

intricacies of language, while linguocultural studies explore the interdependence of language and culture, revealing how language shapes and reflects cultural identities and norms. Additionally, linguopragmatics sheds light on the practical aspects of language use, unveiling how language functions in real-life situations to achieve communicative goals and social harmony. By integrating these disciplines, we gain a holistic understanding of communication that transcends linguistic boundaries, fostering empathy, cross-cultural understanding, and effective communication across diverse contexts. Ultimately, this synthesis empowers individuals to engage in human interaction with sensitivity, insight, and mutual respect.

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INTERCULTURAL AND INTERLINGUISTIC COMMUNICATION AND PROBLEMS IN TEACHING NATIVE AND FOREIGN LANGUAGES

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***Abstract.** This article gives information about the complexities of intercultural and interlinguistic communication within the context of teaching native and foreign languages. It examines the challenges educators face and proposes strategies to overcome these obstacles, aiming to enhance language acquisition and cultural competence.*

Keywords. *Intercultural Communication, Interlinguistic, Language Education, Native Language, Foreign Language Teaching, Linguistic Barriers, Cultural Competence.*

Introduction: In today's globalized world, the ability to communicate effectively across cultural and linguistic boundaries is more important than ever. As Nelson Mandela once said, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." This profound statement underscores the power of language as a bridge to understanding and connection. However, the teaching of both mother tongues and foreign languages presents significant challenges, particularly in fostering intercultural and interlinguistic communication.

Language is intrinsically linked to culture; it shapes our worldviews, influences our interactions, and defines our identities. Therefore, language teaching is not merely about acquiring linguistic skills but also about cultivating cultural awareness and sensitivity. Educators face the dual challenge of helping students achieve proficiency in a language while also equipping them with the ability to navigate and appreciate the cultural contexts in which these languages are spoken.

In the context of teaching the mother tongue, educators must ensure that students not only master the grammatical and syntactical aspects of their native language but also appreciate the cultural heritage and values embedded within it. This is crucial for maintaining cultural identity and fostering a sense of belonging and pride in one's cultural roots. However, this task is complicated by the diverse linguistic backgrounds of students in multicultural classrooms, where multiple native languages may coexist.

Teaching foreign languages adds another layer of complexity. Students often struggle with language interference, where the structures and vocabulary of their native language affect their acquisition of the new language. Moreover, the cultural nuances of the foreign language can be difficult to grasp, leading to misunderstandings and communication barriers. Educators must find ways to

bridge these gaps, helping students not only learn the language but also understand and appreciate the culture it represents.

Main part: Intercultural Communication in Language Teaching:

Intercultural communication is essential for effective language teaching, as it encompasses the ability to interact with people from diverse cultural backgrounds. The classroom becomes a microcosm of the global community, where different cultural norms and values intersect. According to Edward T. Hall, "Culture is communication and communication is culture," emphasizing the inseparability of the two. For educators, teaching a language involves more than just grammar and vocabulary; it also requires teaching the cultural contexts that shape how language is used. Challenges in Teaching Intercultural Communication:

- ✓ Cultural Assumptions and Biases: Both teachers and students bring their own cultural assumptions and biases into the classroom, which can lead to misunderstandings and misinterpretations. These biases can hinder effective communication and learning.

- ✓ Contextual Understanding: Different cultures have varying norms for politeness, directness, and formality. For instance, what might be considered a polite request in one culture could be perceived as rude in another. Teaching these contextual nuances is crucial but challenging.

- ✓ Developing Cultural Empathy: Cultivating empathy and respect for other cultures in students is essential for intercultural communication. This involves intellectual understanding and emotional engagement with different cultural perspectives.

Strategies for overcoming challenges include cultural immersion, inclusive curriculum, and interactive learning. Programs that promote cultural immersion, such as study abroad opportunities or virtual exchanges, allow students to experience other cultures firsthand. This direct engagement helps to break down stereotypes and build cultural empathy. An inclusive curriculum that incorporates diverse cultural perspectives can help students appreciate the richness of other cultures. Using literature, media, and real-life case studies from various cultures

can broaden students' horizons. Role plays, simulations and discussions about cultural scenarios can provide students with practical experience in intercultural communication. These activities encourage students to practice and refine their skills in a supportive environment.

