

## INTEGRATING LINGUOCULTURAL AND COMMUNICATIVE APPROACHES IN TEACHING ENGLISH TO DIVERSE STUDENT GROUPS: CHALLENGES AND STRATEGIES

*Tashkhujayeva Gulasal Uktamovna*  
*Teacher of English at the chair of Innovative Educational Technologies Pedagogy*  
*Samarkand State Institute of Foreign Languages*



[https://orcid.org/](https://orcid.org/0009-0009-6862-6601)

[0009-0009-6862-6601](https://orcid.org/0009-0009-6862-6601)

Phone: +998 90 287 87 00

E-mail:

[gulasal\\_u@gmail.com](mailto:gulasal_u@gmail.com)

## TURLI TALABALAR GURUHLARIGA INGLIZ

## TILINI O'QITISHDA LINGVOKULTUROLOGIK

## VA KOMMUNIKATIV YONDASHUVLARNI

## BIRLASHTIRISH: MUAMMOLAR VA

## STRATEGIYALAR

*Tashxo'jayeva Gulasal Uktamovna*  
*Innovation ta'lim texnologiyalari va pedagogikasi kafedrasini o'qituvchisi*  
*Samarqand davlat chet tillar instituti*

## ИНТЕГРАЦИЯ ЛИНГВОКУЛЬТУРНОГО И

## КОММУНИКАТИВНОГО ПОДХОДОВ В ОБУЧЕНИИ

## АНГЛИЙСКОМУ ЯЗЫКУ РАЗЛИЧНЫХ ГРУПП

## УЧАЩИХСЯ: ПРОБЛЕМЫ И СТРАТЕГИИ

*Taishudjaeva Gulasal Uktamovna*  
*Преподаватель английского языка кафедры педагогики инновационных образовательных технологий Самаркандский государственный институт иностранных языков*

**Abstract:** This article presents an analysis of the techniques and methods used in teaching English to mixed groups that include foreign students. It identifies challenges in explaining grammatical material in English, which complicates comprehension for students for whom English is also a foreign language.

**Keywords:** educational technologies, teaching methods, linguistic and socio-cultural competence, communicative approach, differentiation.

**Аннотация:** В данной статье представлен анализ приемов и методик, используемых при обучении английскому языку смешанных групп, в состав которых входят иностранные студенты. В ней выявлены трудности при объяснении грамматического материала на английском языке, что затрудняет понимание учащимися, для которых английский также является иностранным языком.

**Ключевые слова:** образовательные технологии, методы обучения, лингвистическая и социокультурная компетентность, коммуникативный подход, дифференциация.

**Annotatsiya:** Ushbu maqolada chet ellik talabalarni o'z ichiga olgan aralash guruhlarining ingliz tilini o'qitishda qo'llaniladigan texnika va metodologiyalar tahlili keltirilgan. Unda grammatik materialni ingliz tilida tushuntirishda qiyinchiliklar aniqlangan, bu esa ingliz tili ham chet tili bo'lgan o'quvchilarni tushunishni qiyinlashtirishi muhokama etilgan.

**Kalit so'zlar:** ta'lim texnologiyalari, o'qitish usullari, lingvistik va ijtimoiy-madaniy kompetentsiya, kommunikativ yondashuv, farqlash.

**INTRODUCTION (KIRISH).** In recent years, numerous proposals have emerged in the field of educational technologies, offering various techniques and methods for learning foreign languages. The modern educational landscape, characterized by diverse student populations in mixed groups at universities—including Turkmen, Uzbeks, Arabs, Chinese, Kazakhs, and Tajiks—presents the challenge of selecting appropriate methods for teaching a foreign language. Students' great motivation in improving their language skills and cultural competency for everyday interactions and business is shown in the frequency of these clubs.

Still, studying a foreign language presents serious obstacles for mixed-group pupils frequently. Explaining grammatical concepts in English, a language that is unfamiliar to some pupils but natural to the majority, is one particularly challenging task. This may make understanding more difficult and raise questions about how successful the learning process is.

**MATERIALS AND METHODS / (ADABIYOTLAR TAHLILI VA METOD).** Choosing the right approach is crucial to addressing these challenges. The goal is to identify methods and technologies that not only facilitate the acquisition of linguistic skills but also accommodate the diverse linguistic and cultural backgrounds of students. This involves evaluating both classical and contemporary teaching methodologies to determine their effectiveness in mixed-group settings and ensuring that foreign students can achieve their language learning goals effectively.

S.G. Ter-Minasova, a linguist and expert in foreign language instruction, observed that the growing need for learning other languages, especially English, necessitated an increase in the availability of efficient teaching techniques [3]. She said, "Learning a foreign language is an effective way to ensure

mutual understanding between people belonging to different cultures" [4, 18].

Seen as a useful instrument in all areas of life, science, and culture, English has grown increasingly utilitarian in nature, as students at Samarkand State Institute of Foreign Languages have seen. These days, theoretical understanding and language history are not as important to international students as effective communication abilities. For them to communicate in the real world with people of other nationalities, including their university peers, knowing another language—especially English—is crucial.

The topic of what should be taught in a "Foreign Language" course that caters to a multicultural, diversified student body naturally arises in light of this change. Language instruction no longer has the same theoretical emphasis it once had and now incorporates an applied component. Aristotle's teaching ethics formula—logos (quality of presentation), pathos (connection with the audience), and ethos (attitude towards others)—aligns well with modern educational requirements. The role of the teacher has evolved from being a "mentor" to an "organizer" [2].

