

INTERNATIONAL PROFESSIONAL COMMUNICATION OF PETROLEUM ENGINEERS AS A DIALOGUE OF PROFESSIONAL NATIONAL CULTURES

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Abstract: The article analyzes the training of petroleum engineers in foreign languages in higher education institutions, the importance of foreign language skills, the strategic goal of which is to teach foreign languages to form intercultural competence as an ability and willingness to be an effective participant in the dialogue of cultures.

Key words: international, communication, dialogue, polyglot, strategic goal, training, petroleum engineer, national cultures, exchange of cultures and skills.

Today, when the processes of intercultural interaction take on a planetary scale in the conditions of the modern information society, globalization, integration and development, the intercultural paradigm considers the orientation towards understanding other cultures as the main value. At the same time the achievement of understanding between people is possible only through dialogue [2, P.17]. In this connection the formation of intercultural competence as the ability and readiness to be an effective participant of the dialogue of cultures is proclaimed as the strategic aim of foreign language teaching [1, P.64]. This topic is especially relevant in the context of teaching English as the language of international professional communication, which is undoubtedly a complex, hybrid, multidimensional phenomenon, a "melting pot" of different identities that may appear in various situations of communication: a superior, a subordinate, a colleague, a friend, a team member, a person as an individual, a representative of an organization, a male or female gender, an age group, a social class, a religious denomination, national culture.

It is beyond the scope of this paper to explore all this complex. We have to specify the requirements to foreign-language linguocultural competence of a petroleum engineer by singling out key competences in its structure, limiting ourselves to considering international professional communication as a dialogue of professional linguocultures - national Russian-language and international English-language, which takes place in conditions of a polylogue of national cultures. It is well known that the concept of "dialogue of cultures" as a fundamental philosophical category of the 21st century was proposed by V. Bibler [3, P. 27]. The dialogue of cultures is a dialogue of "its own" and "alien" [9], which can have internal and external manifestations [4, P.100], that is, be direct and indirect.

Outwardly the dialogue of cultures is manifested in the form of discourse (oral or written) in the direct communication of individuals as representatives of different cultures. The internal dialogue of cultures occurs at collision with elements of other material or spiritual culture and really proceeds in consciousness of the carrier of concrete culture, in his internal speech [5, P. 72]. In any case, in order for the dialogue to take place, a person needs certain images of culture, both their own and another's. Each national culture has an identity at all levels, including the specialized one. Accordingly, there are national variants of one professional culture.

The presence of specificity in the same professional culture in 39 different nations, as well as the fact that "each language composes the world in its own way, i.e. has its own way of its conceptualization", forming a special picture of the world, in accordance with which each speaker of the language must organize the content of the statement, requires when teaching English the comparison of Russian and English-language professional languages and cultures. This makes it possible to provide both measures to prevent inter-lingual and intercultural interference and the opportunity to maximally exploit the positive transfer that arises from the similarity of the two linguocultural systems, facilitating the process of mastering a foreign language. It is the comparison, as S.G. Ter-Minasova points out, that allows to reveal the essential features of language and the more so of culture [10, P. 78]. In this context, L.A. Gorodetskaya's scientific views seem productive, according to which, linguocultural competence of a personality as a phenomenon of consciousness has two basic components: intracultural competence assuming knowledge of norms, rules and traditions of own linguocultural community, and intercultural (intercultural proper) competence - knowledge of general linguocultural norms. We also distinguish intracultural and intercultural components in foreign linguocultural competence of a petroleum engineer.

Considering that the condition for realization of the dialogue of cultures is recognized to be the presence of cultural identity, which is usually associated with the awareness of belonging to culture and acceptance of its values, we consider the above components of the foreign language and cultural competence of a petroleum engineer as the factors of self-identification of a person as a representative of his/her national professional community, on the one hand, and as a representative of the international oil and gas community, on the other hand. At the same time, as N.F. Herman notes, an important condition for understanding the meanings of another culture is the ability of the subject of communication to transform his/her linguocultural identity when the conditions of discursive activity change and transition from the interpretation of discursive activity models accepted in another culture from the position "others" to the position "own" and, ideally, "own" [6, P.77].

The dialogue of professional cultures is a dialogue of meanings, that is why we consider the training in semantic understanding and semantic expression to be the most important for forming foreign language and cultural competence of a petroleum engineer. The meaning is carried by language units, and in professional communication the main carriers of special semantic information are terms, which are the core language for special purposes. According to the conclusions of modern terminology, the logical meaning of terminosystems "is the same for all national languages, and the language form - the plan of expression - has a purely national character and depends on word-formation, lexico-semantic, morphological, syntactic, metaphorical, etc. models of a particular language". [7, P. 239]. Learning in the dialogue of professional cultures dictates the necessity of comparing the terms and the concepts behind the terms of the native and the studied language. At the same time, when considering specialized cultures, as B.S. Yerasov points out, "the interweaving of international characteristics and national specificity in it should be taken into account" [8, P.214]. Accordingly, an important task of language education is to provide students with a system of conceptual knowledge about specific and universal features of contacting linguocultures.

The unity of professional activities means that national professional world pictures have a lot in common, which is important for achieving mutual understanding in the dialogue of professional cultures. These "basic meanings, traits, and ways of seeing the world that are found in individual cultures" are commonly referred to as cultural universals. In the context of professional communication, there is the concept of a "professional picture of the world," which unites representatives of different countries. Possession of foreign-language linguocultural competence of a petroleum engineer implies, respectively, both knowledge of universals of English- and Russian-language professional linguocultures of oil and gas business, and differences between them. Possession of conceptual and terminological apparatus of the corresponding field of knowledge is

unambiguously considered to be the main necessary quality of "special language speakers (consumers)", a sign of professionalism.

For engineers dealing with technology, where communicative inaccuracies can lead to technical failures and technological problems with the most severe consequences, normativity and accuracy in the use of professional terminology is of particular importance. In this connection the question of the necessity of systematic study of the specialty language is raised in the methodology, the importance of the linguistic aspect of creating fragments of the scientific picture of the world among students of non-language universities and of forming terminological competence among them is emphasized. At the same time, we share the researchers' conclusions that to understand the terms it is necessary to master the whole system of notions of the given branch of knowledge and we think that terminological competence should be considered as a component of foreign-language linguocultural competence of a petroleum engineer, where the intracultural component corresponds to the knowledge of Russian-language terminosystem of oil and gas industry, and the intercultural component - of international English-language one, thus, for effective dialogue between professional cultures it is necessary to correlate the professional.

It is necessary to form students' skills of critical attitude to the values of other cultures as a system of world outlook installations, notions, rules, norms that govern people, as they can be both positive and negative, to distinguish objective professional information from advertising declarations. Due to the fact that the distinctive characteristic of the professional life of petroleum engineers is professional mobility, which is facilitated by the rotational method of work organization, we consider the professional competence of country studies as a factor of readiness to travel and adaptation to various local conditions. In addition, the possession of this competence contributes to more effective participation of future specialists in international oil and gas projects, in the implementation of which representatives of numerous countries and cultures are usually involved.

Thus, the specificity of international professional communication of petroleum engineers, which takes place in the dialogue of professional cultures and the polylogue of national cultures, dictates the need to compare the contacting professional linguocultures - Russian and English in the process of formation of foreign language linguocultural competence of a petroleum engineer among students.

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