

THE METHODOLOGY OF OVERCOMING INTERCULTURAL INTERFERENCE IN A MULTICULTURAL ENVIRONMENT OF A PHILOLOGICAL UNIVERSITY**Naimova Dildora Kakhramonovna**

UzGUMYA

dildoritta@gmail.com

Intercultural interference is a phenomenon in which elements of one's native culture (linguistic, communicative, value, etc.) influence the development and use of another's culture and language, causing misunderstandings, mistakes, or communication failures. In philological universities, especially in a multicultural environment where students represent different ethnocultural backgrounds, intercultural interference manifests itself not only at the linguistic level (phonetics, vocabulary, grammar), but also in non-verbal components of communication, value structures, speech styles and standards of behavior. The purpose of the thesis is to develop a methodology aimed at preventing and overcoming intercultural interference among students of philological specialties in a multicultural environment, to increase their intercultural communicative competence, the ability to adapt to a multilingual and multicultural environment, minimize destructive effects and use interference constructively.

1. Intercultural communication and competence

Intercultural competence includes knowledge of cultural differences, the ability to perceive and respect another culture, adaptability, and skills of intercultural interaction.

Ethnolinguistic and linguocultural interference is when cultural realities, norms, and values of native culture are unknowingly transferred to a foreign language/culture, interfering with adequate perception and use.

2. Types of interference

Linguistic/linguistic: phonetics, grammar, vocabulary, stylistics. Cultural/sociocultural: values, norms of politeness, non-verbal signs (gestures, facial expressions, spatial and temporal norms).

Communicative and pragmatic: how a speaker perceives and interprets communicative intentions, which is considered "polite" or "unacceptable."

3. Factors that enhance interference in a multicultural environment, the native language as the environment of a dominant culture (students often think, react, and build speech based on their culture). Lack of information about the culture of the target language: lack of clarity of norms, lack of understanding of cultural realities.

Linguistic similarities/differences: Where the native and foreign language systems are very different, errors and interference are more likely. Social and psychological context: fear of mistakes, ethnocentrism, prejudice.

Educational methodology: if the emphasis is placed only on grammar and translation, and not on cultural aspects, non-verbal and pragmatic.

The methodology of overcoming intercultural interference.

Below is the structure and components of a methodology suitable for a philological university, with specific methods and recommendations.

1. Diagnosis

Error analysis: collect written and oral works of students, identify typical errors caused by the transfer of cultural factors (vocabulary, style, norms of politeness). Questionnaires and interviews: to find out students' cultural perceptions, expectations, and previous experiences with the target culture. Observation and video analysis: Observe cross-cultural interactions, dialogues, presentations to see non-verbal and pragmatic failures.

2. Principles of the methodology

Cultural-relativistic approach: recognition of the value of different cultures, rejection of "cultural dominance".

Awareness: Students should be aware of differences between cultures — background, value, and communication.

The contrastive method: comparing the norms of native and target languages and cultures.

Practice-oriented: learning through real-world tasks, dialogues, role-playing games, and projects.

Integration of the cultural component at all levels of education: lectures, practical classes, extracurricular activities.

3. Specific methods

1. Lessons on cultural realities and national communication style

Topic: "Norms of politeness in culture A and B", "Non-verbal means: gestures, eye movement, distance in communication", etc.

The use of video materials, authentic sources, documentaries, interviews.

2. Contrastive analysis

Comparison of linguistic constructions, stylistic norms, speech acts (apology, survey, refusal, etc.), common in the target culture and in the native culture. Summarizing the results: creating lists of “frequently mistaken” norms, discussing them.

3. Role-playing games and simulations

Various situations of intercultural communication: business negotiations, tourist conversation, diplomatic correspondence, scientific discussion.

Practice both verbal and non-verbal aspects: gestures, distance, intonation, pauses.

4. Teaching intercultural pragmatics

How to express a request, apology, gratitude, refusal in the target culture — norms of speech, politeness, formality / informality. The practice of speech within the framework of various speech acts with cultural feedback.

5. Using authentic materials

Texts, films, news, interviews, and advertisements from the target culture. Analysis of cultural realities, idioms, phraseological units, and proverbs that do not translate literally.

6. Immersion and contacts with cultural speakers

If possible, communication with native speakers: invited lectures, joint projects, correspondence, online tandems. Immersion through cultural events: festivals, exhibitions, target culture events.

7. Reflection and metacognitive strategies

Students keep diaries in which they record their feelings, mistakes, successes, and cultural shocks. Group discussions: “What surprised me?”. “Which cultural norm did I consider natural, but it turned out to be different?”.

8. Personalized training and feedback Individual consultations: discussion of errors related to cultural transfers. The use of portfolios, projects where the student can show his understanding of cultural peculiarities through texts, presentations. Experimental and pedagogical approach: implementation of the methodology in pilot groups, comparison with control groups.

The methodology of overcoming intercultural interference in the multicultural environment of a philological university is a complex system that requires a combination of theoretical knowledge, practical methods and constant reflection.

Advantages of its implementation:

Students become not just native speakers of the "language", but are able to communicate adequately in a cultural context. The number of communication errors, misunderstandings, and intercultural conflicts

is decreasing. Respect for cultural diversity, the ability to adapt and be flexible are developing. The methodology should be dynamic, taking into account cultural variability, integrated into the educational process, and supported at the university and faculty levels.

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