

## INTERCULTURAL COMMUNICATION BETWEEN STUDENTS AND TEACHERS: PROBLEMS AND SOLUTIONS

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**Abstract:** The article describes the problem of intercultural communication in a polyethnic group, and I also teach it. The author analyzes driving problems, some of the causes of their occurrence, recommendations for prevention and solution of these problems, and effective communication.

**Keywords:** intercultural communication, linguistic culture, polyethnic group, ethnicity, language, skills.

### **Introduction**

Solving the challenges facing intercultural education today largely depends on effective communication. The purpose of this article is to examine the characteristics of intercultural communication between representatives of different cultures in an educational context and to demonstrate their role in the development of successful intercultural education.

### **Discussion**

Communication allows participants to express some external to the participants themselves information, internal emotional state and status roles, in which they are relative to each other. From the history of cross-cultural communication. The term “intercultural communication” in the narrow sense, appeared in the literature in the 1970s [1]. By this time, it was formed and scientific direction, the core of which was the study of communication failures and their consequences in situations of intercultural communication. By 1972 and formed the scientific direction, the core of which was the study of communication failures and their consequences in situations of intercultural communication. Subsequently, there was an extension of the concept of intercultural

communication in areas such as the theory of translation, foreign language teaching, comparative cultural studies, and others.

In recent years, the number of international studies and articles devoted to the ethno-oriented approach to teaching English, both in and outside of the language environment, has increased. The linguodidactic foundations of ethno-oriented teaching for representatives of individual ethnic groups are reflected in the works of T. M. Balykhina, T. A. Krotova, E. I. Elagina, E. V. Nevmerzhitskaya, N. V. Pomortseva, V. N. Wagner, I. A. Pugacheva, O. A. Bezhenar, Abdklfatah Jomaa N. Massoud, Abbas Yasin, Ali Anwar, Dao Nguyen Tguy, and others. The relevance of research in this area is growing, as practice already demonstrates the effectiveness of the ethno-oriented approach in teaching foreign languages. However, research on the application of this approach outside of the language environment is insufficient.

### **Analysis and results**

Teaching within an ethno-oriented approach takes into account and builds on the ethnopsychological, linguistic, and ethnocultural characteristics of a particular student population, as well as the linguacultural characteristics of their native and target languages. However, implementing this approach is challenging when working with multi-ethnic groups, which, unlike mono-ethnic groups, include students from two or more ethnic groups. In the modern world, teachers in schools, universities, and language courses often find themselves working with multi-ethnic groups. These groups often include students from ethnic groups with polarized characteristics, and sometimes even aggressive attitudes toward students from other ethnic groups, which hinders effective intercultural communication. Under these conditions, teachers, particularly those at universities or specialized courses, must, within a short timeframe, not only develop specific communication skills (including linguistic, sociocultural, discursive, sociolinguistic, strategic, and social components) in an audience that is not necessarily inclined to learn foreign

languages, but also teach students the language of their specialization. Challenges also arise when teaching students in multi-ethnic groups on short-term courses in various fields.

In addition to the historical and political background, communication and joint study may be hindered by existing hetero- and auto-stereotypes among these students and differences in the set of attributes characterizing the same concept (e.g., time, sun, death, etc.) among these ethnic groups. Differing sociocultural and discursive phenomena in ethnic cultures create obstacles and disruptions in intercultural communication. These can only be overcome through targeted study of the communicative behavior and background knowledge of representatives of a different cultural society. "As a consequence of cultural dialogue, linguacultural interference arises when each participant in communication is based on their own culture, using a common language of communication" [4]. In intercultural communication, the opposition of "us" and "them" is clearly evident when the participants in the dialogue represent different cultures. In this case, they understand each other from the perspective of their own cultures, which differ significantly from one another. The main reasons for failures lie in cultural differences, in different worldviews - that is, in different attitudes toward the world and other people. And this applies not only to communication between students but also between students and teachers.

The example above concerns students from different countries who were born and raised as part of their social communities with their characteristic linguacultural and psychosocial characteristics. However, it sometimes happens that students come from the same country or from different countries but with the same official language. It may seem that these students are united by language, a shared set of cultural values, and a common religion. The teacher thinks they are working with a monoethnic group and expects no problems in communication or learning. However, problems arise. Why? Let's look at some examples again.

The practical acquisition and use of language tools to create one's own worldview and communicate with other native speakers, a linguistic identity is formed; language reflects the world and culture of its speakers. Uzbeks also vary greatly in their cultural and everyday traditions.

Thus, we were able to identify some of the problems of intercultural communication in multi-ethnic groups and their causes. What are the possible solutions? As mentioned above, obstacles and disruptions in intercultural communication (both between students and between students and teachers) can be prevented and overcome through targeted study of the communicative behavior and background knowledge of representatives of different cultural backgrounds. The main thing is not to neglect an ethno-oriented approach and to consider the linguistic and cultural aspects and ethno-oriented components when planning lessons.

*Recommendations:*

- Find out which ethnic groups will be represented and what their relationships are like: in general/in their own country (if from the same country);
- Find information and become familiar with the country the students are coming from;
- Study the ethnic and linguistic situation in the country;
- Study the ethnopsychological and cultural characteristics of the students;
- Study the linguacultural characteristics of the students' native language;
- Find out the academic communication style in the student's country, decide on the teaching style and clothing for classes;
- Note "sensitive" topics;
- Pay attention to intercultural homonymy - both words and speech characteristics, gestures - and try to avoid using words at the beginner level that are considered normative in Uzbek, but in the students' language, these words or words with similar sounds are considered obscene;

- anticipate linguistic and cultural interference to create conditions for interaction that fosters a harmonious dialogue between cultures;
- select additional material that will allow students to become familiar with each other without...

based on the recommendations above, plan and develop activities to foster team spirit within the group.

### **Conclusion**

There is a lot of researches on these issues, but it is important to remember that this contributes to the development of effective intercultural communication, and, consequently, effective learning.

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