SUMMARY. The co-creation of the librarian and reader, the construction of dialogue and the education of the individual through the word.

INTERCULTURAL COMMUNICATION AS A SPECIAL TYPE OF COMMUNICATION

Kaipbergenova Sarbinaz Satbay qızı – *teacher of Nukus branch of UzSIAC*

Tayanch so‘zlar: muloqot, hodisalar, rus madaniyati, tushunmovchilik, munosabatlar, tilshunoslik, chalkashlik, milliy madaniyat.

Ключевые слова: общение, явления, русская культура, непонимание, отношения, лингвистика, путаница, национальная культура.

Key words: communication, phenomena, Russian culture, misunderstanding, relationship, linguistics, confusion, national culture.

Introduction. Language. This word refers to various phenomena that need to be distinguished from each other: their confusion leads to confusion and incorrect conclusions. There are at least three understandings of language. It is quite obvious that this communication is not only verbal. Messages by interlocutors can be coded on, besides verbal signs. There are acts, signs, things, signs pictures, etc. A semiosfer includes the codes, each of which differs in the specifics in comparison with the similar code in other national culture. A striking case is one of the cultures of what does not have malleability in the other. To clarify what has been said , making a reservation right away that what is possible, in this case, not only national, but also the social specifics of a certain cool tour code are manifested.

The problems and meaning of the story B, Rasputin «Rudolfyo», which tells about the love of a minor girl-older-classmate for an adult married man, was not perceived by Cuban students who could not understand the reasons that prevented the hero from responding to the feeling love for girls. It should be noted that communicative failures are much more common in intercultural communication than in monocultural. The study of the types of such failures is one of the basic problems of the area of applied linguistics that over the manages to describe the language for teaching it to foreign us. The number of these failures is huge, they can classify in different ways, according to different criteria. The classification that we propose below seeks to combine communicative failures caused by ignorance of the code itself and «out-of-code» failures. Typology of communicative failures in intercultural non-communication. As mentioned above, especially the intercultural communication are most clearly shown in the analysis of negative material. Communicative failures of various types in communication belonging to different linguo-cultural with societies. The study of these communication failures (CN) has both theoretical and practical significance - on the one hand, it makes it possible to identify the typological features of the Russian cognitive and linguistic consciousness, respectively and Russian culture that determine their national specificity, on the other hand makes it possible to designate those «zones» of the Russian cultural space, comprehension of which causes the greatest difficulties for foreign students studying the Russian language, to determine the ways of these difficulties and correcting possible errors, because it is real communicative failures that signal rule about differences in the knowledge base of communicants [1. 23].The sharply increased interest in the functional and pragmatic aspects of speech communication in recent decades has determined a surge in researchers’ attention to various kinds of failures, failures in communication. Only in domestic linguistics, in a relatively short period time, a large number of works appeared, fractionally investigating these problems.

It is considered to the grounds and criteria for classifying communicative failures offered by various auto-rams. It makes sense to distinguish between the communicative and the practical purpose. The communicative goal is subordinated to the practical goal.[2.68]. It seems very important to us to distinguish three classes of reasons that cause CN: 1) generated by the device of the language, 2) generated by individual differences of speakers in any respect.

Another very important point be made. The authors of the CN classifications mentioned above

turn to the study primarily verbal behavior and verbal failures, meanwhile, if we analyze not artificial («man – machine») but it is easy to notice that verbal is extremely difficult to separate from non-verbal, this distinction is almost always but conditional. The impossibility and the importance separating verbal signs from non-verbal signs about striking when analyzing the features of the ICC and the resulting CP.

Failures, which can be called «Vedenic», turn out to be very frequent in the IWC and have the most direct impact on actual verbal communication. This thought can hardly claim originality; Thus, M. M. Bakhtin pointed out: «A human act is a tentative text and can be understood (as a human act, not a physical action) only in the dialogue context of its time (as a system of motives)» [3.478]. It is represented to us that it is necessary to speak not about speech action as a component of the communicative act, because «the speech statement, to «another», regularly acquires the status of the act, and the behavioural act calculated on «another», «speech action is carried out in interaction with other types of activity and has to be studied, therefore, together with them». Obviously, the main universal source of CN is the misunderstanding or inadequate understanding by one of the communicants of the speech behavioral act of another. If we talk about IWC, we can see that CNs are provoked by the lack of ownership by one of the communicants of the system of meanings of the culture in whose language communication is conducted and at this level of analysis it makes no sense to separate «verballroom» and «non-verbal» failures, although in our presentation we will try to present both those and others. In its most general form, such a "semiotic" classification is as follows.

