

FEATURES AND CHALLENGES OF INTERCULTURAL COMMUNICATION IN FOREIGN LANGUAGE TEACHING

Shakhida Yusupova

Associate Professor, Department of Foreign Languages
Bukhara State Technical University, Bukhara, Uzbekistan
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ABSTRACT

This article examines the issues of intercultural communication in the context of foreign language teaching. In the modern world, intercultural interaction is becoming increasingly important; however, differences in cultural norms, language practices, and the educational environment can hinder students' successful acquisition of a foreign language. This article examines the main challenges and proposes practical approaches to overcoming them, including integrating a cultural component into the educational process and organizing training activities aimed at practicing intercultural communication.

In today's world, intercultural communication is becoming increasingly important, especially in the context of foreign language teaching. Teaching English as a foreign language is no exception, and it presents various challenges associated with intercultural interaction. Let's consider some of them.

1. Differences in cultural norms and values.

One of the main challenges is the difference in cultural norms and values between the country where English is the native language and the country where it is taught as a foreign language. This can lead to misunderstandings and conflicts during communication. For example, some expressions or gestures may be perceived differently in different cultures, which can lead to awkward situations.

2. Differences in Language Practice and Context of Use.

Students learning English as a foreign language often find that the language practice they receive in the classroom does not correspond to the actual context of language use. This can lead to difficulties in applying language skills in real life, especially when communicating with native speakers.

3. Problems with Perception and Adaptation to a New Culture

For students learning English as a foreign language, it is important not only to master language skills but also to understand and accept the cultural characteristics of the native language country. This can be a challenging process, as it requires adapting to new customs, traditions, and social norms.

4. Problems with Intercultural Communication in the Educational Environment

Intercultural communication problems can arise in the educational environment among both students and teachers. Differences in teaching styles, approaches to learning, and perceptions of educational material can hinder the effective teaching of international students.

How can these problems be overcome?

To overcome intercultural communication challenges in teaching English as a foreign language, the following measures must be taken into account:

- Integrating a cultural component into the educational process, including studying the cultural characteristics and traditions of the country where English is spoken.
- Organizing educational activities aimed at practicing real-life intercultural communication, such as language exchanges or participation in intercultural events.
- Teaching students intercultural perception and adaptation skills so they can successfully interact with representatives of other cultures.

Along with the selection and organization of linguistic material, intercultural communication also depends on achieving a productive and creative level of developing new verbal connections. This achievement is inextricably linked to the question of the strength of mastery of the linguistic material and the degree to which the skills and abilities in its use have been developed. In the context of real-world communication, the question of the strength of acquisition comes to the forefront and takes on priority importance, since in this case, all acquired skills and abilities are put under particularly intense pressure. In intercultural communication, students' attention is significantly more absorbed by the content of the upcoming utterance than in conventional speech communication. If we assume that learning a foreign language always presupposes a contradiction between content and form, then in real-world communication these contradictions are most acute: the more intensely the content is "experienced," the more personally actualized it is, the more this content "bursts" beyond the narrow confines of the limited possibilities of foreign-language communication.

The process of intercultural communication thus places increased demands on the strength of vocabulary, the development of grammatical and lexical skills, and their degree of flexibility and elasticity. Although the formation of new speech connections in informative communication is limited in terms of thoroughness and individualization, productivity nonetheless plays a significant role, as the use of a foreign language as a means of communication highlights the balance between the ready-made, repetitive, and the creative, newly created. While many conventional speech tasks can be resolved within the boundaries of previously formed utterances (such speech acts typically "serve" specific speech tasks and are themselves elementary), solving real-world communicative problems, even with a limited level of thoroughness and individualization, often requires resorting to something new and creative. Moreover, the dynamics of the development of real communication is such that the proportion of creative, unprepared communication increases as speech tasks become more complex, which gradually takes real-information communication to a new qualitative level.

In general, intercultural communication challenges in teaching English as a foreign language require a careful and comprehensive approach from educational institutions and teachers, as well as students' readiness to master not only linguistic but also cultural skills.

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