Enhancing Intercultural Competence: The Significance of Teaching Communicative Style in Foreign Language Education

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ABSTRACT

This article explores the significance of incorporating communicative style into foreign language education. It highlights that communicative style encompasses culturally influenced elements that play a crucial role in effective intercultural communication. Failing to understand the specifics of native speakers' communicative style can lead to intercultural failures and misunderstandings. Therefore, teaching communicative style should be based on intercultural and pragmatic approaches to enhance students' intercultural competence.

Introduction:

Foreign language education plays a vital role in fostering intercultural communication skills. However, acquiring linguistic proficiency alone is not sufficient for successful communication. Communicative style, which includes culturally influenced style-forming elements, significantly impacts intercultural interactions. This article aims to emphasize the importance of teaching communicative style in foreign language classrooms and its implications for developing learners' intercultural competence.

Defining the Linguistic Personality:

The concept of linguistic personality was first proposed by G.I. Bogin (1986), who describes it as "a person considered from the point of view of their readiness to perform speech actions, create and receive works of speech." Essentially, the linguistic personality refers to an individual as a native speaker of a language, encompassing their ability for speech activity and

the complex psychophysical properties that allow them to produce and perceive speech works. G.V. Eiger and Yu.N. Karaulov also contribute to the understanding of linguistic personality, emphasizing its readiness to perform speech acts and create a linguistic worldview.

Components of Linguistic Personality:

According to Yu.N. Karaulov (2002), the linguistic personality is a multilevel structure comprising three main components. Firstly, the verbal-semantic component involves possessing a comprehensive language and includes the linguistic picture of the world. Secondly, the cognitive component involves actualizing and identifying relevant knowledge and representations, which create a cognitive space. Lastly, the pragmatic component involves identifying and characterizing the motives and goals that drive the development of the linguistic personality.

The Role of Communicative Style in Intercultural Communication:

G.T. Makhkamova's work (2019, p. 25-28) emphasizes that communicative style encompasses a repertoire of culturally determined and culturally marked communicative behaviors. These style-forming elements include verbal and non-verbal cues, politeness strategies, discourse patterns, and contextual appropriateness. Understanding the communicative style of native speakers is essential to avoid intercultural failures and misunderstandings. To address this, teaching communicative style should be integrated into foreign language lessons using intercultural or pragmatic approaches.

The Concept of Linguistic Personality in Foreign Language Education:

The concept of a linguistic personality has gained prominence within the methodology of teaching foreign languages. Scholars such as Galskova (2007) and Makhkamova (2010, 2017a) propose the formation or development of a secondary linguistic personality as the goal of foreign language education. This secondary linguistic personality refers to the learner's ability to adopt appropriate communication styles, registers, and discourse patterns in the target language, reflecting the cultural norms and values of native speakers. By cultivating a secondary linguistic personality, learners can navigate intercultural communication with confidence and cultural sensitivity.

The Interaction Between Verbal-Semantic, Cognitive, and Pragmatic Levels:

The interaction between the verbal-semantic, cognitive, and pragmatic levels occurs through socio-cultural information. V.A. Maslova (2007) describes this interaction as the reconstruction of the personality's thesaurus, transitioning from the verbal level to the cognitive level and then to the motivational-pragmatic level. Languages differ in their verbal-semantic essence, leading to a division of the verbal-semantic network into two thesauri: Thesaurus-1, which forms the linguistic picture of the world, and Thesaurus-2, which contributes to the formation of a conceptual or global picture of the world.

Linguistic Consciousness and Personality Development:

Linguistic consciousness plays a significant role in personality development. It encompasses both cognitive and linguistic consciousness, reflecting two pictures of the world: a common (conceptual) picture of the world and a linguistic picture of the world. Language consciousness manifests itself in all aspects of language and is essential in expressing the essence of natural language.

Formation of a Secondary Linguistic Personality:

The formation of a secondary linguistic personality is the goal of foreign language education. It involves developing linguistic skills and communication abilities necessary for full-

fledged communication in the target language. As language skills improve, the linguistic and conceptual picture of the world expands and deepens. In the context of globalization and integration, the term "secondary linguistic personality" is gradually being replaced by the term "intercultural communicant," emphasizing the importance of intercultural knowledge and skills in discourse perception and production.

Intercultural Communication in the Globalized Educational Space:

As education becomes increasingly globalized and integrated, the reform of national education systems seeks effective models for intercultural communication. The Uzbek model of continuing education, based on the Common European Framework of Reference for Languages (CEFR) standard, exemplifies such an approach. With the introduction of the CEFR standard into the system of continuous and successive learning of foreign languages, descriptors have been developed for each level of English language acquisition - A1, A2, B1, B1+, B2, C1, C1+. These descriptors encompass not only linguistic skills but also communication skills that contribute to the formation, development, and improvement of a secondary linguistic personality. As learners progress through these levels, their linguistic and conceptual worldview expands and deepens, enabling them to engage effectively in intercultural communication.

The Emergence of the Intercultural Communicant:

While the concept of a secondary linguistic personality has been widely accepted, G.T. Makhkamova (2018a, p. 31) suggests a shift towards the term "intercultural communicant." An intercultural communicant is an individual who possesses intercultural knowledge and skills necessary for perceiving and producing various types of discourse. This shift in terminology reflects the evolving nature of intercultural communication and highlights the importance of sociopragmatic and sociocultural functions in language use. By becoming intercultural communicants, learners are equipped to choose linguistic means and behavior patterns appropriate for specific communication situations.

Cognitive Theory and Intercultural Communication:

Cognitive theory plays a significant role in understanding the conceptual base of the target language community. In the teaching of foreign languages, cognitive theory emphasizes the development of knowledge concerning the conceptual foundations of the people who speak the target language. This knowledge is crucial for effective intercultural communication and foreign language activities. By integrating cognitive theory into language instruction, learners gain a deeper understanding of the cultural context behind language use and improve their intercultural communication skills.

Conclusion:

In an increasingly interconnected world, foreign language education must go beyond linguistic proficiency and include the teaching of communicative style. Communicative style encompasses culturally determined style-forming elements that significantly influence intercultural communication. By incorporating communicative style into language lessons, learners develop intercultural competence and acquire the necessary skills to navigate cross-cultural interactions successfully. Integrating intercultural and pragmatic approaches, along with a focus on the formation of a secondary linguistic personality or intercultural communicant, empowers learners to engage in meaningful and culturally appropriate communication. Moreover, incorporating cognitive theory enhances learners' understanding of the conceptual foundations underlying intercultural communication. Ultimately, by prioritizing the teaching of

communicative style, foreign language education contributes to fostering global citizens who can effectively engage in intercultural exchanges.

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