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АНГЛИЙСКИЙ ЯЗЫК КАК ИНСТРУМЕНТ МЕЖКУЛЬТУРНОГО ВЗАИМОДЕЙСТВИЯ В БИЗНЕС-ОБРАЗОВАНИИ

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ENGLISH AS A TOOL FOR CROSS CULTURAL INTERACTION IN BUSINESS EDUCATION

Аннотация: Английский язык продвигается как наиболее значимый и широко используемый язык в мире в результате глобализации во многих странах, учреждениях и среди ряда людей. Изучение функциональных моделей в культурной системе языка - хороший способ узнать о культуре. Люди одной культуры обмениваются своими взглядами с представителями другой культуры посредством межкультурного диалога. Межкультурному общению способствует использование английского языка. Исследование раскрывает важность межкультурной коммуникации, а также ее барьеры и иные проблемы. Основными целями исследования являются создание векторов для развития межкультурных отношений в сфере образования, бизнеса и предпринимательства, что будет способствовать межкультурной коммуникации и улучшению становления бизнес-образования. Английский язык используется как инструмент для содействия межкультурному взаимодействию между людьми из разных стран. Для достижения предложенных результатов был использован эмпирический метод исследования.

Abstract: English is being promoted as the most significant and widely used language in the world as a result of globalization in many countries, institutions and individuals. Studying functional models in the cultural system of a language is a good way to learn about culture. People of one culture exchange their views with representatives of another culture through intercultural dialogue. Cross-cultural communication is facilitated by the use of English. The study reveals the importance of intercultural communication, as well as its barriers and other problems. The main objectives of the study are to create vectors for the development of intercultural relations in the field of education, business and entrepreneurship, which will contribute to intercultural communication and improve business education. English is used as a tool to promote intercultural interaction between people from different countries. An empirical research method was used to obtain the proposed results.

Ключевые слова: бизнес-образование, межкультурные контакты, иностранный язык.
Key words: business education, cross-cultural contact, foreign language.

English as a means of communication around the world is currently being edited so that everyone can take advantage of cultural and intercultural features. In the English as a Foreign Language (EFL) class, language learning is inextricably linked with cultural learning. Greeting, forms of address and other types of models and dialogues when reading texts demonstrate the cultural awareness of students and the cultural effect.

In order to achieve standardized effective teaching and learning of the target language, students' contacts with representatives of different cultures should focus on behavioral cultural factors, as well as on the influence of their own culture (their thoughts, ways of expression, etc.).

Representatives of a wide range of countries using English discussed the linguistic, pedagogical and political implications of Adams' predictions almost two centuries later at this meeting. The aim of the group was to explore

whether there is a need for a new direction and orientation in teaching and learning English after several generations of experience with the language around the world. The main attention was paid to the importance of English as an intercultural and interethnic language of communication.

Cross-cultural misunderstanding often arises due to misinterpretation, underestimation and misperception. As a result, when there is a misunderstanding, intercultural communication can turn into an intercultural misunderstanding. Cultural differences reduce the accuracy of the message. Cultural behavior research, body language research, and culture-based social background research can all help prevent these problems. The behavior of individuals in relations with the environment, society, culture and people can be motivated by effective intercultural communication.

Other countries face a number of problems when English is not used as a tool for business, education and entrepreneurship, including due to the lack of opportunities to improve individual and organizational skills, as well as the use of high humanitarian technologies.

The research issues of this study are the establishment of intercultural relations in the fields of:

1. Education
2. Entrepreneurship
3. Business

The main purpose of the study is to assess the influence of English as an instrument of intercultural communication in business education.

The process by which people communicate their point of view, meanings, or information they want to convey is known as interaction. The sender of the message and the recipient of the message participate in every conversation. Communication differs depending on the cultural background of the person (sender and recipient). The meaning of the same term can vary greatly. This is due to cultural differences between two or more people who communicate. As a result, the greater the difference in background between centers and recipients, the greater the difference in meanings associated with certain words and behaviors.

The process of communication is a constant exchange of meanings between individuals. In cross-cultural communication, people of one culture share their views, information or messages with people of another culture. Cross-cultural communication occurs when people from different cultures are confused or misunderstood, and the intended message of the sender is not received by the intended recipient. As a result, as the differences between the cultures of the sender and the recipient grow and the likelihood of cross-cultural misinterpretation increases.

Cross-cultural communication refers to how people from different cultures interact with each other over the phone or in person. Oral and written speech, body language, etiquette and conventions are all examples of communication.

An intercultural scenario occurs when the cultural difference between the participants is large enough to affect the interaction or communication in such a way that at least one of the parties notices it.

Interaction for two reasons, we have chosen the term "interaction" as our main name. To begin with, it emphasizes the activity of people communicating with each other, which distinguishes it from cross-cultural or cultural-comparative studies that compare the language and/or behavior of two cultures.

The similarities and differences of different groups are compared. Throughout the book, we distinguish between comparative cultural studies and international cultural studies. Comparative studies are crucial because they provide the most important source data for cultural and international studies. On the other hand, people's behavior at cross-cultural meetings cannot be considered the same as at cross-cultural meetings since people usually instinctively adapt. This brings us to the second main reason for choice in the world.

