

# ON THE ROLE OF LINGUISTIC PERSONALITY IN INTERCULTURAL COMMUNICATION

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**Abstract .** The article is devoted to the consideration of the concept of "linguistic personality" and its role in intercultural communication. The role of linguistic personality in the modern educational process is analyzed. At the moment, it is obvious that in the process of teaching a foreign language it is necessary to form a linguistic personality not only in the context of a dialogue, but also in the context of a polylogue of cultures. What are the main skills that a linguistic personality should have? Is it capable of development? What role do emotions and empathy play in the formation of a linguistic personality? These issues are addressed in this article.

**Key words:** global language, dialogue of cultures, linguodidactics, intercultural communication, multicultural personality, linguistic personality.

Profound changes in the global world have led to changes in the geopolitical and economic field of our country, which has led to new guidelines in people's daily lives and has dramatically changed their attitude to education. In addition, the Internet with its limitless possibilities has burst into people's lives. People have gained the opportunity to communicate directly with each other using the Internet. The boundaries of communication have expanded significantly. In addition to direct communication in your native language with those who are nearby, it has become possible to speak with residents of other countries, i.e. to engage in intercultural communication.

Intercultural communication is understood as adequate (i.e. with full understanding of everything said) interaction between two or more participants belonging to different cultures, taking part in the process of generating speech acts.

Intercultural communication is considered indirect if it is conducted via the Internet, via emails or blogs. The question arises: how can people from different cultures communicate interculturally, especially via emails or blogs? Such intercultural communication refers to verbal written communication. Therefore, in order to reach the level of intercultural communication, one should know foreign languages. In the process of globalization, the issue of relationships between people speaking different languages, belonging to different ethnic groups, professing different religions becomes important.

One of the fundamental tasks is to find such forms of communication in which different nations of the world living in a single global space will be able to carry out successful intercultural communication. The demand for a global language is becoming obvious. But such a language of natural origin, as far as we know, does not exist. Analyzing the prevalence and popularity of the English language in our multinational world, it was given the status of a global language, i.e. English is the language of lingua franca . The use of one language – a global language – by all inhabitants of the planet simplifies intercultural communication, opens up the possibility of exchanging professional and personal information with each other. On the other hand, if everyone becomes like each other, forgets their native language or native culture, the world will face new problems.

Naturally, the solution to this problem has found its reflection in modern education. Lingvodidactics, as a science dealing with issues of teaching foreign languages, offers a number of methods and technologies for teaching a foreign language. The choice of a method or technology for teaching a foreign language should be approached very seriously, since not only the success of teaching, but, to a greater extent, the success of students depends on the methods and ways of conducting classes.

The focus on intercultural communication has given rise to the idea of teaching a foreign language based on the intercultural paradigm, i.e. teaching a foreign language is carried out in close connection with culture. Consequently, if a person studies several languages and several cultures, he becomes a multilingual multicultural personality. There is a direct threat of separation from the native language and native culture. Lingvodidactics in the process of teaching a foreign language offers ways to ensure the integration of cultural values of world civilization with the achievements and facts of the native culture, which occurs on the basis of a dialogue/polylogue of cultures. Revealing the concept of "dialogue of cultures" A.L. Berdichevsky and A.V. Golubeva note that a real dialogue is not just an exchange of remarks, but a contact of individuals, each of whom represents their own culture; as a result of this process, mutual understanding in communication arises. For a successful dialogue, it is necessary to go through several stages:

- awareness of the facts of foreign culture ;
- comparison of these facts with native culture;
- acceptance and implementation of communication, in accordance with new knowledge. It is believed that the dialogue of cultures is more correctly understood as "knowledge of another culture through one's own, and one's own through another through cultural interpretation and adaptation of these cultures to each other in the conditions of semantic discrepancy of the greater part of both". As a result of teaching a foreign language in the context of a dialogue/polylogue of cultures, a linguistic personality is brought up. The article considers a linguistic personality as a person who is able to freely express his thoughts using one or several foreign languages and who knows the peculiarities of the cultures of those countries whose languages he speaks. The combination of different languages and cultures leads to the formation of a new vision of the picture of the world and the perception of the surrounding reality from a different angle. From a linguodidactic point of view, a significant contribution was made to the study of the linguistic personality as a participant in intercultural communication. Here, attention is focused on the fact that in the process of learning a foreign language, one can and should learn to accept the picture of the world of another socio-cultural community. One can consider a linguistic personality as a multi-layered, multi-component set of skills, which can include the following, for example: –confidently formulate one's thoughts in a foreign language; –freely enter into a conversation with representatives of other cultures in a foreign language, as well as maintain and end a conversation; –develop the ability to take part in intercultural communication using learned foreign languages; –understand and tolerantly accept a foreign culture, no matter what unusual traditions and customs it may be represented by; –introduce cultural customs and traditions of one's native culture, being proud of its achievements and promoting them in a multicultural space;
- have the readiness to transform the multicultural world into a mutually enriching cultural space in which countless nations, nationalities, and ethnocultures can peacefully coexist for the benefit of all humanity. In addition, we can talk about the dynamism of the linguistic



