

O'ZBEKISTON RESPUBLIKASI
OLIIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

FARG'ONA DAVLAT UNIVERSITETI

**FarDU.
ILMIY
XABARLAR-**

1995 yildan nashr etiladi
Yilda 6 marta chiqadi

1-2023

**НАУЧНЫЙ
ВЕСТНИК.
ФерГУ**

Издаётся с 1995 года
Выходит 6 раз в год

A.Tuychiev	
Chet tilini o'qitishda talabalarning tanqidiy fikrlash va so'zlashish malakalarini rivojlantirish bo'yicha debatlar tashkil etish	462
M.Zohidova	
Madaniyatlararo muloqotni ingliz tili darslarida video vazifalar orqali rivojlantirish.....	466
B.Yunusova	
Kombinator leksikografiya – tilshunoslikning nazariy va amaliy asosi.....	470
Z.Alimova	
Navoiyning “Saddi iskandariy” asaridagi forscha-tojikcha so'zlarning semantik jihatdan guruhlanishi	475
F.Yuldasheva	
Zamonaviy tilshunoslikda xushmuomalalik tadqiqi	480
J.Djamolov	
O'zbekiston Respublikasi Prezidenti nuqtai nazaridan tilni rivojlantirish masalalari.....	484
F.Xalimova	
Badiiy konseptlar tipologiyasi	490
D.M.Xoshimova	
Tarjimada xarakter psixologiyasini aks ettiruvchi qiyosiy vositalar tarjimalari	494
M.A.Hojiyeva	
Mustaqil ta'lim vositasida bo'lajak filolog mutaxassislarining terminologik kompetentligini rivojlantirish	497
Sh.S.Irgasheva	
Ingliz tilida internet diskursidagi neologizmlar faoliyatining semantik xususiyatlari	502
G.M.Mamadjanova	
Konstantalarni asosiy lingvokulturologik birliklar sifatida o'rganish	507
V.A.Giyosova	
Murojaat birliklarining ijtimoiy-lisoniy tahlili	512
Z.S.Paziljanova	
Madaniyatlararo muloqotda muloqot modellari	517
A.A.Haydarov, Z.T.Yadgarova	
Ritm, qofiya, intonatsiya	520
I.T.Hojaliyev, M.Sh.Xolmatov	
Xotira matnlaridagi polisemantik so'zlarning semantik-strukturasi	524
	FANIMIZ FIDOYILARI
SHARIFAXON ISKANDAROVA	529

DEVELOPMENT OF INTERCULTURAL COMMUNICATION IN EFL CLASSROOM THROUGH VIDEO TASKS

РАЗВИТИЕ МЕЖКУЛЬТУРНОГО ОБЩЕНИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА С ИСПОЛЬЗОВАНИЕМ ВИДЕО

MADANIYATLARARO MULOQOTNI INGLIZ TILI DARSLARIDA VIDEO VAZIFALAR ORQALI RIVOJLANTIRISH

Zohidova Muhlisa Faxritdinovna¹¹Zohidova Muhlisa Faxritdinovna

– Tashkent Pediatric Medical Institute, Department of Foreign Languages, Associated assistant.

Annotatsiya

Jamiyatdagi o'zaro ta'sir odamlar o'rtasidagi o'zaro ta'sirni o'z ichiga oladi, bu madaniyatlarning muloqot sifatida belgilanishi mumkin. Ma'ruzachilar turli xil kelib chiqishi mumkin bo'lgan spontan muloqot til ko'nikmalarida moslashuvchan o'zaro ta'sirni talab qiladi, ya'ni nafaqat tilni, balki suhbat ishtirokchilarining an'analari, ye'tiqodlari, aql-zakovati va tafakkurini ham hisobga olgan holda. Zamonaviy tilni o'rganish va o'qitish o'quv jarayonida ona tilida so'zlashuvchilar ishtirokidagi qisqa videokliplar va ularning madaniyati va an'alarining turli xil kelib chiqishi ko'rinishidagi zamonaviy texnologiyalardan foydalanishni o'z ichiga oladi. Chet tili darslarida video topshiriqlardan foydalanish madaniyatlarning muloqot ko'nikmalarini o'rgatish va rivojlantirishda samarali yondashuv hisoblanadi.

Аннотация

Взаимодействие в обществе предполагает взаимодействие между людьми, которое можно определить как межкультурное общение. Спонтанное общение, где говорящие могут быть разного происхождения, требует гибкого взаимодействия в языковых навыках, т.е. учёт не только языка, но и традиций, убеждений, интеллекта и мышления участников беседы. Современное изучение и преподавание языков включает в себя использование современных технологий в учебном процессе в виде короткометражных видео клипов с участием носителей языка и их различное происхождение культуры и традиций. Использование видео заданий на уроках иностранного языка является эффективным подходом в обучении и развитии навыков межкультурного общения.

