

INTERCULTURAL COMMUNICATION IN THE PROCESS OF STUDYING RUSSIAN AS A FOREIGN LANGUAGE

Kadirova Xasiyat Nazarovna

Teacher at CSPU, Chirchik, Uzbekistan

Annotation: This article explores the role of intercultural communication in the process of teaching Russian as a foreign language (RFL), with a specific focus on higher pedagogical education in Uzbekistan. Intercultural competence is an essential component of successful language acquisition, especially in the context of globalization and multicultural student groups. The paper investigates the interrelation between language and culture, highlighting how cultural awareness enhances linguistic competence. The study draws attention to the challenges that learners of Russian face when encountering culturally specific elements such as etiquette, verbal norms, and sociocultural references embedded in language structures. Practical recommendations for integrating intercultural content into the RFL curriculum are presented, aiming to improve learners' communicative efficiency and sociocultural adaptability. By analyzing theoretical perspectives and pedagogical approaches, the article underlines the necessity of incorporating intercultural competence as a core element of RFL instruction in contemporary pedagogical settings.

Keywords: intercultural communication, Russian as a foreign language, cultural competence, language teaching, pedagogical education, linguistic adaptation, sociocultural awareness.

The process of learning Russian as a foreign language (RFL) extends far beyond mastering grammar rules and vocabulary. In today's globalized educational environment, students studying RFL are increasingly confronted

with the need to understand not only linguistic structures but also the cultural codes that underpin effective communication. Intercultural communication, therefore, emerges as a central component in language acquisition, particularly within the pedagogical context of Uzbekistan, where the Russian language remains a significant medium of intercultural and academic exchange.

Intercultural communication refers to the interaction between people from different cultural backgrounds, and it involves more than language proficiency—it encompasses understanding values, norms, behaviors, and communication styles. For learners of RFL, this means navigating the cultural intricacies of Russian-speaking societies, which may significantly differ from their own native contexts. Misunderstandings may arise not due to linguistic errors but because of cultural misperceptions, nonverbal communication differences, or a lack of awareness of local social etiquette.

In pedagogical institutions in Uzbekistan, where Russian is often taught to students from diverse ethnic and linguistic backgrounds, the role of intercultural competence becomes especially prominent. Educators must equip learners not only with linguistic tools but also with cultural insights that promote successful communication in real-world settings. This involves a pedagogical shift from traditional grammar-centered instruction to integrative models that include cultural discourse, media analysis, cross-cultural dialogue, and reflective learning practices.

This article aims to examine how intercultural communication can be effectively integrated into the RFL learning process, the challenges that may arise in this context, and the methodologies that can facilitate the development of students' intercultural competence. The goal is to enhance the effectiveness of RFL instruction and support learners in becoming linguistically and culturally competent communicators.

The teaching of Russian as a foreign language (RFL) increasingly demands an interdisciplinary approach that combines linguistic instruction with elements of cultural education. Intercultural communication plays a vital role in shaping learners' understanding of how language functions within various sociocultural frameworks. In the context of Uzbekistan's pedagogical universities, where students often come from multilingual and multicultural backgrounds, this integrated approach becomes especially relevant.

Language is not only a means of conveying information but also a carrier of cultural meaning. Every language reflects the worldview, traditions, historical experience, and social behavior of its speakers. For students learning Russian, this means encountering not only new words and grammatical patterns but also a different way of thinking and interacting. For example, the use of formal and informal speech in Russian, governed by the distinction between "ты" and "вы," is deeply rooted in cultural perceptions of hierarchy, respect, and familiarity. Students unfamiliar with such norms may unintentionally violate social conventions, leading to communicative discomfort or misunderstanding.

One of the main challenges in teaching intercultural communication in RFL is overcoming ethnocentrism—the tendency to view one's own culture as the standard. Teachers must create an environment where students feel encouraged to explore cultural differences without judgment. This includes discussing topics such as national identity, values, rituals, body language, humor, and taboos, all of which influence communication in Russian-speaking societies.

Practical methods for incorporating intercultural content into RFL instruction include the use of authentic materials (films, news articles, interviews), role-playing exercises, cultural comparison tasks, and project-based learning. For instance, students can analyze dialogues from Russian films to observe how communication styles vary by region or social class. They may

also be asked to compare how politeness is expressed in Russian and their native languages, thus developing critical awareness of cultural norms.

Another effective approach is to invite native speakers or culturally experienced guests to conduct seminars or conversation clubs. These sessions allow students to engage directly with different cultural perspectives, ask questions, and clarify misunderstandings in a supportive setting. Moreover, reflection journals can be used to help students internalize cultural insights and relate them to their personal experiences of language learning.

Teacher training programs must also evolve to include modules on intercultural competence. Instructors of RFL should be well-versed in both linguistic pedagogy and cultural mediation. They need tools to help students navigate sensitive topics, decode implicit cultural meanings, and foster respectful cross-cultural dialogue.

Assessment of intercultural competence in RFL can be conducted through oral presentations, discussions, and written reflections where students demonstrate their understanding of cultural contexts. Such evaluations should emphasize not only accuracy but also depth of cultural insight and openness to diverse viewpoints.

In sum, the development of intercultural communication skills is indispensable for learners of RFL. By understanding how culture influences language use, students can become more effective communicators and bridge cultural divides. For educators, this means designing courses that are not just about teaching a language but about preparing students for meaningful participation in a multilingual and multicultural world.

The integration of intercultural communication into the teaching of Russian as a foreign language is no longer optional—it is essential for ensuring the success of language learners in a globalized world. In the context of pedagogical universities in Uzbekistan, where students often come from diverse ethnic and

linguistic backgrounds, the development of intercultural competence must be considered a fundamental educational goal alongside linguistic proficiency.

Through the study of cultural values, social norms, and communicative behaviors characteristic of Russian-speaking societies, students gain deeper insight into the practical use of the language. This knowledge enables them not only to avoid common communicative misunderstandings but also to participate more effectively in academic, professional, and informal interactions with native speakers. Moreover, intercultural communication fosters critical thinking, empathy, and the ability to navigate complex social contexts—all of which are vital for future educators and professionals.

The role of the teacher in this process is crucial. Language instructors must act as cultural mediators, guiding students through the nuances of cultural meaning and encouraging openness to difference. This requires appropriate methodological training, the use of diverse educational materials, and an emphasis on reflective and interactive learning. By embedding intercultural content into all stages of RFL instruction—from beginner to advanced levels—educators can promote a holistic learning experience that prepares students not just to speak Russian, but to live and interact meaningfully in a Russian-speaking environment.

Ultimately, intercultural communication enriches the language learning experience, deepens mutual understanding among cultures, and equips students with the tools to become confident and competent global citizens.

REFERENCES:

1. Кадилова, О. Х. (2024). Исторический обзор развития литературного цикла. *Modern Science and Research*, 3(10), 403-406.
2. Khamedovna, K. O. (2024). Понятие и особенности литературного цикла. *Philological research: language, literature, education*, 8(9).
- 1.