personality, that is, the ability of an individual in the process of learning foreign languages to accept the lifestyle and views of representatives of other nations. The level of development of the linguistic personality can be judged by the success of intercultural communication, that is, the extent to which the speaker understands the listener and vice versa. In intercultural communication, we are talking not only about: –the formation of foreign-language lexical and grammatical skills; –the development of foreign-language speech skills; –the presence of cultural and regional knowledge; but also about:– emotions that reflect a person's reaction to external influences, causing him to experience certain experiences; –empathy, i.e. his ability to feel the emotional state of his interlocutor, to share and understand his emotions and intentions, tolerantly perceive the behavior and mentality of the interlocutor - a representative of a foreign culture . All this should be taught in foreign language classes in interaction with culture, aimed not only at teaching aspects of speech activity, but also at educating a linguistic personality that meets the requirements of the new multilingual multicultural world community. Given the growing trends towards integration, scientists, methodologists and practicing teachers began to intensively develop methods, technologies and techniques for teaching foreign languages, preparing students for mutually enriching intercultural communication. When developing or choosing training programs in a foreign language, attention should be paid to the fact that a communicative approach is used in the learning process, contributing to the development of communicative competence. The variety of abilities in demand for intercultural communication emphasizes:

1) only a linguistic personality can successfully carry out intercultural communication in a foreign language; 2) the multicomponent nature of the components of skills, knowledge and abilities required for intercultural communication goes beyond communicative competence, approaching intercultural competence. Intercultural competence in the methodology of teaching foreign languages is considered as: –competence based on knowledge and skills to carry out intercultural communication by creating a common meaning for communicants of what is happening and ultimately achieving a positive result of communication for both parties, acquiring the qualities of a mediator of cultures and without losing their own cultural identity. In our understanding, intercultural competence is the ability to create a positive attitude for successful intercultural communication, using foreign-language lexical, grammatical, speech and cultural skills formed on the basis of multicultural education in the context of a dialogue / polylogue of cultures. The composition of intercultural competence is considered differently by scientists and methodologists. From our point of view, the structure of intercultural competence can include: –linguistic, i.e. the ability to operate with the accumulated sum of lexical and grammatical knowledge that helps to formulate, taking into account the correct norms, meaningful statements in a foreign language that are close to authentic ones, which can be easily understood by native speakers or those who speak this language as a language of intercultural communication; –sociolinguistic, emphasizing the ability to use in one's foreign-language speech such linguistic forms and means that emphasize the social status of communicants and reflect the communication situation; –cultural, implying knowledge of the cultural achievements of the peoples of all countries of the world, as well as the cultural characteristics of the mentality of native speakers, i.e. their habits, customs, etiquette, with the aim of using them in the process of intercultural communication to predict the reaction of the interlocutor to certain issues under discussion or for an adequate understanding of the speech and behavior of the partner;



–socio-cultural, implying the possession of national and cultural realities, background knowledge, socio-cultural elements of speech behavior, social conventions that contribute to the generation of foreign-language utterances and the correct understanding of the speech of a partner in intercultural communication; –multicultural, which we reveal as knowledge of the cultural and historical heritage of the peoples of the world, rules and norms of social behavior corresponding to those adopted in the country of the studied language; –discursive, expressed in knowledge of discourse types, i.e. in the choice of correct linguistic means for constructing holistic utterances of various functional styles both in oral speech and in writing. Having considered the composition of intercultural competence and skills characterizing the linguistic personality, we can emphasize the leading role of the linguistic personality in intercultural communication in a foreign language. Consequently, the process of teaching foreign languages at school, university, in general courses, business communication courses, advanced training courses is recommended to be focused on the education and development of the linguistic personality.

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