



Journal Website:
<https://theusajournals.com/index.php/ajps>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

THE IMPORTANCE OF COMMUNICATION AND ITS ROLE IN DEVELOPING INTERCULTURAL COMMUNICATION COMPETENCE

Submission Date: May 07, 2024, Accepted Date: May 12, 2024,

Published Date: May 17, 2024

Crossref doi: <https://doi.org/10.37547/ajps/Volume04Issue05-09>

Nasiba Jakbarova

Teacher Of The "Methodology Of English Language Teaching" Department Of The Namangan State Institute Of Foreign Languages, Uzbekistan

Nasiba Djakbarova

English Instructor at Namangan State Institute of Foreign Languages named after Is'hokkhon Ibrat, Uzbekistan

ABSTRACT

This article discusses the significance of communication in intercultural relationships. It provides a thorough explanation of various forms of communication using real-life examples. It highlights the challenges that arise from misinterpreting communication and offers solutions to address them. Due to globalization, cultures from diverse regions interact, resulting in the exchange and blending of cultural norms, beliefs, values, and customs. This interaction can give rise to hybrid cultures that blend elements from different origins.

KEYWORDS

Communication, integration, globalization, verbal and non-verbal communication, misunderstanding.

INTRODUCTION

Communication is ingrained in human behaviors and societies. It's challenging to imagine social or behavioral events where communication is not present. In fact, communication pertains to shared

behaviors and characteristics of any group of entities, whether they are human or not. Globalization refers to the interconnectedness and interdependence of countries around the world through the exchange of

goods, services, ideas, technology, and culture. It involves the breaking down of traditional barriers between nations, leading to increased international trade, investment, and cultural exchange.

Cultural integration, on the other hand, refers to the blending of different cultural elements from various societies into a unified whole. As a result of globalization, cultures from different parts of the world come into contact with each other, leading to the sharing and integration of cultural practices, beliefs, values, and traditions. This can lead to the emergence of hybrid cultures that incorporate elements from multiple sources.

Globalization and cultural integration can have both positive and negative effects. On one hand, they can promote diversity, tolerance, and understanding among different cultures. On the other hand, they can also lead to the loss of traditional cultural practices and values, as well as the dominance of Western or globalized culture in many parts of the world. It's important to strike a balance between embracing cultural diversity and preserving the uniqueness of individual cultures in the face of globalization.

Lack of understanding of different types of communication may lead to unintentional offense or insensitivity towards individuals from diverse cultural backgrounds. This can damage relationships and hinder effective communication. Inability to navigate

different communication styles can create barriers to collaboration in multicultural teams or partnerships. It may hinder teamwork, productivity, and the ability to achieve common goals effectively.

METHODS AND INSTRUMENTS

Communication style encompasses both verbal and nonverbal communication, serving as the underlying message that shapes how recipients are meant to understand and decode spoken words. According to Hall, cultural groups often diverge in their communication styles, particularly in their inclination towards high-context or low-context communication. High-context communication relies heavily on physical cues or internalized knowledge, with minimal explicit information conveyed through words. (Hall, 1976, p. 79). This form of communication highlights the importance of interpreting messages without relying solely on direct verbal expressions. Individuals in established relationships frequently engage in this type of communication. For instance, one partner might exchange a significant glance at a social gathering, signaling to the other that it's time to leave. In contrast, low-context communication places most of the significance and details within spoken words. This communication style, which prioritizes clear verbal exchanges, is greatly appreciated in numerous American environments. Textbooks on interpersonal communication commonly emphasize the need to prioritize explicit verbal messages over nonverbal or

contextual cues. It is better, Gudykunst & Matsumoto say, to be explicit and to the point, and not to leave things ambiguous. Nevertheless, numerous cultural communities globally place importance on high-context communication, urging young individuals to observe contextual signals such as body language and environmental cues, rather than solely focusing on the spoken words during a conversation. (Gudykunst & Matsumoto, 1996).

William Gudykunst and Stella Ting-Toomey (2003) point out two primary aspects of communication styles: directness versus indirectness and elaboration versus understatement.

Direct Versus Indirect Styles

This aspect concerns how much speakers express their intentions through clear verbal communication and highlights communication with low-context. A direct communication style involves verbal messages that openly convey the speaker's true intentions, needs, wants, and desires. Conversely, an indirect style involves verbal messages that are often crafted to conceal the speaker's genuine intentions, needs, wants, and desires. Generally, individuals and groups tend to adjust their directness based on the specific context.

