intercultural communication.

Welcome to the Information Age! With the development of technology in a variety of different areas, we are able to communicate with more speed, more power and to more people than ever before. This power to communicate is dramatically reshaping how we understand boundaries between people and places. It is reducing a once vast and isolated world into "the Global Village". We live in an exciting time because we have, at our fingertips, unlimited potential to communicate with people around the world. We also live in a traumatic time because this new power creates enormous questions about our different identities, cultures and preferences in communication. This course is designed to prepare students to work and live within the Global Village and to develop competence in their ability to communicate with everyone they will come into contact with.

This lesson intends to accomplish its goals in light of the fact that nations, communities, and individuals are increasingly connected and interconnected by means of technology. Radio, television, satellite, cable and telephone

communications now cover almost every corner of the globe. Furthermore, the use of audio, video, and hypertext add to the complexity of these communications. In other words, not only is the quantity of telecommunication growing, but also the technical quality of telecommunication is improving. This growing interconnection between people offers the potential for additional communication, exchange of information, and even intercultural interaction, by means of technology.

As emerging technology interconnects our globe in increasingly complex layers, the world seems to grow smaller. Yet, it is with this increased interconnectivity that our perceptions of the world as we presently know it grows and expands. Our social network begins to encompass individuals whom we have never physically met before, and possibly never will. It is these new relationships with distant individuals that may challenge us to expand our horizons beyond what we now know. As our social web grows, so does the possibility that distant events will have personal meaning to us as individuals. The socio-technical implications of this suggest that the web of social connectivity grows with every new user. With every new link, we become subtly more interconnected with distant individuals, and distant events. This increased interconnection implies the possibility of increased intercultural interactions by means of technology. Many, such as Brislin & Yoshida (1994), Brislin (1993), Condon (1975), and Gudykunst & Ting-Toomey (1988) define intercultural communication as communication between people from different cultures. Samovar and Porter (1972) suggest, "whenever the parties to a communication act bring with them different experiential backgrounds that reflect a long-standing deposit of group experience, knowledge, and values, we have intercultural communication" (p. 1). Gudykunst and Kim (1992) classify intercultural communication as "a transactional, symbolic process involving the attribution of meaning between people from different cultures" (pp. 13-14). Therefore, intercultural communication, for the purpose of this study, is defined as the field of study, which explores the verbal and nonverbal interactions of individuals with diverse patterns of historically derived behavior.

The world today is characterized by an ever-growing number of contacts resulting in communication between people with different linguistic and cultural backgrounds. This communication takes place because of contacts within the areas of business, military cooperation, science, education, mass media, entertainment, tourism but also because of immigration brought about by labor shortage or political conflicts.

In all these contacts, there is communication, which needs to be as constructive as possible, without misunderstandings and breakdowns. It is our belief that research on the nature of linguistic and cultural similarities and differences here can play a positive and constructive role.

Globalization, Informatization, and Cultural Change

The first broad area of questions to be addressed is that of the social and cultural implications of globalization and informatization, and the relevance to intercultural communication. These are areas that are typically not directly addressed by theories of intercultural communication, but rather more often come within the range of theorists of international communication, critical theory, or even post-colonial literary theory. However, given the force we have ascribed these trends in the contemporary world, it is critical that theorists of intercultural communication engage them, as it is the social and cultural context in which all intercultural communication arises. I will specifically discuss three critical areas that need to be addressed, our understanding of culture, the ways in which cultural change is precipitated by globalization and informatization, and their role in defining personal and communal identity.

Culture, of course, is an amorphous concept, even in the most rigorous theories of intercultural communication. Typically, it is defined as a symbolic system, which includes issues of perception, cognition, and understanding. Culture is not merely an abstract set of folk practices, nor a collection of touristy festivals. Rather, as Geertz (1973) defines it, it is a set of symbolic systems, that serve not only to define and identify the culture and social structures, but also to articulate