



## **CONTENT AND APPROACHES TO TEACHING COGNITIVE MODEL OF DEVELOPING BICULTURAL PERSONALITY COMMUNICATIVE STYLE AT ENGLISH CLASSES**

**Xo'jamatova Shahlo Abdusalom qizi**

The second year MA student of TSPU named after Nizami

Scientific adviser: Alimova M. Kh., PhD, associate prof. of TSPU

named after Nizami

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In view of the importance of the communicative style in communication, within the framework of this article, we would like to consider the main components of the content of teaching a communicative style in the course of teaching English to students.

The analysis of a number of researches [Hall, 1983, 1990; Hofstede, 1980; Tannen, 1984; Leger, 1998; Lynn, 1995; Tomalin & Stempleski, 1996; Baldwin, 2000; Sternina & Sternin, 2003; Sternin, 2007; Kulikova, 2009, Visson, 2005; Ter-Minasova, 2008; Makhkamova, 2010, 2019 (a)] showed there are many components which characterized communicative style phenomenon. G.T. Makhkamova in her article [2019 a] summarized them and pointed out the following aspect of communicative style:

1. The specific elements as means of establishing contact, sustaining conversation and closing conversation with interlocutor;
  2. Tempo and speech loudness, length of pause, stress and intonation;
  3. The degree of speech emotiveness and means of its expressing;
  4. Openness – not openness to communication, cooperativity – noncooperatively, affability – unfriendliness.
  5. Competition and straightforwardness in communication, the regulation of communication, self-representation during communication.
  6. Independence in communication, freedom of expression of ideas.
  7. Discussion and confrontational communication.
  8. Preferences of formal or informal communication style, personal orientation and consultation-centered communication.
  9. Politeness in communication, simplification of etiquette forms of communication, the use of value estimations and mitigation devices.
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10. Thematic focus or preferred topics for conversation.
11. The volume of information, conciseness or verbosity, accuracy and uniqueness.
12. Means of demonstrating engagement in communication, as well as expressing that the interlocutor is listening to you (eye contact, the use of interjections).
13. Formalization and structuring, cohesion and coherence, direct or indirect communication style, high contextually - low contextually.
14. The degree and features of the use of non-verbal means, the spatial organization of communication.
15. Focus on the result or process.
16. The tone of speech: optimism and pessimism.
17. Factual and analytical style of communication, deductive and inductive organization of thoughts.

It should be noted that the mentioned researchers prove that the communicative style is culturally conditioned, therefore the list of elements of the communicative style that we have presented can be a culturally marked repertoire of communicative behavior of representatives of a certain linguistic culture. In this regard, this communicative style repertoire should be the object of training. Nevertheless, attempts have been made to teach a communicative style by mastering cognitive and culturally-driven speech-behavioral strategies within the framework of intercultural and competency-based approaches [Skurihin, 2012].

Representation of the category “style” by linguists [See Pavlovskaya, 2007] is considered as:

- human speech behavior, communicative speech strategy;
- method of exposure, manipulation;
- language use.

Consequently, the category “style” can be studied at different levels of language and discourse. However, it should be emphasized that the communicative style is determined by the basic aspects of the linguistic personality: value, cognitive, behavioral. The basis of this thesis is that values and knowledge become relevant only when they are associated with communicative behavior, because with their help a person builds a communicative style, and a linguistic personality appears as their carrier [Karasik, 2002. p. 19]. Therefore,



considering the levels noted above, we can distinguish culturally specific elements in them, since there is no doubt that the communicative style is a component of linguistic culture with a specific set of tools that are implemented in the nationally marked communicative behavior of native speakers [Karasik, 2002; Prokhorov & Sternin, 2011].

Widely used knowledge from the theory of communicative behavior makes it possible to associate a communicative style with a culturally-marked repertoire, which is based on verbal-psychological characteristics reflected in language, thinking, and activity [Pavlovskaya, 2007].

The above-mentioned items lead to an awareness of the features of communication in various linguistic cultures, the knowledge of which contributes to the organization of productive communication, in particular, in the establishment and development of relations. It is the mastery of pragmatic, ethno-psychological knowledge of the communicative style of the people of the language being studied that contributes to the understanding and prediction of the interlocutor's behavior in various communication situations (negotiations, discussions, etc.).