Interlinguistic Communication and Language Teaching: Managing conversations between speakers of many languages is known as interlinguistic communication. It's important to handle the unique difficulties presented by linguistic variety in both mother tongue and foreign language instruction. "Those who know nothing of foreign languages know nothing of their own," as Johann Wolfgang von Goethe once said, emphasizes the interdependence of language learning.

Challenges in Interlinguistic Communication consist of language interference, code-switching, and linguistic hierarchies. First of all, students often experience interference from their native language when learning a new one. This can affect their pronunciation, grammar, and vocabulary, leading to errors and misunderstandings. Many multilingual students engage in code-switching, switching between languages within a conversation. While this can be a sign of linguistic proficiency, it can also confuse learners who are not yet fluent in the target language. Perceived hierarchies between languages can impact students' motivation and attitudes. For example, students may feel that their native language is less prestigious than the foreign language they are learning, which can affect their confidence and engagement.

Contrastive analysis, integrated learning, positive reinforcement strategies are used to overcome difficulties. Comparing and contrasting the structures of the mother tongue and the foreign language can help students understand the differences and similarities. This approach can reduce interference by making students aware of common pitfalls. Teaching languages in an integrated manner, where students use both languages in complementary ways, can enhance their overall linguistic competence. For instance, bilingual education programs that incorporate both languages in instruction can be highly effective. Encouraging a

positive attitude towards all languages and highlighting their unique strengths can motivate students. Celebrating linguistic diversity in the classroom fosters a sense of pride and respect for all languages.

Pedagogical Approaches and Best Practices:

Addressing the challenges of intercultural and interlinguistic communication requires innovative pedagogical approaches and best practices that integrate language and cultural learning.

Task-Based Language Teaching (TBLT): TBLT focuses on using language as a tool to accomplish specific tasks. This approach makes learning more relevant and engaging by linking language use to real-life scenarios. For example, students might work on projects that require them to use the target language to solve problems or achieve goals, thereby practicing both linguistic and cultural skills.

Content and Language Integrated Learning (CLIL): CLIL involves teaching subjects such as history, science, or geography through a foreign language. This method promotes simultaneous content and language learning, helping students to see the practical application of the language in various contexts.

Technology in Language Learning: Utilizing technology, such as language learning apps, online platforms, and multimedia resources, can provide interactive and immersive experiences for students. Virtual reality (VR) environments, for example, can simulate cultural settings, allowing students to practice language skills in a realistic context.

Teacher Training and Development: Continuous professional development for teachers on intercultural competence and innovative teaching methodologies is crucial. Training programs that focus on intercultural communication skills, cultural sensitivity, and the use of technology in language teaching can enhance teachers' effectiveness and confidence.

Effective language teaching requires more than just imparting vocabulary and grammar; it demands a deep understanding of cultural nuances and the ability to foster empathy and respect for diverse perspectives. As Maya Angelou once said, "Language is the thread that keeps the pearls of wisdom together." Indeed,

language is not merely a means of communication but a vehicle for understanding and connection. By embracing innovative pedagogical approaches such as task-based language teaching, content and language integrated learning, and the integration of technology, educators can create dynamic and engaging learning environments that promote both linguistic proficiency and cultural awareness.

In conclusion, the challenges of intercultural and interlinguistic communication in teaching native and foreign languages are significant but surmountable. As educators, it is our responsibility to prepare students for success in a globalized world by equipping them with the linguistic and cultural competence necessary to navigate diverse cultural landscapes. Throughout this discussion, we have explored the complexities of teaching languages in multicultural and multilingual contexts. We have identified challenges such as cultural assumptions and biases, language interference, and perceived linguistic hierarchies, and we have proposed strategies for overcoming these obstacles. Furthermore, continuous professional development for teachers on intercultural competence and effective teaching methodologies is essential. Teachers play a central role in shaping students' attitudes towards language and culture, and they must be equipped with the knowledge and skills to navigate the complexities of intercultural communication.

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