

Intercultural Communication in Teaching Russian as a Foreign Language in Non-Linguistic Higher Education Institutions

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Abstract: *The article examines the theoretical and practical aspects of developing intercultural communication in the process of teaching Russian as a foreign language in non-linguistic higher education institutions. Particular attention is paid to the development of students' intercultural competence as a key component of their professional training. The paper analyzes modern methods of teaching Russian as a foreign language and evaluates their effectiveness in a professionally oriented educational environment, particularly in the field of medical education.*

Key words: *Intercultural Communication, Russian as a Foreign Language, Communicative Competence, Intercultural Competence, Professional Speech, Medical Education, Speech Culture*

Introduction

The modern educational paradigm is focused on shaping individuals capable of effective interaction in conditions of intercultural communication. In this regard, the issue of developing intercultural communication in teaching Russian as a foreign language (RFL) is of particular importance[1].

In the educational environment, the Russian language functions not only as a means of transmitting information but also as a tool for mastering cultural norms and values. According to S. G. Ter-Minasova, language is a “mirror of culture” reflecting the national specifics of thinking and behavior [2].

Literature Review

Intercultural communication is defined as the process of interaction between representatives of different cultures, accompanied by the exchange of information and cultural codes. In academic literature, this concept is closely related to the category of intercultural competence[3].

According to the concept proposed by E. M. Vereshchagin and V. G. Kostomarov, language proficiency is impossible without mastering the cultural context in which it functions. This statement is fundamental for the methodology of teaching Russian as a foreign language[4].

Intercultural competence includes:

1. A cognitive component (knowledge about culture),
2. A behavioral component (communication skills and abilities),
3. An affective component (attitudes, tolerance)[5].

In education, intercultural communication is of particular importance, as it promotes tolerance, respect for differences, the development of intercultural competence, and the expansion of one's worldview. Intercultural learning is an educational process aimed at developing intercultural competence. It includes studying the culture and language of a country, exchanging experiences with

representatives of other cultures, interaction in intercultural groups, and intercultural communication within academic activities[6].

Multicultural education is a concept that recognizes equality and respect for different cultures and incorporates diverse cultural elements into the learning process. It helps students develop understanding and respect for cultural differences and broaden their cultural horizons[7].

During the learning process, foreign students face a number of difficulties caused by differences in cultural norms. These are reflected in speech etiquette, nonverbal communication, and differences in communicative strategies[8].

As noted by E. I. Passov, language teaching should be based on a communicative approach that involves modeling real-life communication situations [9].

Thus, the development of intercultural communication contributes to appropriate speech behavior, prevents communicative failures, and increases the effectiveness of professional interaction.

Research Methodology

Modern methods of teaching Russian as a foreign language offer a wide range of approaches aimed at developing intercultural communication.

1. Analysis of authentic texts. This includes the study of terminological systems, lexical and grammatical features, and structural patterns. Authentic texts (for example, in neurosurgery or from leading journals) are characterized by a high concentration of Latin, Greek, and eponymous terms[10].

According to A. N. Shchukin, the use of authentic materials promotes students' immersion in a real language environment and the development of sociocultural competence [11].

2. Case method. An active teaching method based on the analysis of real or simulated clinical situations. Students study case descriptions, make diagnoses, prescribe treatment, and evaluate outcomes. This method develops clinical thinking, decision-making skills, and teamwork by combining theoretical knowledge with practice. The structure of a medical case includes patient history, examination results, laboratory and instrumental data, and analytical questions. The case method teaches students to analyze symptoms, identify key information, and make responsible decisions while increasing engagement and motivation[12].

Results and Discussion

Role-playing and business games in Russian language classes simulate real-life situations, enabling active acquisition of grammar, development of speech, and increased motivation. They include stages such as preparation, role distribution, performance, and analysis of results[13].

Acting out dialogues (for example, "At the doctor's appointment," "At the dentist") aimed at developing communicative skills contributes to the formation of professional competence. The use of such methods makes lessons more dynamic, reduces language barriers, and improves learning outcomes.

Project-based activities in Russian language classes at medical universities are aimed at developing professional communicative competence by integrating language learning with medical content. They enhance research skills, increase motivation, and facilitate the acquisition of terminology through projects such as medical dictionaries, patient-oriented videos, or clinical case presentations[14].

The creation of terminological glossaries (e.g., "Human Anatomy," "Pharmacology"), development of a "Patient Passport" or disease prevention guidelines, analysis of the history of medical terms, study of the style of scientific medical articles, comparison of medical terminology in Russian and the students' native language, writing scripts for social advertisements promoting healthy

lifestyles, and preparing presentations on prominent Russian physicians or modern medical achievements significantly improve proficiency in the language of the specialty.

In medical education, intercultural communication becomes especially important. Future specialists must be able to interact effectively with patients from different cultural and linguistic backgrounds[15].

Key aspects include mastery of professional terminology, adherence to speech etiquette norms, consideration of patients' cultural characteristics, development of empathy.

A doctor with intercultural competence is able to build trusting relationships with patients, which directly affects the quality of medical care.

Conclusion

Intercultural communication is a crucial component of teaching Russian as a foreign language in non-linguistic higher education institutions. Its development ensures the formation of students' communicative and professional competence and facilitates successful adaptation in an intercultural environment.

The integration of a cultural component into the RFL teaching process improves the quality of education and prepares specialists capable of effective professional interaction.

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