Abstract

Interaction in society involves interaction between people that might be identified as intercultural communication. Spontaneous communication where speakers might be of various intercultural origin the interaction has to be flexible in language skills i.e. take into account the language, thinking, traditions, intellection and beliefs. Modern learning and teaching a language suggests concentration not only on language acquisition, accuracy and fluency as well as the message sent by each member of the conversation, i.e. the cultural origin of co-speakers. Using a technology of working with video tasks in the classroom is one of the beneficial approaches to develop communicative skills in EFL learners.

Kalit so'zlar: madaniyat, madaniyatlarning muloqot, jamiyat, til o'rgatish, video topshiriq, ko'nikma, ravonlik, idrok. Haqiqiyiligi.

Ключевые слова: культура, межкультурное общение, общество, преподавание языков, видео задание, навыки, беглость, восприятие. Аутентичность.

Key words: intercultural communication, society, skills, fluency, video tasks, approaches, authenticity, comprehension.

INTRODUCTION

Culture is frequently underestimated thus, intercultural correspondence is certainly not a main problem, until it turns into an issue. Intercultural showing systems are progressively significant for two principal reasons. Initial, an exceptionally versatile and globalized world and current innovation offer us more than adequate chance to traverse public limits, regardless of whether correspondence can happen for example in the expert climate, in a virtual setting through video-conferencing. Furthermore, besides, because of migration and travel patterns, present day cultures are progressively multicultural.

When dealing with a foreign dialect course the issue of foreign culture faces the both learners and teachers as the language plays the role of a bridge not only between two, three or

TILSHUNOSLIK

more members of discourse but their cultures. Interaction in society involves interaction between people that might be identified as intercultural communication.

MATERIALS AND METHODS

This kind of methodology is capable in any age groups. The choice depends on the language level, age, interests, aim of the lesson, topic of the lesson, duration of the activity. The tips for teachers include the following: choose videos brief to make students involved, focus on the lesson topic, preteach the tasks, allow students to watch twice or more with stop button. Educational tasks based on video clips or films are a part of teaching process in EFL classroom as well as ESP one. The learners of Medical faculties, are provided by the opportunity to improve their specific medical discourse using the tasks given by the instructor. The tasks include the variety of video materials demonstrating Doctor-Patient, Doctor-Doctor communication. The example of such a class may be described in short.

Teacher gives instructions for doing a task on "Appendicitis". Students have discussed the topic previously at the lesson and have general idea about Appendicitis as a severe problem: causes, symptoms, complaints and methods of examination of the patient. The current lesson is aimed at the treatment of Acute Appendicitis, particularly Laparoscopic Appendectomy. Teacher suggests students to watch a short educational video on preparing a patient for the operation and Appendectomy itself. The instructions are given in simple language. Students have to pay attention to the way a European male doctor questions an Asian female patient whose traditional behavior is much different with those in Europe. Teacher introduces key vocabulary used in the conversation, gives background knowledge of patient's origin, traditions in that region, asks student first watch and listen without making notes. When listening second time, learners are given instructions to make notes. By putting students into the instructed tasks you make them more attentive and involved, so the task works effectively. At post watching stage students are given a task to interpret the conversation as the students' language level permits it.

RESULTS AND DISCUSSION

For what reason do we study intercultural correspondence? We study intercultural correspondence to create our mental, full of feeling, and conduct abilities to work with individuals from various social starting points. This kind of information helps us in accomplishing elevated degrees of individual and social mindfulness and a profound comprehension of and regard for the impact of culture on conduct, values, and convictions.

In a portable and globalized world, the information and comprehension of intercultural correspondence are of extraordinary importance and worth, since it upholds the improvement of long lasting mastering and delicate abilities, which are expected to assist individuals with exploring through their vocations and future connections towards both individual and expert satisfaction showing metacognitive and delicate abilities to ESP courses. Medicine suggests such spontaneous communication where speakers both doctor and patient might be of various intercultural origin so to manage the interaction doctor or nurse has to be flexible in language skills i.e. take into account the language, thinking, traditions, intellection and beliefs of the patient. The same with other fields of social interactions.

By Milton J. Bennett (2017), "Intercultural communication is the study and practice of communication across cultural context." [1]. According to Lustig & Koester (2007) "Intercultural communication is a symbolic, interpretive, transactional, contextual process, in which people from different cultures create shared meanings." [2]

Assuming you are an educator hoping to instruct intercultural correspondence, think about utilizing short video tasks to upgrade your educating strategies. Such sort of activities give substance and importance to intercultural correspondence conversations in the study environment. As opposed to just discussing and talking about social contrasts or culture conflict, why not incorporate short cuts that can give commonsense outlines of different informative demonstrations.

