



INTERCULTURAL COMMUNICATION IN THE PROCESS OF TEACHING NON-LINGUISTIC STUDENTS

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Abstract

This article examines the specifics of intercultural communication in the educational process for students majoring in non-linguistic fields. It analyzes the role of the cultural component in developing students' communicative competence, as well as the importance of integrating linguistic and cultural knowledge into the educational process. Particular attention is paid to the difficulties that arise during intercultural interaction and ways to overcome them in the classroom. Modern methodological approaches and technologies that facilitate the development of students' intercultural competence are described. It concludes that effective learning is possible provided that cultural characteristics are taken into account and students are actively involved in communicative activities.

Keywords: Intercultural communication, communicative competence, linguacultural studies, students of non-linguistic specialties, cultural component, teaching methods, intercultural interaction, educational process, language learning, sociocultural competence .

Introduction

Modern language education focuses not only on developing language skills but also on developing intercultural communication [1]. In this context, linguacultural studies, an interdisciplinary field of knowledge that studies the relationship between language and culture, is particularly important [2].

Teaching linguacultural studies to students majoring in non-linguistic fields has its own specific challenges, conditioned by the limited number of class hours, low levels of language proficiency, and a lack of professional motivation for in-depth language study. This requires the development of specific methodological approaches.

modern stage of educational development is characterized by increased attention to issues of intercultural interaction and the integration of cultures into the educational space. In the context of globalization, knowledge of a foreign language is no longer limited to mastery of grammar and vocabulary, but rather presupposes an understanding of the cultural characteristics of native speakers [3].





In this context, cultural linguistics—the science that studies the relationship between language and culture, the reflection of national mentality in linguistic units, and the characteristics of the linguistic worldview—acquires particular significance. Teaching cultural linguistics helps students develop the ability to adequately perceive and interpret cultural phenomena expressed through language.

However, teaching this subject to students majoring in non-linguistic fields has its own specific challenges. The limited number of class hours, varying levels of language proficiency, and students' focus on professional disciplines require a special methodological approach.

The main objective is to identify the specific features of teaching linguacultural studies to students majoring in non-linguistic subjects and to determine effective teaching methods:

- to determine the role of linguacultural studies in the educational process;
- identify the main learning difficulties;
- to analyze the methods of developing linguistic and cultural competence;
- offer practical recommendations for improving teaching.

Linguacultural studies is the science that studies the relationship between language and culture. Linguacultural studies, as a scientific field, emerged at the intersection of linguistics and cultural studies. It examines the interaction of language and culture, the reflection of cultural values in linguistic units, and the characteristics of national worldviews [4].

Language serves not only as a means of communication but also as a repository of cultural information [5]. Traditions, norms of behavior, and national characteristics of thought are transmitted through language. Thus, language learning is impossible without reference to the cultural context.

The following concepts are of particular importance in linguacultural studies: The formation of linguacultural competence is an important task of education [6]. How :

- linguistic picture of the world - a set of ideas about the world, enshrined in language;
- cultural concepts are key elements of national culture;
- realia - words and expressions reflecting specific cultural phenomena;
- Phraseologisms are stable expressions containing cultural information.

The specifics of teaching students in non-linguistic specialties differ in a number of characteristics that must be taken into account when organizing the educational process:

Firstly, the training is practice-oriented. For these students, language is a tool for professional communication, not a subject for in-depth study.



Secondly, there is a limited number of teaching hours, which requires the selection of the most significant and relevant material.

Thirdly, the level of language proficiency of students can vary significantly, which complicates the learning process.

Fourthly, a decrease in motivation to study theoretical aspects of language, including cultural issues, is often noted.

In this regard, the teacher needs to:

- adapt educational material;
- use accessible and visual forms of presentation;
- link the content of the training with the future professional activities of students

Thus, teaching linguacultural studies to students majoring in non-linguistic fields is a complex but important process. Effective teaching depends on the correct choice of methods and approaches, as well as on taking into account the individual characteristics of students [7].

Integrating a cultural component into language teaching promotes the development of intercultural competence and improves the quality of language education. A key condition for the successful development of linguacultural competence is the integration of linguistic and cultural components of instruction, which allows students not only to master language as a means of communication but also to gain a deeper understanding of the cultural characteristics of native speakers. This promotes the development of intercultural dialogue and a tolerant attitude toward other cultures [8].

Thus, intercultural communication plays an important role in the education of students majoring in non-linguistic fields, as it not only promotes language acquisition but also develops the ability to interact effectively in intercultural settings. Incorporating a cultural component into the educational process broadens students' horizons, develops tolerance, and develops an understanding of other cultures.

The analysis showed that the successful development of intercultural competence requires the use of modern methodological approaches focused on communication, as well as the use of authentic materials and interactive learning methods. An important prerequisite is the creation of a learning environment that promotes active student participation and the development of their cognitive motivation.

Consequently, the integration of intercultural communication into the teaching process of students in non-linguistic specialties increases the effectiveness of the



educational process and contributes to the training of specialists capable of successful professional and social adaptation in a globalized world.

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