Despite the reduced centrality of the teacher's personality in this new context, their influence on the student body remains significant. In many contemporary universities, foreign language teachers act as organizers of group interactions using the communicative approach. Practical experience indicates that a group size of 10-12 students fosters the most effective communication.

The ways that English instruction for international students has changed are also connected to new psychological strategies that are used in group settings. In contemporary culture, there is a greater desire for self-actualization and self-realization due to discernible alterations in awareness and the emergence of new ways of thinking.

**DISCUSSION AND RESULTS (MUHOKAMA VA NATIJALAR).** When teaching foreign students, educators employ a range of strategies and resources, from role-playing games and workshops to various forms of interpretation. Not only do they provide suggested educational texts, but they also include content from esteemed publishers like Oxford and Cambridge. Fundamental approaches are nevertheless widely used in spite of this. When elucidating grammatical concepts or pronunciation elements, educators frequently utilize analogous principles in English as a point of reference. This might provide understanding challenges for international learners, particularly those with varied language origins like Turkmen and Arabic speakers. In graduate courses, this old method—which uses visual syntactic structures and phonetic ciphers—is very helpful. Here, students can examine scientific literature volumes that are noteworthy linguistically and lexically using the traditional approaches. International undergraduate students, who sometimes begin with a poor level of English language, are better suited for the classical method. The linguocultural approach is the most successful strategy for teaching language to international pupils. The essential and fascinating elements of the social and cultural surroundings are added to theoretical knowledge using this technique. Understanding the mentality, traditions, and customs of the country where the target language is spoken often helps students construct grammatical sentences correctly and comprehend idioms, phraseological expressions, and humor accurately. For instance, while the questions "Don't you want to go?" and "Would you like to go?" are both grammatically correct, their meanings are fundamentally different for native speakers. The linguocultural method recognizes that about half of the errors made when speaking a foreign language are influenced by the native language, with the remainder stemming from within the target language itself. Therefore, forming grammatically correct speech requires careful attention to content. It is crucial to focus on the meaning of the conveyed information, as the ultimate goal of communication is understanding. The linguocultural method facilitates both linguistic and intercultural communication by integrating language and culture. Some foreign students from former socialist

republics speak English as a second language due to historical and educational factors, resulting in a phenomenon of biculturalism and bilingualism.

According to Western linguists, language is an interaction-based communication system made up of certain rules and pieces. The idea of language not just in relation to a state but also with individual areas or districts within a country is a key distinction between linguistic theory in the West and the East. This perspective allows the language to absorb the culture of a region, reflecting the ideas and customs of its people.

The integration of non-linguistic elements with language structures (phonetics, grammar, and vocabulary) is the aim of the linguocultural technique while educating foreign pupils. We may develop a deep language knowledge by utilizing the national viewpoint and manner of thinking of the pupils. Students are exposed to the richness and diversity of the globe via the multiplicity of languages. Because the linguocultural technique is based on sociocultural frameworks, it allows students to utilize language to convey their ideas, views, feelings, and perceptions as well as to examine the world through a particular cultural lens. This approach also develops the intuitive sense of communication and facilitates comprehension between speakers. By adopting this all-encompassing method, language learners can see the language as a mirror reflecting the speakers' everyday conduct, everyday geography, everyday climate, historical events, and everyday living situations.

The communicative approach is another method for instructing international pupils that has grown in favor among educators in the East and the West [5]. Reading, writing, speaking, and listening are the four main components of a practical foreign language instruction. Oral communication is prioritized more in the communicative method, though. Tasks in these groups frequently incorporate basic vocabulary as well as straightforward syntactic and grammatical structures. The distinctions between written and spoken communication are acknowledged by this approach.

In reality, university instructors frequently favor conventional approaches, particularly when instructing international pupils. But there are additional approaches that combine traditional

methods with contemporary communication strategies, created by overseas colleagues from Oxford and Cambridge. "English in Use" and "English Grammar in Use," two of the Oxford and Cambridge methodologies, are among the finest for teaching English to professionals. These techniques work well even in heterogeneous groups. They minimize the usage of the original tongue and place an emphasis on intense language practice. Prioritizing teaching pupils how to express themselves in a foreign language over grammatical and syntactic norms is the main objective. This technique avoids repetitive exercises focused on a single rule, instead favoring game situations, dialogues, and error-finding tasks, which help develop memory, logic, and analytical and figurative thinking.

Overall, the linguocultural method, complemented by the communicative approach and innovative techniques from renowned institutions like Oxford and Cambridge, provides a comprehensive framework for teaching foreign students. It balances the need for practical communication skills with the depth of linguistic and cultural understanding, preparing students to use English effectively in both academic and real-world contexts.

In mixed group classrooms, it is more effective to use a combination of techniques to help students master a foreign language. Every practical lesson is usually divided into many sections. The lesson starts off with an emphasis on conversational skills development, grammar analysis, writing tasks, creating conversations on suggested subjects, listening to audio recordings, and going over material covered in earlier courses. Working with texts and completing lexical and grammar activities is a required part of the practical lesson. As noted, "Translation can be a good helper when teaching a foreign language. No foreign language course can be started without the help of translation" [6, p. 195]. This method

stimulates students' curiosity about reading foreign literature while also assisting them in absorbing knowledge.

**CONCLUSION (XULOSA).** Differentiating instruction by placing students in mixed groups and using a multi-level method so that fundamental skills that affect their worldview, value system, self-identification, and cognitive capacities may be taught. To successfully complete the difficult work of learning a foreign language, an individualized strategy is required. The four core abilities of reading, writing, speaking, and listening form the foundation of any approach, but the utilization of interactive, audio, and video materials is emphasized more than ever.

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