Many English speakers in the United States favor the direct speech style as the most appropriate in most contexts. This is revealed in statements like "Don't

beat around the bush," "Get to the point," and "What exactly are you trying to say?" Although "white lies" may be permitted in some contexts, the direct style emphasizes honesty, openness, forthrightness, and individualism. However, some cultural groups prefer a more indirect style, with the emphasis on high-context communication. Maintaining the peace in relationships as Ueda says, is more important than complete honesty. Therefore, a speaker may seek a gentle approach to convey issues within the relationship, possibly by offering subtle hints or context clues. (Ueda, 1974). Some languages have many words and gestures that convey the idea of "maybe." For example, three Indonesians studying in the United States were invited by their adviser to participate in a cross-cultural training workshop. They did not want to participate, nor did they have the time. But neither did they want to offend their professor, whom they held in high regard. Therefore, rather than tell him they couldn't attend, they simply didn't return his calls and didn't show up at the workshop.

An international student from Tunisia shared with Judith and Tom that it took him several months in the United States to realize the importance of being truthful when asked for directions, rather than making up an answer. In his culture, engaging in conversation and providing some response was valued over disappointing someone by admitting not knowing. This difference in communication styles often leads to

misunderstandings and conflicts between individuals of different genders and ethnic backgrounds, stemming from varying values placed on truth, honesty, harmony, and conflict resolution in relationships.

Elaborate Versus Understated Styles

This aspect of communication styles pertains to the extent of verbal expression used. Elaborate communication involves the use of intricate, expressive language in daily conversations. For instance, the Arabic language incorporates numerous metaphorical expressions in everyday discourse. In this style, a straightforward assertive statement may not convey much meaning; the listener might interpret the opposite.

Conversely, the understated style values concise, direct statements, and periods of silence. The Amish community often employs this form of communication, with a common belief being, "If you have nothing nice to say, it's best to say nothing at all." This style discourages open self-expression, and silence is deemed appropriate in ambiguous situations; when uncertain about a situation, it's preferable to remain quiet.

DISCUSSION AND CONCLUSION

The exact style lies between elaborate and understated communication, emphasizing cooperative

dialogue and honesty as fundamental to interactions. In international negotiations, noticeable variations in communication styles can lead to misinterpretations and miscommunications, like:

1. In some cultures, such as Germany or the United States, direct communication is valued, and people tend to express their opinions openly. However, in cultures like Japan or China, indirect communication is more common, and people may use subtle cues or non-verbal signals to convey their message. This can lead to misunderstandings during negotiations if one party interprets the other's communication style incorrectly.
2. High Context vs. Low Context Communication: Some cultures, like those in Asia and the Middle East, are considered high-context, where much of the meaning is implied and understood through context and non-verbal cues. On the other hand, low-context cultures, such as those in North America and Western Europe, rely more on explicit verbal communication. This difference can lead to misinterpretations during negotiations if one party is not attuned to the nuances of the other's communication style.
3. Time Orientation: Different cultures have varying perspectives on time. In some cultures, punctuality and adherence to schedules are highly valued, while in others, flexibility and a more relaxed approach to time are the norm. This can lead to misunderstandings during negotiations if one party expects strict

adherence to a schedule while the other is more flexible.

4. Negotiation Styles: Some cultures emphasize a collaborative, relationship-focused approach to negotiations, while others prioritize a competitive, task-oriented approach. For example, in Japanese business culture, building trust and maintaining harmony are crucial in negotiations, while in American business culture, assertiveness and directness may be more valued. These differences can lead to miscommunications if one party's negotiation style clashes with the other's expectations.

These examples illustrate how variations in communication styles across different cultures can lead to misinterpretations and miscommunications during international negotiations. Understanding and respecting these differences is essential for successful cross-cultural communication and negotiation.

Taking a dialectical perspective helps us avoid stereotyping particular groups, like Uzbek or English speakers, solely based on their communication style. It's important not to expect any group to always follow a specific communication pattern. Instead, we should recognize that communication styles are fluid and shaped by various factors such as context and history. Moreover, we need to reflect on our own receptiveness when interacting with individuals who

communicate differently and be willing to adapt our own style for better communication.