It should be noted that teaching the communicative style of the English-speaking people, first of all, involves mastering cognitive strategies that are aimed at consciously assimilating various types of knowledge about foreign society (linguistic, interactive, background, cultural and pragmatic). Such an organization of training is expressed in 1) highlighting certain signs of communicative styles of contacting linguistic cultures, for example, the specifics of the spatial organization of communication, culturally determined differences at the level of context and the content side of communication; 2) comparing, establishing correlations between the parameters of communicative behavior and style, for example, maintaining contact, formality / informality, politeness, discussion of disagreements, appraisal, etc.

Based on the foregoing, we can safely say that the content of teaching a communicative style should include a certain list of intercultural 1) knowledge (ethno-psychological, value, behavioral, cultural and pragmatic) 2) skills and abilities (generation and interpretation of the language embodiment of communicative strategies for implementing intentions in the course of communication, it is adequate to the speakers of the studied linguistic culture), 3) attitude (acceptance of the sociocultural and communicative-behavioral specificity of a



representative of a foreign society, then tolerance and others) [Astafurova, 1997. p. 99; Makhkamova, 2010. p. 131-132].

Thus, the communicative style should be considered as an element of intercultural communicative competence, the essence of which is the ability to build interaction according to the rules adopted in the studied culture [See The content of components of intercultural competence: Makhkamova, 2010. p. 131]. In our opinion, the inclusion of a communicative style in the content of teaching English involves:

- 1) the definition of communicative behavior from the position of a communicative style and communicative strategies;
- 2) the formation of a communicative style through mastery of strategies (operations and complex actions), since they are a form of implementing a communicative style;
- 3) modeling situations of interaction through speech acts and stable style parameters in the studied linguistic cultures;
- 4) the adequacy of the communicative style of the communicative norms of the studied linguistic culture.

We are sure that taking into account the cultural and pragmatic specifics of the communicative style in the process of teaching production and interpreting discourse in English will help to improve the quality of communicative competence, and hence successful intercultural interaction with native speakers.

However, the use of a pragmatic approach will also be methodologically justified in teaching a communicative style, which will allow students to recognize the sociopragmatic and pragmalinguistic features of the communicative style [Makhkamova, 2019]. For example, many students who successfully possess linguistic competence and knowledge of social norms and rules of organizing communicative behavior sometimes do not refract them to the process of perception, interpretation and production of discourse.

Therefore, on the basis of a pragmatic approach, we have the opportunity to practice the specific features of the communicative style during the development of discursive and functional competencies, which are part of the pragmatic competence [Makhkamova, 2019]. We should realize that discourse competence, in turn, include the following components: 1) strategic (realizing an intention and planning communicative event); 2) tactical (analysis of communicative situation and selection of adequate language means for



intention and strategies application); 3) genre-based (organization of discourse in accordance with the norms and conventions for achievement of communicative goal); 4) textual (text production) [Golovina, 2006; Makhkamova, 2019 b].

Development of strategic competence is very important in teaching communicative style. According to Canale and Swain [1980], strategic competence is "verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence". As we see we have opportunity to develop not only verbal and nonverbal means of communicative behaviour. We need also to realize that the strategic competence is cultivated if teachers create a language classroom in which communication strategies are taught and practiced [Scattergood, 2003]. At the same time we should take into consideration the prosodic and syntactic means of discourse production for achievement of communicative goal.

Thus, the mastery of the communicative style of the people of the language being studied is possible during the development of communicative competence with a focus on its pragmatic (linguistic and intercultural) aspect. We are sure that the mastery of the culturally marked repertoire of the communicative style of the people of the studied language indicated above contributes to an adequate understanding and prediction of communicative behavior and the prevention of communicative failures and failures in situations of intercultural communication.

According to the article the information given in the book Makhkamova [2018. p.135], the gaps in the written text of the Uzbek and Russian students are the following:

- propositional symmetry that is proposition of utterances logically and sequentially is interrelated and correlated with general proposition;
- at the beginning of the text organizer markers are presented, which describe the structure of the text, propose the exposition of arguments and so on, making the text predictable and understandable;
- terms definitions are given at the beginning of the text;
- examples, statistic data, quotations are put during exposition and verified thoroughly.

Thus, communicative style of the native speakers has a lot of differences in comparison with Uzbek and Russian cultures. That is why we should teach it in the



English classrooms. In our opinion, the inclusion of a communicative style in the content of teaching English involves:

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To sum up the work we can say that mastery of the communicative style of the people of the language being studied is possible during the development of communicative competence with a focus on its pragmatic (linguistic and intercultural) aspect. We are sure that the mastery of the culturally marked repertoire of the communicative style of the people of the studied language indicated above contributes to an adequate understanding and prediction of communicative behavior.

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