

# The Communicative Ethnographic Approach in the Formation of Intercultural Relations among Students

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## ABSTRACT

*The article discusses the issue of the Communicative-ethnographic approach in the formation of intercultural relations among students, which is one of the innovative approaches aimed at teaching the English language and culture. The "communicative" component denotes one of the main goals of teaching - teaching English as a means of communication through communication with representatives of different countries and cultures. "Ethnographic" - emphasizes an important condition for the implementation of the process of teaching the English language and culture - students must be in a linguistic and socio-cultural environment and act as ethnographers; observe and study the English language and culture by observing the communicative behavior of representatives of the country of the language being studied and communicating with them.*

## INTRODUCTION

Innovative approaches to developing intercultural and linguistic communicative competence (linguistic, speech, sociocultural, educational, compensatory) have been developed in several methodological works that have emerged in recent decades [1]. A shift in emphasis from a multicultural learning model to an intercultural one, where the diversity of languages and cultures is evident in itself and is, above all, intended to find and develop novel methods and means of mutual understanding and the formation of a new type of personality in the role mediator between cultures in a multilingual and multinational world, was made possible by qualitative changes in the socio-economic context of society.

## MATERIALS AND METHODS

The communicative-ethnographic approach is one of the cutting-edge methods for teaching English language and culture in a realistic setting. In light of the current state of English teaching methodology development and the fact that colleges now teach English using communicative-cognitive and socio-cultural methods. P.V. Sysoev proposes to expand the tasks of the ethnographic approach and proposes the term "communicative-ethnographic" approach. Under it, the scientist understands "one of the cultural approaches aimed at studying the English language and culture in the conditions of immersion of students in the linguistic and socio-cultural environment." The combination of two terms - "communicative" and "ethnographic" in the name of the approach is not accidental. It emphasizes the importance of two integral components of intercultural communication.

The "communicative" component denotes one of the main goals of teaching - teaching English as a means of communication through communication with representatives of different countries and cultures. "Ethnographic" - emphasizes an important condition for the implementation of the process of teaching the English language and culture - students must be in a linguistic and socio-cultural environment and act as ethnographers; observe and study the English language and culture by observing the communicative behavior of representatives of the country of the language being studied and communicating with them. To the main characteristics of the communicative-ethnographic approach of P.V. Sysoev proposes to include the following:

- ✓ individualization and differentiation of education, allowing to take into account the individual abilities, interests and needs of students in the field of language and socio-cultural education;
- ✓ immersion of students in the linguistic and socio-cultural environment of the country of the language being studied to play the role of ethnographers observing, researching and interpreting the phenomena of language and culture;
- ✓ use of ethnographic methods and problematic cultural tasks;
- ✓ study of the phenomena of language and culture in a real social and cultural context;
- ✓ communicative teaching of a foreign language and culture;
- ✓ sociocultural education of students;
- ✓ multicultural education of students [7].

## **RESULTS AND DISCUSSIONS**

A variety of psychological and educational factors will directly affect how well the communicative ethnographic approach is used in the development of intercultural relationships among students. Let's focus on the primary ones.

### **Motivation of students to form intercultural relations in immersive conditions.**

The problem of forming the motivational sphere of students has been relevant for many years [2]. Often, many teachers are faced with a situation where students do not show interest in the educational material and do not feel the need for knowledge. Therefore, the teacher faces a complex task of forming a positive motivation of students for learning activities, which, of course, requires a special organization of the educational process, setting educational tasks that are accessible to understanding and fulfillment by students, as well as careful selection of educational material that satisfies the interests of both the entire educational group, as well as each student.

In its essence, learning motivation is a dynamic process that supports and corrects the student's activities throughout the entire learning process. The basis for the formation of learning motives are the needs, goals and attitudes of the student himself [10]. Within the framework of this work, the motivation of students to form intercultural relations in terms of immersion will directly depend on the pedagogical experience of the teacher and his ability to organize the educational space in which the learning process actually takes place. In this regard, the motivation of students to form intercultural competence in terms of immersion is the first psychological and pedagogical condition for the formation of intercultural relations among students based on a communicative-ethnographic approach.

