

## LINGUOCULTURAL COMPETENCE IN ENGLISH AND ITS DEVELOPMENT IN INTERNATIONAL BUSINESS STUDENTS

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### ABSTRACT

The teaching and learning of English for Specific Purposes (ESP) at the university level, has an increasing importance. Preparing training professionals in order to reveal performances in correspondence to the social demands, and the required skills for the jobs, is particularly important today. This paper deals with the category of professional competence, communicative competence and linguo-cultural competence, viewed in the professional field of business. At the same time, it offers some pedagogical-didactic approaches to favor the formation of the linguo-cultural competence in English for students in the area of international business from ESP. The research is developed by the documentary analysis, induction-deduction, theoretical systematization and the analysis-synthesis methods.

**Keywords:** Teaching-learning, English for Specific Purposes, business, linguo-cultural competence.

### INTRODUCTION

The English language is considered a fundamental tool for expanding the professional field, promoting intellectual autonomy and participating fully in a world where interaction between human beings does not necessarily imply physical presence. The use of this language constitutes access to formalized knowledge and various notions of the world, business, culture and society, conceived within a globalized scenario.

Some authors have delved into the need for an English aimed at the scientific and technical field: Ewer and Latorre (1967, pp. 221-229), Swales (1990, pp. 61-70), Selinker and Trimble (1978, pp. 37- 52),

Batista, Alburguez and León (2007, pp. 147-155), Inyoung (2008, pp. 50-61), Benesch (2008, p. 2). All of them focused on writing skills. The specification of the purposes in English for Specific Purposes (hereinafter, ESP) allows its teaching to be concentrated on a specific linguistic register, a specific skill and certain communicative functions, but this does not mean, in any way, that the language is special; the needs of its use in communicative situations are special. This new approach differed from the previous ones in its methodological aspect, giving greater importance to the needs identified by the students and their attitude towards learning the English language.

However, the complexities and difficulties presented by each of the genres involved in the different branches of scientific discourse, especially those corresponding to the area of international business, have been limiting the function that both the specific dictionaries for each career, such as glossaries of specialized terms. This statement is corroborated by Álvarez (2003), when he establishes that Technical vocabulary is directly linked to the progress of technology and science.

Nowadays, IFE is considered a multidisciplinary activity in which the key to its best adaptation begins by investigating the skill that may be most useful to form and develop more effectively and solidly the knowledge, habits and abilities in the English language, which best respond to the needs of its use by future professionals. All of this in altars of raise the quality and competitiveness professional in the scope international, and achieve So the academic excellence, the main task of all those responsible for training a highly competent and comprehensive university graduate.

In this regard, in Spain, (Alcaraz 2000, p. 240) has identified what he calls Professional and Academic English, which represents the path that each teacher chooses to cover the needs of their students, what they expect from the University and, specifically, from the English language: help that facilitate access to the world of work. Current learning needs are directly linked to future professional needs, which teachers must consider in their field of teaching.

Increasingly, companies are opening international business lines in emerging markets, establishing international collaborations, merging and acquiring foreign companies, carrying out projects abroad for their clients, etc. The preferred language to facilitate this new form of economy is English, however, it is difficult for the professional to communicate. The problems that arise in current educational practice require solutions contextualized in the particular situation in which they occur and anchored in the demands of the time in which the process is developed. The teaching of English for purposes vocational training It must promote, in its context, the implication of the current global situation that demands more competent professionals, not only in terms of developing skills specific to their profession, but also those that constitute tools for a higher quality professional and work performance, where there is a true relationship between acquired language-culture-business.

The idea of cultural diversity in education, especially in the field of business, is the only way to understand the cultural complexity of today's societies and scenarios, as Abdallah-Preteille (2006) points out. The essential thing is not to describe the cultures, but to analyze what happens between individuals and groups what they say belonging to different cultures; analyzing their cultural and communicative uses.

From the perspective of competency-based education, it is argued that what is important is not the title, nor the way in which it is acquired, but rather the potential and mastery of specific methodological tools to develop certain specific tasks of professional activity.

Teaching English in universities faces a challenge imposed by the modern world and which must be met through proper planning and design. Professionals increasingly feel how essential English language skills and, better yet, competencies are to meet their professional and personal goals.

It is undoubtedly the teaching of languages in organizations, an investment that has a direct and profound impact. about the opportunities in he abroad and the ability of matter knowledge and opportunities to the around local, where prime it intercultural addressed in three aspects fundamental: relevance, coexistence and inclusion (UNESCO, 2005a, p.12-13).

Criteria related to strategic competence are also assumed, in which compensatory elements are used to assert this functional use, and intercultural competence, as part of a broad competence of the speaker of a foreign language, which identifies the performance of a person related to acting appropriately and flexibly when faced with the actions and expectations of people from other cultures. The student must be aware of the cultural variations between his/her mother tongue and the target language, and know how to behave in a multicultural context.

Communicative competence does not imply an isolated understanding of the less general competences involved in it, since it implies knowing how to do and act in a flexible way, which is updated in significant contexts and which involves the use of knowledge about the language in various situations, both inside and outside of educational life, because beyond the knowledge of an isolated code, it is important to offer students real possibilities to understand and interpret their reality.

Several authors agree that communicative competence is the result of the integration of several competences or sub-competencies. Thus, the concept expressed by Child (2008, p.5) confirms that communicative competence involves knowing how to communicate in a field of knowledge and knowing how to apply it; knowledge that includes knowledge, skills, attitudes and values (preconditions, criteria, uses, rules and norms) for efficient communicative acts in a context, according to needs and purposes.

