

INTERCULTURAL LANGUAGE DEVELOPMENT AND ITS IMPORTANCE IN
FOREIGN LANGUAGE LEARNING
(On the example of Turkish and Uzbek)

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<https://doi.org/10.5281/zenodo.15762076>

Abstract. This study examines *intercultural language development* using *Turkish and Uzbek* as case studies. Both languages, belonging to the Turkic family, share significant *lexical, grammatical, and phraseological similarities*, which facilitate pedagogical processes. Additionally, culturally specific expressions and customs—such as “Kolay gelsin” and “Labbay”—enhance *mutual understanding*. This practice fosters *intercultural competence, empathy, and inclusivity*. A project-based teaching approach effectively integrates both language and culture. The annotation concludes that developing multilingual competencies is not only a matter of linguistic similarities but a *holistic process* that promotes *cultural sensitivity, respect, and inclusive communication*.

Keywords: Turkic language family, Uzbek language, intercultural communication, intercultural competence, language learning.

Аннотация. Данное исследование посвящено *межкультурному развитию языка* на примере *турецкого и узбекского языков*. Оба относятся к тюркской языковой семье и обладают значительными *лексическими, грамматическими и фразеологическими сходствами*, что облегчает образовательный процесс. Дополнительно такие культурно специфические выражения и обычаи, как «Kolay gelsin» и «Labbay», способствуют *взаимопониманию*. Это развивает *межкультурную компетенцию, эмпатию и инклюзивность*. Проектно-ориентированный подход в обучении эффективно объединяет язык и культуру. Аннотация делает вывод, что изучение языков — это не только лингвистическое сходство, но и *комплексный процесс, развивающий культурную чувствительность, уважение и инклюзивное общение*.

Ключевые слова: тюркская языковая семья, узбекский язык, межкультурная коммуникация, межкультурная компетенция, изучение языка.

Strengthens intercultural communication and understanding. Learning a language is not only about mastering vocabulary and grammar, but also helps to avoid mistakes and misunderstandings by interacting deeply with other cultures. This builds mutual trust, respect and meaningful relationships. Learning different languages is an incentive to understand thinking from the perspective of different cultures. This does not destroy, but rather stimulates personal cognitive growth, increases empathy and flexibility. Through intercultural competence in cultural sensitivity and inclusion, students respect the values of others, are free from stereotypes and communicate openly. UNESCO also emphasizes the importance of this competence in strengthening peace and tolerance. Those who preserve their native language in socio-cultural identity and identity and learn other languages respect themselves among global cultures and increase social flexibility. Through intercultural communication, they find their place both within the established space and abroad.

For example, Turkish and Uzbek belong to the Turkic language family in Central Asia and Anatolia, and although they are not similar in terms of grammatical structure (agglutination), they have common elements in terms of lexis. In cultural and psychological factors, cultural sensitivity is important in language learning, along with technical structure. The usual greetings, expressions, and social customs expressed in Turkish and Uzbek are different (for example, "Kolay gelsin" vs. "Labbay"), which requires learning the cultural context. Correctly understanding cultural connotations in the text is considered a key part of intercultural communication. In intercultural competence, linguaradial approaches (project-based approaches) are effective in developing intercultural competence in understanding cultural differences in Turkish and Uzbek languages. This allows learning not only vocabulary, but also culture, values, and context through language.

Ahamiyat	Tavsifi
Universal grammatik struktura	Turk va o'zbek tillari o'xshash tizim bilan tuzilgan (suffix), bu o'quvchilarga yangi tillarni o'rganishda qulaylik beradi uzresearchers.com+12reddit.com+12reddit.com+12 .
Madaniyatning o'ziga xosligi	"Kolay gelsin" va "Labbay" kabi iboralar orqali madaniy tafovutni tushunish o'zaro hurmat va tushunishga asos yaratadi .
Interkultural yondashuv	Loyihalar orqali til va madaniyatni birgalikda o'rganib, global muloqot uchun mustahkam zamin yaratadi .
O'zaro tushunish darajasi	Tabiiy kontekstlarda — "Turkish videos" yoki "Turkish TV" orqali o'zbeklar tilga moslashish osonroq bo'ladi .

In cultural stereotypes and values, stereotypes, ethnocentrism, and previous cultural contexts significantly affect the language learning process - they require a comprehensive understanding for successful intercultural communication.

In the language and identity connection, in language learning, speech, customs, expressions (for example, forms of respect) are closely related to national identity. Through language, a person expresses his cultural identity.

In emotional cultural differences, emotions are expressed differently in different cultural contexts, which also affects the linguistic and emotional reflection of the language learner.

In motivation and intrinsic motivation, intrinsic motivation (duty/need/pleasure) is a solid foundation for language acquisition and ensures the active and long-term activity of the learner.

Anxiety - in language fear, fear of language (foreign language anxiety) reduces learning efficiency - it limits participation, increases fear of mistakes, and increases insecurity.

In self-confidence, the student's belief in his or her own abilities (self-efficacy) encourages him or her to actively participate, even learning from bad results.

Socio-psychological environment – psychological safety

The psychological safety of the classroom environment, democratic communication and respectful film conditions increase the student's participation and confidence.

In team dynamics and group motivation, unity in the group, common goals and roles enhance motivation, participation and communication in language learning.

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