When learning or teaching a language, it is advisable to be concentrated not only on language acquisition, accuracy and fluency as well as the message sent by each member of the conversation, i.e. the cultural origin of co-speakers. In order to be a successful intercultural speaker the following tips should be mentioned: respect for other cultures, awareness of the differences between the cultures, social skills to bridge differences, make a perfect contact. Since

anyone arrived at a decision to improve his or her intercultural skills the opinion is proved to be of great value: being open minded, having an ability to learn, being self-aware, not making any speculations or arrogance.

Using a technology of working with video tasks in the classroom is one of the beneficial approaches to develop communicative skills in EFL learners. Since they are films that make the learner involved into the process of watching and comprehension of what is going on in the film, what comes next and etc. Films act as a genuine upgrade and beginning stage for a scope of open language exercises and techniques that can be rehearsed in pre-while and post-watching exercises. In view of your interest group and understudy needs, you might decide to utilize a few clips from one or various movies, or you might choose to deal with the didactization of a whole film for a few illustrations or a course. A wide range of showing techniques exist and they can be adjusted them to understudies, as well as your educating and learning climate. The content of videos may vary depending on the view of interest of the group and course needs. If the class deals with specific field as law or medicine the context has to be dedicated to practical aspect of the area to develop communication i.e. fluency in the particular topic or case. The short educational videos or movies can be utilized in various ways to support conversation and discussion on how we manage the intercultural aspects of correspondence. On the web you have a lot of opportunities to track down additional materials either of authentic or adapted origin. The significant thing here is to match the level of language skills in your group and the aim of the lesson concerning intercultural correspondence. Video tasks as a tool support instructors to make the learners to comprehend much easier and remember details. It concentrates the attention of the audience and let the class to communicate quicker.

One of the positive sign of using video in EFL classroom is that it allows not only to pay attention to sounds of the language but watch the body language, gestures and other non-verbal communication. In addition to that, this kind of skill productively serves in video conferencing that might be a part of someone's job to do during the work in specific field of professional activity. Next one, video messages save about 90 % of information and draw much more emotions compared to reading text, particularly young learners. Excitement, worry, sadness, admiration, appreciation, anger, fear, interest are types of human emotions that participate in memorizing information. According to Swain, (2013) influence of both positive and negative emotions in language teaching and learning allows a balanced conception into learner's comprehension that leads to victorious fluency in intercultural communication. [3]. Fredrickson, (2001) suggests that positive emotions are reflected in thoughts, feelings and behaviors, can stimulate learner's abilities and develop fluent intercultural communication.

It should be mentioned that such kind of tasks demonstrates the productivity and efficiency in results, When assessing the students' work most of participants are given good and excellent marks and are interested in the learning process. They try to imitate the language, gestures, manners of the doctors towards the patient. Even doctor's usage of national dialect with patient is impressing.

The research in teaching process based on video tasks or films was estimated as successful in 90% of EFL classes of TashPMI and is widely used there. 10% of the medical learners (those with lower language level in English) reveal difficulties and passive participation at watching video and doing a role play after that.

CONCLUSION

To conclude the topic of the paper it should be noted that most language teachers realize the fact of importance of variety of teaching materials but apply them differently. A cute matching of your students' abilities and tasks choice make perfect the results. In general, language learners find such kind of lessons interesting, motivating both in the classroom and out as it is significantly important for developing students' listening comprehension through intercultural communication in spontaneous speech in multicultural discourse. The correlation between the classroom and real communication stimulates students to learn and practice a foreign language effectively. Video tasks are broadly recognized as more considerable for EFL students.

REFERENCES

1. Milton J. Bennett , “Intercultural communication is the study and practice of communication across cultural context.” , The Cambridge Handbook of Intercultural Communication. Cambridge: Cambridge University Press , 2017
2. Lustig & Koester “ Intercultural communication is a symbolic ,interpretive ,transactional, contextual process, in which people from different cultures create shared meanings.”,2007
3. Swain, “Influence of both positive and negative emotions in language teaching and learning”., 2013
4. Kuppens, A.H. 2010. Incidental foreign language acquisition from media exposure. Learning, Media and Technology 35, no. 1: 65–85. doi: 10.1080/17439880903561876 [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
5. Lin, P.M. 2014. Investigating the validity of internet television as a resource for acquiring L2 formulaic sequences. System 42: 164–76. doi: 10.1016/j.system.2013.11.010 [Crossref], [Web of Science ®], [Google Scholar]
6. Montero Perez, M., E. Peters and P. Desmet. 2018. Vocabulary learning through viewing video: the effect of two enhancement techniques. Computer Assisted Language Learning 31, no. 1–2: 1–26. DOI: [10.1080/09588221.2017.1375960](https://doi.org/10.1080/09588221.2017.1375960). [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
7. 4. McIver, D., Fitzsimmons, S., Flanagan, D. (2016). A Knowledge-in-practice approach to choosing instructional methods. Journal of Management Education Vol 40 Issue 1.
8. Brandl, K. K. (2008). Communicative language teaching in action. Upper Saddle River: Pearson Prentice Hall