**Immersion in an authentic cultural and linguistic environment.** Many researchers in the field of English teaching methodology note that quite often a student who has a conscious desire to learn a language and regularly attends classes experiences noticeable difficulties in expressing his thoughts in English, as well as in the perception of written and oral foreign speech. The full immersion method assumes that all academic time for several years passes exclusively in English: all instructions, explanation of new material and discussions are conducted in English.

Undoubtedly, the most effective way to co-learn the language and culture is to organize trips abroad.

At the same time, English acts as a means of learning and establishing contacts with representatives of another linguistic community. It is worth noting that, once in an authentic cultural and linguistic environment, students form the language skills they need to solve communication problems and fully understand the speech intentions of native speakers. Thus, immersion contributes to the study of the characteristics characteristic of a particular group (age, gender, social, ethnic, regional, etc.), as well as the value-motivational sphere that determines their communicative behavior. From the point of view of a communicative approach to teaching English, the immersion method is a unique tool for preparing a student's personality to discover something new, previously unknown. In this context, the student acquires information about the language and cultural realities of the country of the language being studied, tries to explain unfamiliar phenomena for themselves, and also accumulate the acquired knowledge in order to use them in the future.

The use of the immersion method is reflected in the implementation of the communicative-ethnographic approach. Finding himself in the country of the language being studied, the student acts as an ethnographer, who, through the description of native speakers and cultural realities, tries to study the English language and the culture of the country of the language being studied. It is noteworthy that, unlike observers who use their own coordinate system in terms of cultural perception, students using the immersion method establish the significance of the communicative behavior of native speakers and ongoing events from the point of view of their active participants. This, first of all, means that there is a shift in the nature of the activities of the subjects of education - from passive observation, the student moves to active participation in the social and cultural life of a foreign language linguosociety, analyzing and classifying unfamiliar linguistic and cultural phenomena. At the same time, the role of the teacher is reduced to helping students in the form of providing them with additional sources of information. In particular, students can always turn to a native speaker as a source of information that can answer various questions when interpreting foreign language cultural phenomena. It is noteworthy that students can independently conduct research, observing the life of native speakers, compare the characteristics of the culture of the language being studied with their native culture, and form the ability to perceive their native culture and themselves, as part of their native culture, from the point of view of a foreign culture.

Based on the theory of intercultural communication and current research in the field of teaching English and culture, it is necessary to highlight the features of using the method of immersion in an authentic cultural and linguistic environment:

- complete language isolation, which implies the refusal of students to use their native language during training;
- communicative orientation of the educational process, where the English language acts not only as a goal, but also as a means of learning;
- careful selection of educational material (newspapers, magazines, videos, audio recordings, etc.) in accordance with a differentiated approach to each student;
- a combination of different formats of sources of knowledge (television, radio broadcasting, etc.) and activities (reading, listening, speaking, writing);
- the possibility of modeling communicative situations encountered in everyday life, based on the principle of situational-thematic organization of the educational process;
- going beyond the textbook in order to learn a foreign language in the process of live communication.

The immersion method can often be used in extracurricular activities of students: visiting ethnographic exhibitions, museums of national history, correspondence with native speakers, etc. At the same time, the student independently monitors his educational and cognitive activities in the process of communication in a foreign language.

In his works, M. Bayram [3] notes that the immersion method has a cyclical nature and therefore

implies that in case of an erroneous perception of cultural phenomena, one can start all over again.

In order to organize co-study of language and culture by immersion, they formulated a number of recommendations for the implementation of ethnographic research: a) the study of language and cultural phenomena must begin with an analysis of one's own experience regarding one's native culture; b) it is preferable to use a comparative comparison of cultural phenomena, bypassing a critical assessment; c) it is necessary to focus on the practical side of the study: independently collect and analyze information, formulate your own conclusions; d) collection of information of a private nature allows you to supplement or contrast it with existing knowledge, compare it and compare it with the cultural and historical context; e) in order to identify the characteristics of behavior and value orientations of native speakers, it is necessary to search for diverse opinions, to abandon generalizations and stereotypes; f) the formulated conclusions regarding the cultural phenomena and values of native speakers can always be questioned in order to identify new evidence and form beliefs [4].

