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**INTERCULTURAL COMMUNICATION IN LEARNING AND TEACHING
FOREIGN LANGUAGES**

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ABSTRACT:

This article gives the reader information about linguo-cultural teaching and learning, besides that, it provides with the ways of effective intercultural communication.

Keywords. Conceptual world, phraseology, intercultural, negotiate, ethnic groups, neighborhood communities.

Introduction

The most important form of interaction among human beings is communication. It is defined as a communication, exchange of thoughts, information, ideas, etc., is a special form of interaction of people in the process of their perception-labor activity”. From birth to death people communicate with each other being in diverse cultural environments and social groups such as family, neighborhood communities (mahalla), schools, colleges, lyceums, societies, native and foreign countries.

Initially, we start communicating with family members - parents, grandparents, sisters, brothers, aunts, uncles. When we go to school and universities we will communicate with pupils, students, teachers and professors and so on and on and with people of our country.

As it is well known more than 140 nations and ethnicities live in our country. They all have the right to enjoy their languages and cultures. So, as soon as we step out of our families we have to interact with people of different cultures, ethnic groups in our neighborhood, at schools and universities and society as a whole. So, we have to deal with intercultural communication. What is intercultural communication?

Intercultural communication is a form of communication that aims to share information across different cultures and social groups. It is used to describe the wide range of communication processes and problems that naturally appear within an organization or social context made up of individuals from different religious, social, ethnic, and educational backgrounds.

The intercultural communication is realized in the situations where people from different cultural backgrounds, ages, social status, different cultures and languages of ethnic groups interact. For this, as a good example may serve the student’s and professors’ staff of the University of World Languages where representatives of more than hundred cultural, language and ethnic groups as students and professors interact with each other, that is, realize intercultural communication in the educational process of teaching and learning foreign



languages. The First President of the Republic of Uzbekistan, I.A. Karimov emphasized that “we have begun a great work by its range and essence on improvement of teaching foreign languages to our children. For example, in 2012 we adopted a special resolution on improvement of studying foreign languages”. It is being realized in all educational institutions and work places

During the educational process we try to teach and use both verbal and nonverbal communication. The verbal communication is based on language and use of different aspects of the language - phonetics, grammar, lexicology, phraseology and discourse analysis since all these aspects of a language are involved in the processes of communication. The verbal communication is also affected by the tone, volume and intonation, use of descriptive words, emphasis on certain phrases and pattern sentences. For, by emphasizing a certain phrase with the tone of voice, we indicate that it is important and should be focused more on.

The verbal communication is also accompanied with non-verbal cues which include facial expressions, hand gestures, use of objects, body movements, eye contacts and clothes. The meaning of these nonverbal communication forms varies across countries and affects intercultural communication. For example, staring directly at one’s eye in the west denotes politeness whereas in Asia it indicates impoliteness and rudeness. Or a handshake in one culture may be recognized as appropriate, whereas another culture may recognize it as rude or inappropriate,

For the effective intercultural communication learners should know both the language and culture. Lack of knowledge of cultural specifics has a negative impact on understanding between the representatives of different cultures. That’s why, in ELT the coteaching and co-learning the language and culture is implemented. Co-teaching/co-learning language and culture focus on values and beliefs, on one hand, and attitudes and behaviors, on the other. In fact a social or cultural blunder can be far more serious than a linguistic error when one is engaged in oral communication. Even when good cultural descriptions are available, it is hard to get learners to change their native verbal behavior based on a new set of assumptions There are social contextual factors, stylistic appropriateness and cultural factors which influence the norms and conventions of intercultural communication: 1) *social contextual factors*: the participants’ age, gender, status, social distance and their relations to each other (e.g. Distance of power and affect); 2) *stylistic appropriateness*: politeness strategies, a sense of genres and registers; 3) *cultural factors*: background knowledge of the target language group, major dialects/regional differences, and cross cultural awareness, whose main goal is to increase learners’ communicative competence. This theoretical term means being able to use the linguistic system effectively and appropriately in the target language and culture. However, it is also demands integrating culture-oriented instruction. One of the variants of culture-oriented approaches is linguo- cultural teaching and learning. A language is a means of communication and a Form of culture. That’s why linguo-cultural approach matches many of the goals of Communicative Language Teaching by seeking: 1) an integration of linguistic and cultural learning to facilitate communication and interaction; 2) the potential co-teaching/co-learning language and culture to prepare learners to communicate with the representatives of the native speakers and non-native speakers in English in an appropriate way: English has become an



international language or *a lingua franca* (language-mediator), that's why the bounds of usage the EL have been extended. From the position of linguists, the linguo-cultural approach is directed to study the current condition and functioning of a language and culture in the close interrelation in the different types of discourse. This approach to FLT gives an opportunity to interpret the language meaning as a result of cultural experience or as units of cultural memory of people.

Linguo-cultural teaching and learning is based on the formula «from language facts to culture facts; from culture facts to language facts» and directed at developing the «second language personality» and the certain communicative skills which are necessary for undertaking the intercultural interaction. This approach presupposes to study the national- cultural features and differences between the target and native languages and aims for developing an intercultural/cross-cultural competence where the *thesaurus of lexicon* and *thesaurus of conceptual world picture* of the native nowadays, the most accepted instructional framework in the co-teaching and learning programs is communicative approach. There are social contextual factors, stylistic appropriateness and cultural factors which influence the norms and conventions of intercultural communication:

Social contextual factors: the participants' age, gender, status, social distance and their relations to each other (e.g. Distance of power and affect);

Stylistic appropriateness: politeness strategies, a sense of genres and registers; *Cultural factors:* background knowledge of the target language group, major dialects/regional differences, and cross cultural awareness.

A language is a means of communication and a form of culture. That's why linguo-cultural approach matches many of the goals of Communicative Language Teaching by seeking: 1) an integration of linguistic and cultural learning to facilitate communication and interaction; 2) the potential co-teaching/co-learning language and culture to prepare learners to communicate with the representatives of the native speakers and non-native speakers in English in an appropriate way: English has become an international language or *a lingua franca* (language-mediator), that's why the bounds of usage the EL have been extended. Linguo-cultural teaching and learning is based on the formula «from language facts to culture facts; from culture facts to language facts» and directed at developing the «second language personality» and the certain communicative skills which are necessary for undertaking the intercultural interaction. This approach presupposes to study the national-cultural features and differences between the target and native languages and aims for developing an intercultural/cross-cultural competence where the *thesaurus of lexicon* and *thesaurus of conceptual world picture* of the native nowadays, the most accepted instructional framework in the co-teaching and learning programs is communicative approach. So, teaching EL integrates itself teaching culture as a set of beliefs, values and norms shared by community members, serving their self-identity with this social group. This competence related to cultural awareness and influenced the productivity of intercultural communication. The result of developing the «second language personality» is a set of knowledge, abilities and skills for productive undertaking of intercultural communication.



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