When analyzing the contexts of action of students of careers related to business (Foreign Trade, Marketing, Business Administration, Business Management, Ecotourism and others), it is noted that they are not adequately prepared for the specific use of a language. foreign and in particular the English, for the sake of of its contextualized use in the professional field. It is therefore necessary to promote their social skills, to deepen their mastery of the cultural aspects of the language being learned, which means assuming ethical positions. before the potentials Clients and partners commercials; from the proposal that supports UNESCO (2013, pp.91-.103), which identifies the pillars of education for the 21st century: "Learning to know, learning to do, learning to live together and learning to be."

Communicative competence is a notion that represents a requirement for establishing relationships that are not only healthy, but also productive, which in the field of organizations contribute to sustaining the organizational climate and the sense of belonging to them, since the effectiveness of The communication generated in them is based on the participation of its members in the process and their knowledge, skills and attitudes to understand, process, assess and value the interaction necessary in labor and professional relationships.

He promotes the competence communicative in English in the centers of education superior is a an urgent task. For the present research, the importance of mastering English for business was highlighted, from the development of linguistic-cultural competence. To do so, it is necessary to start from the understanding of the importance to develop linguistic-cultural competence towards business, as well as the assignment of tasks of an integrative nature to be carried out by teachers (considered as a way to collect evidence), which in the context of searching as international business professionals in an English-speaking country, could include a conversation between a businessman and a negotiator to conduct business, from which the students are discussed.

Cambridge University ESOL (2012, p.5) and the English Center Business, They consider English to be an essential tool for internationalizing the market. The authors of this research agreed on the need to master English to access the foreign market, because good communication is the best tool to boost their internationalization strategy. It was considered that having the tools to communicate in a effective in English, can make the difference between winning business opportunities or losing them .

For training experts James and Miller (2013), taking a practical approach to learning English is essential. Training must be able to provide students with the language and the necessary tools. to address real negotiation situations, in authentic professional contexts.

The development of a society and its negotiation culture is defined, among others, by: geographical aspects, the history of political institutions, economic development and social structure. But five primary conditions can also be observed: race, language, family, religion and country. Therefore, it is necessary that culture has two aspects that transcend: social and business. Culture is learned and shared and human relations are perceived according to the context. within the social framework and business, because every culture has a context different. (Van Hoofft & Korzzilius, 2001, pp.44-56).

When two or more people from different cultures are in a situation of interaction, they bring with them their cultural baggage, but they also leave their own cultural and business environment and create a new situation and context called “transactional culture” and which is never static Bolten (1999, p.38), Varner (2000, pp.6-8). This fact implies that the course, attitudes and actions of the negotiators and the contents of the negotiations themselves are difficult to predict. This means that people who are carrying out an intercultural negotiation They must recognize their own criteria for judging their own image and that of others, and being able to adjust and modify those same criteria of judgment in the light of new evidence. One's own image and that of others influences one's own way of behaving.

From a practical perspective, some elements that are studied in linguoculture are allusions, cultural references, symbols and other factors of a clearly cultural nature that appear in discourse. However, other aspects of language that are normally integrated into the lexicon must also be taken into account, such as polysemy, synonymy, metaphor and figurative language. the phraseology cultural, etc A study in depth of these phenomena of the language evidence that can only be fully understood and explained by going back to their cultural roots, that is, from a linguistic-cultural perspective (Luque, 2014, p.24).

Linguo-cultural competence in English for business is based on culture as a set of appropriate standards based on attitudes, values and perceptions, all in the context of any society. It is a process in search of economic, cultural and scientific contacts with countries, in relation to the study of interculturality, communications, relationship of languages and cultures, the study of the language of the person. Naturally, questions of culture are traditionally approached as auxiliary materials, with a deeper insight into linguistic phenomena (Bolshakova, 2013).

Linguocultural competence in teaching English is based on semantics, and from this point of view the process of learning English involves not only traditional study of phonetics, grammar and vocabulary, but also mastery of English through its basic concepts. This allows students to Students acquire interrelated ethnic and cultural knowledge about

language, culture and history, which results in the training of linguistic and cultural competence, which is a set of special abilities necessary for use in practice (Garaeva, 2014, p.2). This means that a student must be able to recognize and connect a content semantic of a language symbol with the associative motivation of choosing a word (Zimnaya, 2003, pp.34-42).

Graduates are expected to perform professionally or academically, in self-employment or in the service of a company, being able to recognize and value the context, cultural diversity, individual and collective rights, as well as understand the major contemporary problems. This context can be of two types: the immediate, local environment, and the national and international context. (Barrie, 2006, pp.215-241).

## CONCLUSIONS

Linguo-cultural competence not only conceives linguistic units of language interaction, but the way of life of societies that interact, so The culture component is characterized by the level of intercultural competence: Important events in foreign countries, national holidays, traditions and customs, cultural reality, psychological and behavioral characteristics of natives, business policies, proverbs, sayings, among others.

Teaching of languages and in particular English in higher education It is undoubtedly an investment that directly and profoundly impacts opportunities abroad and the ability to import knowledge and opportunities to the local environment. It arises from the academic and professional needs of students, and from the teaching-learning of the IFE.

The work highlights the importance of the IFE for students of international business profile courses and its impact on the development of comprehensive communicative competence, as a component of which linguistic-cultural competence in English and the imperative his training for business students, in order to optimize their way of acting in professional contexts.

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