Recognizing cultural differences in communication styles can be beneficial. By adopting a dialectical viewpoint, we acknowledge that our communication approach can change depending on the situation. Consider the diverse settings where you communicate daily—such as at home, work, or school—and reflect on how you adjust your communication style accordingly. For instance, you might be straightforward with family members but more indirect in a classroom environment. Likewise, you could be task-oriented in professional situations and more emotionally expressive when socializing with friends.

A related research study delves into communication patterns within Australian elementary school classrooms, particularly focusing on "teacher talk" and the dominance of teachers through their questioning of students. This questioning forms a significant part of the student-teacher interaction (Gale & Cosgrove, 2004). The researchers analyze specific teacher-student exchanges to explore the power dynamics evident in these interactions. They highlight how teachers maintain their authoritative position by posing a series of questions to students, to which they already know the answers. In this specific case, the questions are aimed at eliciting responses from the students, which the teacher then scrutinizes for

grammatical and pronunciation accuracy in a somewhat belittling manner. The researchers find that this form of "teacher talk" devalues and disempowers students because of its emphasis on the "wrong" words they use, rather than valuing and empowering them for what they do know, thereby undermining their confidence as speakers. Ultimately, they demonstrate how certain things said by teachers in the classroom—due to their authority—would be considered inappropriate if said by students, thereby highlighting the existence of schooling's "hidden curriculum" (Gale & Cosgrove, 2004). Both studies illustrate, through detailed contextual analysis, the significant impact of our language use on various important relationships.

According to real-life examples given above one can conclude that understanding these different communication styles can help:

1. **Effective Communication:** Understanding the various types of communication helps individuals communicate more effectively. By knowing how to tailor their message to different mediums and audiences, people can ensure that their message is clear, concise, and well-received.

2. **Building Relationships:** Communication is essential for building and maintaining relationships, both personal and professional. Knowing how to communicate effectively can help foster positive

relationships, resolve conflicts, and build trust with others.

3. **Professional Development:** Effective communication skills are highly valued in the workplace. Employers often look for candidates who can communicate clearly, collaborate with others, and convey information effectively. Understanding the different types of communication can help individuals excel in their careers.

4. **Conflict Resolution:** Communication breakdowns can lead to misunderstandings and conflicts. By learning about different types of communication, individuals can develop skills to navigate difficult conversations, resolve conflicts, and find common ground with others.

5. **Personal Development:** Effective communication is not only important in professional settings but also in personal relationships and everyday interactions. Learning how to express oneself clearly, listen actively, and understand nonverbal cues can enhance personal relationships and overall well-being.

6. **Adapting to Different Situations:** Different types of communication are suitable for different situations. For example, verbal communication may be more appropriate for a face-to-face conversation, while written communication may be better for documenting information. Understanding these

differences allows individuals to adapt their communication style to various contexts.

7. Enhancing Influence and Persuasion: Knowing how to communicate effectively can help individuals influence others, persuade them to take action, and convey their ideas convincingly. By mastering different types of communication, individuals can become more persuasive communicators.

CONCLUSION

In summary, learning about the types of communication is essential for developing effective communication skills, building relationships, advancing professionally, resolving conflicts, and enhancing personal development. It equips individuals with the tools they need to communicate successfully in various settings and situations.

REFERENCE

1. Hall, E. T. (1976). *Beyond culture*. Garden City, NY: Double day.
2. Gudykunst, W. B., & Matsumoto, Y. (1996). Cross-cultural variability of communication in personal relationships. In W. B. Gudykunst, S. Ting-Toomey, & T. Nishida (Eds.), *Communication in personal relationships across cultures* (pp. 19–56). Thousand Oaks, CA: Sage.
3. Gudykunst, W. B., & Ting-Toomey, S. (2003). *Communicating with strangers: An approach to intercultural communication* (4th ed.). New York: McGraw-Hill.
4. Ueda, K. (1974). Sixteen ways to avoid saying “no” in Japan. In J. C. Condon & M. Saito (Eds.), *Intercultural encounters with Japan* (pp. 185–192). Tokyo: Simul Press.
5. Gale, T., & Cosgrove, D. (2004). ‘We learnt that last week’: Reading into the language practices of teachers. *Teachers and Teaching: Theory and Practice*, 10 (2), 125–134.
6. Grice, H. (1975). Logic and conversation. In P. Cole & J. Morgan (Eds.), *Syntax and semantics: Vol. 3. Speech acts*. New York: Academic Press.