Compliance with these recommendations in practice allows you to achieve positive results for a certain time in the formation of intercultural relations. Consequently, immersion in an authentic cultural and linguistic environment acts as the second psychological and pedagogical condition for the formation of intercultural relations among students on the basis of a communicative-ethnographic approach.

### **The use of problematic cultural tasks and methods of ethnography in teaching.**

Research in the field of pedagogy for many years indicates that the greatest efficiency in obtaining learning outcomes can be achieved through the use of a set of tasks of a problematic nature [5] and the principle of dominance of problematic cultural tasks [6]. The method of problem-based learning is based on the hypothesis of enhancing the educational and cognitive activity of students by setting them problematic research tasks. According to this hypothesis, a complex of tasks of a cultural nature is being developed to collect, analyze, generalize and contrast information aimed at mastering strategies to navigate in an unfamiliar cultural environment, to understand the types of cultures and generally accepted norms of behavior [9].

One of the significant problems of modern methods of teaching English and the culture of the country of the language being studied is the insufficiently developed methodological support of the educational process. In this regard, the question of selecting the content of training, in which tasks of a problematic nature will be used, is quite acute. The development of cultural tasks of a problematic nature requires clarifying the typology of tasks to determine the appropriateness of using one or another type of tasks in immersion conditions.

In his works, P.V. Sysoev [8] argues that the use of ethnographic methods for the formation of intercultural relations in combination with problematic cultural studies tasks opens up a huge methodological potential for the development of intercultural relations for a foreign language teacher. However, it is necessary to pay due attention to the preparation for the use of certain methods, the essence of which should be disclosed in seminars and problematic lectures, both in individual and group work of students. Consistent alternation of ethnographic methods with problematic cultural tasks allows them to complement each other methodically, creating a powerful toolkit and at the same time enriching students' linguistic sociocultural and intercultural practice.

In terms of immersion, being in the country of the language being studied, the methods of ethnography are mainly used as a way of co-studying the language and culture. Depending on the duration of immersion in an authentic linguistic and cultural environment, as well as on the curriculum, a training strategy is determined, which can be carried out both in the home country and in the host country. The role of the teacher in this case is reduced to the implementation of all kinds of assistance to students, and at the stages of preparation and completion of training, the role of the teacher will be more pronounced. Directly in the presence of a teacher, educational and cognitive activities of students in English classes will be carried out. At the stage of presentation of the

culturological project, the function of the teacher will be to monitor the educational and cognitive activities of students. It is also worth noting that monitoring can be carried out both face-to-face - during observation or interviews in the presence of a teacher, and remotely - using modern information and communication technologies to receive advice or carry out intermediate control.

## **CONCLUSION**

At the final stage of training, regardless of the chosen ethnographic method, it is necessary that students and the teacher analyze and interpret the data obtained in order to form foreign language communicative and intercultural relations, form objective ideas about the culture of the country of the language being studied, and conduct cultural reflection on their native culture. Cultural reflection involves the process of cultural self-determination of the individual through the study of the English language and the cultural phenomena of the country of the language being studied with reflection on the native culture and on oneself. Thanks to this, the student will be able to determine his place in a multicultural society, act as a subject in the dialogue of cultures, study universal values and realize his role in global processes [7].

In practice, students' cultural reflection can be formed through the use of problematic cultural tasks and ethnographic methods that contribute to the formation of their intercultural relations. Thus, the use of problematic cultural tasks and methods of ethnography in teaching will serve as the third psychological and pedagogical condition for the formation of intercultural relations among students on the basis of a communicative-ethnographic approach. In practice, students' cultural reflection can be formed through the use of problematic cultural tasks and ethnographic methods that contribute to the formation of their intercultural relations. Thus, the use of problematic cultural tasks and methods of ethnography in teaching will serve as the third psychological and pedagogical condition for the formation of intercultural relations among students on the basis of a communicative-ethnographic approach.

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