The Russian entrepreneur, in an interview with his American counterpart, addressed him with the following words: «I was in the same company and threw a fishing rod there about your proposal». The American did not understand the secondary nomination «for the throw a fishing rod» which led to his misunderstanding of the statement. In a conversation with the German, the Russian, noticing a person who entered the room, looked at him expressively and lowering his voice, tapped his knuckles on the edge of the table. In the context of the emanating from the communication, the Russian understood given gesture as a warning that the person who entered could the authorities about the content of the conversation, that he was a «snitch», but for the Germans the given gesture remained incomprehensible. Hats (baseball caps) on the heads of American students, legs raised above the table level - all this was ¬ accepted by the Russian teacher who entered the audience, who had no business with the Americans before, as a conscious demonstration of disrespect for him, although the students' unbroken hats and free poses were deprived of any signs features. The number of examples of CN of the selected types can be easily multiplied, but also given, in our opinion, to the statistically to illustrate the thesis that the main reason for CN in the IWC is a lack of understanding by the system. Communication is conducted, and ways to update them. Leading to CN in the communication of people belonging to the same LKS, even in the communication of close people, for example, members of the same family. At the same time, the vast majority of socialized linguistic personalities included in LKS owning not only socio-and idiotic meanings and means of indicating them. Inophone errors in communication in Russian can be divided into «phonetic» and «phonological» The latter terms are used by us very conditionally and are designed to emphasize that errors of the first type, although they may make it difficult to understand the statement, do not «block» this understanding, the Russian «sees» the error, but is able to adequately interpret the communicative purpose of the foreign phone, errors of the second type lead not to adequate understanding and actually to communicative failures. Let’s try now to offer a classification of such errors.

1."Technical" errors caused by incorrect background technical or graphic design of speech in Russian language. The cause of these errors of ownership phonetics, graphics and spelling of Russian language. Similar errors and ways to correct them long ago and are studied in detail by applied Russian studies.

2. «System» errors caused by weak ownership. Errors of this type are also good known to applied Russian studies and are classified as a rule, by language system levels. In this case, exit are poured:

3. «Discursive» errors. These errors are caused not by ignorance of the language system, but by the incorrect use of this system, which is due to the lack of knowledge of the foreign system of cultural norms and values of the community in whose language spoken. These errors are very diverse and cannot be unambiguously interpreted, the classification proposed below seems to be only one of the possible. Probably, this type of errors should be attributed to bugs associated with inadequate use

of elements of the same speech genre in texts belonging to another.

The Korean students studying in MSU appealed to a rector of the university to lower a tuition fee as in connection with a serious financial crisis in Korea they cannot pay the required sum in time. The message to the rector of the banquet was in words; «We hope that you will allow us to finish our education and not deprive us of the breast of the mother who feeds us». We will not deny ourselves the pleasure of bringing another official letter, the authorship of which belongs to a graduate student from China. During the term, he did not attend general classes in the Russian language and was not allowed by the teacher passing the exam in this subject, the explanatory note of this graduate student to the head of the sector of graduate students and undergraduates as follows (we keep the punctuation of the original): The last example is characterized by the fact that with a very small amount of «language marriage» itself, the author of the letter probably violated the maximum possible number speech stereotypes characteristic of an official explanation and for social interaction of the "teacher-student" relationship in general.

4. «deological» errors. CN caused by differences in the worldview of communicants are universal, characteristic of monocultural communication (see, for example, [Ermakova, Zemskaya: 45], [Vinogradov S: 151]).

Conclusion. Of course, failures of this type are manifested not only when foreign people perceive Russian artistic text. The peculiarities of interpersonal relations in a particular LKS, the social structure of this community, the numerals of the system of views sanctioned by society from affected in the semantics of language units and in the texts of the most genres in this language and it is not always explicit but the identification of such images causes difficulties in the foreign phone, their misunderstanding can lead to CN. We believe that the examples given quite convincingly indicate that knowledge of the code is not enough for communication and communicants should not that commonality of extra-code knowledge.

References

1. Boguslavskaya O.Yu. Uchet bazi znaniy adresata v prosesse nominacii I referencii//Dialogovoe vzaimodeystvie I predstavlenie znanii. Novosibirsk, 1985.p.23.

2. Gorodeckiy B.Yu., Kobozeva I.M., Saburova I.G, K tipologii kommunikativnix neudach// Dialogovoe vzaimodeystvie I predstavlenie znanii. Novosibirsk, 1985. p.68.

3. Baxtin M.M.Lteraturno-kriticheskie statiy.M, 1986. p.478.

REZYUME. Ushbu maqolada madaniy kontekstni moslashtirish, madaniy bilim va hissiy aloqani rivojlantirish hamda faol tinglash va empatiyani qo‘llash muhimligi muhokama qilinadi. Shuningdek, biznes, ta’lim va madaniyat sohalarida madaniyatlararo muloqotning dolzarbligi ko‘rib chiqilmoqda. U madaniyatlararo malakasini oshirish va boshqa madaniyatlar bilan muloqot qilish sifatini oshirishga intilayotgan har bir inson uchun mo‘ljallangan.

РЕЗЮМЕ. В статье обсуждается важность адаптации культурного контекста, развития культурной компетентности и эмоциональной связи и применения активного слушания и эмпатии. Также рассматривается актуальность межкультурной коммуникации в сфере бизнеса, образования и культуры. Он предназначен для всех, кто стремится развивать свою межкультурную компетенцию и повышать качество своего общения с представителями других культур.

SUMMARY. In the article discusses the importance of adapting the cultural context, developing cultural competence and emotional connection and the application of active listening and empathy. Relevance of intercultural communication in business, education and cultural sphere is also being considered. It is intended for everyone who seeks to develop their cross-cultural competence and improve the quality of their communication with representatives of other cultures.