



The Importance of Implementing the Concept of Communicative Foreign Education at A Non-Lingual University

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ABSTRACT

This article focuses not only on language acquisition but also on developing the necessary skills and intercultural competencies to be successful in a multicultural society. In today's globalized world, the ability to communicate effectively in a foreign language is becoming increasingly important. This is particularly true in higher education, where universities are becoming increasingly diverse and international. While language courses are often offered at universities, there is increasing recognition of the need to go beyond language skills and implement the concept of communicative education abroad.

Keywords:

Intercultural communication, language teaching, ethnic group, effective interaction, independent science, teaching methodology, patriotism, and morality.

Introduction. The inclusion of communicative training abroad primarily promotes strong intercultural communication skills. By experiencing different languages and cultures, students can better understand and appreciate the perspectives of others. This not only promotes tolerance and inclusivity but also prepares students for the global job market, where intercultural collaboration is becoming increasingly common. Employers look for people with the ability to work effectively with people from diverse backgrounds, and communications training abroad gives students a competitive advantage in this regard. Furthermore, language learning is about more than just memorizing vocabulary and grammar rules. It involves active engagement and practice in real-life situations. By implementing communicative education abroad, non-language universities can offer students authentic opportunities to immerse themselves in the target language. This may include activities such as group discussions, presentations, role plays, and language

exchanges with native speakers. Such interactive experiences not only improve language skills but also promote critical thinking, problem-solving, and creativity as students are challenged to express themselves accurately and effectively in a foreign language. Under the conditions of increasing globalization, educational systems in all countries of the world are changing, a shift in emphasis is occurring in the field of learning and teaching foreign languages, their special role in the integration of educational systems, and the formation of the international working market is being realized, which is, in turn, affects the design of fundamental linguistic and didactic concepts. Specialists in the field of foreign language teaching and intercultural communication consider language education as an important reserve of socio-economic changes in the country, as one of the most important tools for a successful human life in a multicultural and multilingual community of people, and as a factor of cultural and intellectual development and education of the

Individuals[1]. "Following the humanistic educational goals, a modern school solves the task of personality formation, the main qualities of which are self-confidence as a representative of a certain ethnic group and the willingness to interact with other peoples and cultures"[2] and the study of the culture of Mother tongue teaching under these conditions focuses on developing students' skills for intercultural communication and effective interaction.

Literature review. As M.N.Vetchinova rightly points out in her research "integration into the world community requires an awareness of the new role of a foreign language, a change in target value settings, content, methods and forms"[3], which essentially means a rethink means ideas about the phenomenon of foreign language teaching, changes in the structure and content of the language didactic process. Learning a foreign language becomes the starting point for getting to know the culture of its native speakers in the broadest sense and presupposes the acquisition of knowledge not only "about outstanding examples of material and spiritual activities of representatives of their own and other cultures based on world cultural heritage", but also "the education of students about their own and other cultures as examples of different forms of collective existence"[4].

Research shows that this approach to understanding what is now commonly referred to as "foreign language teaching" emerged at the turn of the late 19th and early 20th centuries by identifying the major trends in the teaching of European languages and determining the teaching methodology when foreign languages began to form itself as an independent science[5]. Even then, it was suspected that the term "foreign language teaching" did not correspond to the content and completeness of the concept contained in it and that the parallel study of the language and culture of other people had significant pedagogical potential. So G.P.Nedler, citing the works of K.Magera, said that the term "language learning" is not only inaccurate but also harmful, since school education is aimed at

general education and the development of human culture and therefore includes both learning and studying a foreign language as well the study of the spiritual life of people, the creations of their geniuses[6].

Y.V.Taraskina, studying this trend, notes that the Methodists of that time attached an important role to the study of ancient languages and opened the way to understanding the high culture and spirituality of the ancient Greeks and Romans by studying the classical Languages assimilated examples of patriotism and morality. This contributed to students' awareness by understanding the importance of cultural heritage and its influence on modern culture and developing a sense of belonging to world history. Foreign languages themselves were considered a means of understanding the life, values, ideals, and mentality of other peoples and had a positive effect on the willingness to communicate with representatives of other cultures. Thus, Y.V.Taraskina concludes that "the study of ancient languages had a pedagogical, ideological character, and the study of new foreign languages had a pragmatic, communicative meaning" [5].

Research methodology. The modern concept of communicative teaching of a foreign language was developed by E.I.Passov in the late 90s of the 20th century. Its author emphasizes the new, special status of a foreign language, which is both a means of cognition of national culture, a means of communication and expression of attitudes to the world, and a tool of personal development and education. The basic idea of this concept is that the process of teaching a foreign language occurs in close connection with the study of the culture of its native speakers. The author understands foreign language teaching as a comprehensively organized pedagogical process of teaching, upbringing, and development of students within the framework of the subject "Foreign Language", the goal of which is the development of a person as a person, and its content is culture. At the same time, the process itself includes 1) cognition, aimed at mastering the cultural content of a

foreign linguistic culture, 2) development, aimed at mastering the psychological content of a foreign linguistic culture, 3) education, aimed at mastering the pedagogical content of a foreign language culture aimed at a foreign language culture, 4) teaching to master the social content of a foreign language culture in the process of communication in society. These four processes are equivalent and constitute an integral educational process. "Cognition, development, education, and teaching are equally penetrable, interdependent, synthesized, and integrated into what we call education" [1].

Analysis and results. Additionally, incorporating communicative foreign education can also attract a more diverse student body. Many students are looking for opportunities to study abroad or take part in international exchange programs. By offering communicative education abroad, non-linguistic universities can serve as attractive destinations for these students and enrich the campus community with diverse perspectives and experiences. This diversity results in a more vibrant learning environment in which students can learn from each other and develop a broader understanding of different cultures and languages. Implementing communicative education abroad also contributes to the development of a global mindset. It exposes students to different worldviews and perspectives, promotes a broader understanding of global issues, and promotes cultural sensitivity. This is crucial in an increasingly connected world where students are expected to interact with people from different backgrounds. By cultivating a global mindset, non-lingual universities can produce graduates who are not only academically capable but also socially and culturally aware and prepared to meet the challenges of a rapidly changing world. The peculiarities of the implementation of the concept of communicative foreign language training at a non-linguistic university (as opposed to a linguistic one) lie in the insufficient number of hours for learning a foreign language and the high requirements for the final competencies of

graduates. To do this, ways must be found to intensify and improve the effectiveness of the educational process. Even if the study of a foreign language at a non-linguistic university is aimed primarily at the formation and development of the basic components of foreign language communication skills (linguistic, linguistic and socio-cultural competence), there is a particularly urgent need in the teaching process for teaching materials that provide a motivating background for learning and focus equally on the program requirements and the needs of the youth audience. By the goals of this study, it seems appropriate to turn to the consideration of authentic works of musical and poetic creativity to identify their features that can influence the interrelated formation of the basic components of communicative competence (speech, language, and social-cultural) for non- Philology students in the context of a foreign language (English).

Conclusion and recommendations. In summary, conducting communicative training abroad at a non-linguistic university brings numerous advantages to the students' educational experience and prospects. It promotes intercultural communication skills, improves language skills, develops a global mindset, and attracts a diverse student body. As universities continue to adapt to the challenges and opportunities of an increasingly interconnected world, incorporating communicative foreign education will become increasingly important to prepare students for success in their chosen fields at home and abroad.

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