Depending on whether the information is provided intentionally or not, communication linguists distinguish between communicative and informational signals. The expressive purpose behind a deliberate wink, for example, distinguishes it from involuntary blinking. However, information accidentally transmitted during cross-cultural interaction may be misinterpreted as purposeful. For example, in some cultures, exposing the sole of a shoe can be interpreted as an insult, and when someone does this, it is usually assumed that they are trying to say something. However, such behavior would be unintentional and so uncommunicative for someone from a cultural group where such a tradition does not exist. In other words, a certain behavior may be communicative for some people, but simply informational for others. Another reason why we prefer the term "interaction" to the term "communication" is that it covers a wide range of activities.

Despite this, the term "intercultural communication" is now widely used in various disciplines and is often recognized as a separate field. E.T. Hall, an anthropologist [5, p. 276] is usually considered a pioneer in this field. From the late 1950s to the mid-1980s, he was the author of a huge number of publications and had a significant impact on the field of intercultural communication. Other authors and disciplines were published more frequently in the 1970s, although they tended to be limited to the subjects of communication and anthropology studies, and were mostly published in the United States. In 1980, Dutch social psychologist Geert Hofstede wrote the book "The Consequences of Culture", which immediately became one of the most popular read books on this topic. Psychologists around the world are currently conducting a huge amount of research based on his findings. Due to the global management context of his data, management specialists conducted additional research, and anthropologists and social psychologists, as well as management specialists, had a significant impact on management thought and practice. Contrastive analysis has a long

history in linguistics, although until recently it was used almost exclusively in the study of second or foreign languages. Cross-cultural pragmatics became popular in the 1980s, with an emphasis on verbal actions such as requests and apologies. Since then, the importance of interlanguage and intercultural pragmatics has increased, and the scope of application of pragmatics has expanded. In addition, intercultural conversation has been studied by discourse analysts. As a result, experts from a wide variety of fields are currently studying intercultural communication.

In the field of communication, intergroup or intercultural communication can be difficult. Misunderstanding is the most common obstacle to cross-cultural communication [2, p. 7].

The most significant obstacle to cross-cultural communication is cross-cultural heterogeneity. Other obstacles to intercultural communication are:

One of the many obstacles to communication is incorrect cultural translation [3, p. 453]. This can cause misunderstanding and confusion when communicating between cultures.

Greetings, apologies, and other cultural standards [6, p. 117] are examples of acceptable and proper behavior. This often causes misunderstandings in cross-cultural interaction [6, p. 124].

The rules are intended for people in society and are a source of cultural differences. Men, women, children, parents, spouses, and so on - they all played different roles in every society. In Northern India, for example, women are expected to hide their faces when talking to men. Ignoring or violating these rules is considered disrespectful and an insult to culture.

Intercultural communication is hindered by beliefs and values. Because of their views and ideals, people often misinterpret and get confused in conversation.

Value judgments of individuals about others are called stereotypes. People evaluate others based on insufficient or inaccurate knowledge about them, which leads to erroneous decisions in the field of intercultural communication. As a result, foreign language teachers should help students develop various abilities that will help them better understand the language and culture(s) being studied, as well as encourage them to include their own culture in their activities and behavior.

The Methodology section explains how the investigation was conducted. Primary and secondary data are collected using a research approach.

The next part is based on research methods to achieve the goals and objectives of the study.

In this study, a descriptive survey method was used. Our training questions fit the "what" model, so we adopted this design. This study used questionnaires to collect data from respondents, which included the creation of appropriate tools, as well as determining the sample size for this study.

Questionnaires and the Internet were the most common tools used in this study. The main purpose of the questionnaire was to collect data for a case study. The sampling methodologies and data collection methods used in this study are covered in this draft study.

This data comes from both primary and secondary sources. The collection of fresh data for the purposes of our research is called primary data.

The data collected from the respondents were analyzed using Microsoft Excel and SPSS software. This study is dedicated to a group of students of an international school, in which students from many countries study. Students were able to analyze the data and provide relevant answers.

The interaction of business and education is influenced by intercultural communication. Questions about intercultural communication were included in the student's questionnaire, which was distributed. All questions are evaluated on a five-point Likert scale, with the most common answers being "totally agree", "agree", "neutral", "disagree" and "strongly disagree". In this study, out of the total number of messages, only the highest rank order was reported. The responses of students to the analysis of the survey questionnaire data show that intercultural communication has an impact on interaction in the field of business education.

According to the results of the survey data analysis, there are various aspects that affect intercultural communication in business education. Language, environment, technology, social organization, social history and mores, perception of power and nonverbal communicative behavior – these are the topics that are considered. Technology and language have a great impact on business education, with which 60% and 70% of students agree. The second category was created for doing business via the Internet or through IT, which requires knowledge of English for intercultural communication, as evidenced by the analysis of the study [4, p. 168].

English as a tool of intercultural communication was the third component in the category, and it also helps in solving communication problems in different cultures, societies and places. Because students' ways of thinking, seeing, interpreting, and evaluating differ, these differences inevitably affect their decisions, thinking, understanding, beliefs, behavior, or entire lives. As a result, a successful student studying English must constantly be prepared to face these cross-cultural differences and understand them.

Finally, data analysis shows that English promotes social cooperation and coordination. In today's globalized world, English serves as a worldwide language capable of bringing together people from many societies and cultures to interact and exchange ideas and information in the name of mutual benefit, peace and integrity.

When learning languages, the cultural dimension is considered as the most important milestone in the process of teaching and learning. English as a business education tool can establish connections with communities, societies and cultures, facilitating interaction with other people, and language learners should be guided and encouraged to become experienced speakers of an intercultural language [1, p. 79]. Cross-cultural communication can be influenced by a variety of circumstances.

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