USING LINGUACULTURAL TEXTS IN TEACHING CROSS-CULTURAL COMMUNICATION

SamSIFL, Faculty of English, 2nd-year student,
Rayimova Gulsevar
Scientific Advisor: **Sh.A. Rustamova**

Abstract: This article explores the role of linguacultural texts in developing cross-cultural communication skills in language learners. It examines the relationship between language and culture and highlights how linguacultural materials contribute to the formation of intercultural competence. The paper also discusses practical classroom strategies and provides examples from teaching practice. The results indicate that the use of linguacultural texts enhances students' motivation, cultural awareness, and communicative ability.

Keywords: linguacultural texts, intercultural communication, cultural awareness, language teaching, communicative competence

Introduction

In recent decades, globalization has significantly increased interactions among people from diverse cultural backgrounds. As a result, cross-cultural communication has become a key component of modern education, especially in foreign language teaching. Effective communication requires not only knowledge of grammar and vocabulary but also an understanding of cultural norms, values, and social behavior.

Language reflects culture, and culture shapes language. Therefore, teaching a foreign language without cultural context limits learners' ability to communicate effectively. Linguacultural texts serve as a bridge between language and culture, offering authentic insights into real-life communication. These texts help students understand how language functions within specific cultural frameworks. The purpose of this article is to analyze the importance of linguacultural texts in teaching cross-cultural communication and to demonstrate their practical application in the classroom.

Literature Review

The interdependence of language and culture has been widely discussed in linguistic studies. Scholars such as Edward Sapir and Benjamin Lee Whorf argued that language influences thought and perception. Their theory, often referred to as linguistic relativity, suggests that individuals interpret the world through the structure of their language. Another important contribution was made by Michael Byram, who developed the concept of intercultural communicative competence. According to Byram, learners need to acquire not only linguistic knowledge but also cultural awareness, critical thinking skills, and attitudes of openness toward other cultures.

In addition, Claire Kramsch emphasized that language teaching should include cultural context to make learning meaningful. She argued that language is embedded in culture and cannot be separated from it. These perspectives underline the importance of integrating linguacultural texts into language education.

Theoretical Framework

The Concept of Linguacultural Texts is linguacultural texts refer to materials that incorporate both linguistic and cultural information. These texts include literary works, dialogues,

proverbs, idioms, songs, films, and authentic media content. They reflect the traditions, beliefs, and social practices of a particular community.

Such texts provide learners with contextualized language input, helping them understand not only what to say but also how and when to say it. This is particularly important in cross-cultural communication, where inappropriate language use may lead to misunderstandings. Cross-Cultural Communication and Competence is describing Cross-cultural communication which involves interaction between individuals from different cultural backgrounds. It requires sensitivity to cultural differences and the ability to adapt communication styles accordingly. Intercultural competence includes several components include: knowledge of cultural practices, skills of interpreting and relating, ability to interact effectively, openness and respect toward other cultures. Linguacultural texts support the development of these competencies by exposing learners to diverse cultural perspectives.

Analysis and Discussion

Benefits of Linguacultural Texts. The use of linguacultural texts offers several advantages in language teaching: First, they increase learners' motivation by making lessons more interesting and relevant. Students are more engaged when they learn about real-life situations and cultural contexts. Second, these texts help develop cultural awareness. Learners gain insight into traditions, customs, and social norms, which reduces stereotypes and promotes tolerance. Third, linguacultural materials improve communicative competence. Students learn how to use language appropriately in different situations, including formal and informal contexts.

Challenges in Implementation. Despite their benefits, the use of linguacultural texts may present certain challenges. Teachers may face difficulties in selecting appropriate materials that match students' language level. Additionally, cultural differences may sometimes lead to misunderstandings if not properly explained. To overcome these challenges, teachers should carefully choose texts and provide clear explanations and guidance.

Practical Application

During my teaching practice at secondary school, I integrated linguacultural texts into English lessons. For example, I used short reading passages about daily routines, holidays, and traditions in English-speaking countries.

Students were asked to compare these cultural aspects with their own experiences. Activities included group discussions, role-plays, and presentations. The results were positive. Students showed increased participation and interest in the lessons. They were able to express their ideas more confidently and demonstrated better understanding of cultural differences. This experience confirms that linguacultural texts are effective tools for enhancing both language skills and intercultural competence.

Conclusion

In conclusion, linguacultural texts play a vital role in teaching cross-cultural communication. They provide meaningful context for language learning and help students develop essential intercultural skills. By integrating such materials into the classroom, teachers can create a more engaging and effective learning environment. The findings of this study suggest that linguacultural texts should be widely used in foreign language education to prepare students for communication in a globalized world.

References

1. Axmatilloyevna I. N. Modern Methods OF Teaching Adolescents A Second Language //Repository Antis Publisher. – 2022. – С. 692247.
2. Ahmatilloyevna I. N. Various Objectives In Test Development //Academicia Globe. – Т. 3. – №. 01. – С. 27-30.
3. Akhmatilloyevna I. N. The Use of Authentic Video Materials in Order to Increase the Motivation to the Study of English Language //International Journal of Innovations in Engineering Research and Technology. – Т. 8. – №. 04. – С. 177-180.
4. Ahmatilloyevna I. N. et al. Distribution Of Ussian Words In English //Galaxy International Interdisciplinary Research Journal. – Т. 10. – №. 1. – С. 744-746.
5. Abduxajaxanovna S. M., Shukurov U. B. DIGITAL IDIOMS: HOW THE INTERNET IS CREATING A NEW PHRASEOLOGY //JOURNAL OF NEW CENTURY INNOVATIONS. – 2026. – Т. 100. – №. 1. – С. 65-69.
6. Shukurov U. COGNITIVE-SEMANTIC MODELS OF THE LINGUISTIC WORLDVIEW IN LITERARY TEXTS //Asian journal of scientific research and innovations. – 2026. – Т. 1. – №. 2. – С. 398-401.
7. Bakhodirovich S. U. Syntactic properties of the verb //Евразийский научный журнал. – 2020. – №. 3. – С. 53-54.
8. Safrina A. D., Sahril M., Redjeki I. S. THE USE OF AUTHENTIC VIDEO IN ENGLISH LEARNING VOCABULARY: A NARRATIVE THEMATIC LITERATURE REVIEW.
9. Ivanova R., Ivanov A. Online Reading Skills as an Object of Testing in International English Exams (IELTS, TOEFL, CAE) //International Journal of Instruction. – 2021. – Т. 14. – №. 4. – С. 713-732.
10. Qizi N. M. H. et al. PEDAGOGICAL AND SOCIOLINGUISTIC IMPLICATIONS OF SOCIAL MEDIA-INDUCED LANGUAGE CHANGE //Инновационные методики в обучении иностранным языкам: глобальные тенденции и опыт университетов шёлкового пути. – 2026. – Т. 1. – С. 571-574.
11. Gulyamovna D. S. et al. Mutual semantics of english personal pronouns and their combinability //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 5. – С. 1048-1050.
12. Shaymanova, Nigora, et al. "Exploring the Role of Educational Workshops in Mitigating Environmental Degradation in High-Traffic Wildlife Tourism Zones." *Natural & Engineering Sciences* 10.3 (2025).
13. Sharipova, M. A., & Shukurov, U. B. (2025). CULTURAL SIGNS AND SYMBOLS AS A LINGUISTIC RESOURCE FOR IMPROVING STUDENTS'PHRASEOLOGICAL COMPETENCE. *Ustozlar uchun*, *83*(2), 219-229.