

THE FUNCTIONS OF CODE-SWITCHING IN AN INTERCULTURAL COMPETENCE

Mullaboyeva Madina Bakhtiyor qizi

Mehrojova Sevinch Soli qizi

*3rd year students at Jizzakh branch of The National University of
Uzbekistan named after Mirzo Ulugbek*

*Supervisor: **Abdurakhmonova Zilola Yoqubjon qizi***

*Assistant teacher in the department Foreign Languages at Jizzakh
branch of National University of Uzbekistan named after Mirzo Ulugbek*

Abstract: *Code-switching is the interaction between two languages. Code-switching happens when the audio system change between two or more languages or linguistic sorts in the context of a unique dialogue or conversation. Many people have interaction in code-switching or mixing practices via speak me a one-of-a-kind language and their mother tongue when speak me with other individuals who recognize a number languages. There are a couple of motives why people have a tendency to code-switch at some point of interaction with others. One necessary reason is that humans consciously and unconsciously code- change because they prefer to match in. Code-switching is additionally implied in the language instructing context, the place L2 newcomers cod switching between their mom tongue and the other language to get worried in the studying process. The exercise of code- switching in Foreign language classroom has been examined wholly in the literature. This paper will introduce the concept of code-switching, its sorts and the reasons for code switching. It will offer some implication of code-switching in English as a second or foreign language (EFL) classroom.*

Keywords: *code-switching; intercultural Communication; English language teaching*

INTRODUCTION

There is an ongoing phenomenon of globalization in nations that have no longer already undergone the process, and it will continue into the future. The phenomenon has meant that international locations which were conventionally monolingual, such as Korea, China, and Saudi Arabia, are now bilingual as a end result of globalization. It is common for humans in these bilingual international locations to used combined language, switching between two distinctive languages in regular speech. It is integral to study this phenomenon, known as code-switching, in order to higher be aware of this method used in bilingualism. This paper aims to look at the use of code-switching in a sociocultural setting. The reasons, type, and definition of code-switching will be investigated, to similarly understand the motives for code-switching in intercultural conversation and in English language instructing (ELT)

THE CONCEPT OF CODE-SWITCHING

In counties and communities that use bilingual speech, code-switching utilizes the linguistic codes of both languages. According to this definition (Clyne, 1987), code-switching occurs when a speaker or a author adjustments from one language to another, an prevalence that is common in interpersonal communication. It can be tailored in many forms, in which one speaker, known as the recipient. can reply in a unique language to that of the original Services for Science and Education United Kingdom Wharbi, 5. (2011). Code-switching intercultural Communication and English Language Teaching Advances in Social Sciences Research Journal communicator. In this instance, the recipient has carried out the code-switching. In any other variant, the speaker who includes in the conversation might also change to some other language in the center of the conversation. This can even be carried out mid-sentence. Additionally, code- switching includes the retention of the equal topic all through code-changing Vogt (1954). Overall, this system frequently signifies harmony between the speakers, a unison of informality, and is often used in bilingual and multilingual communities. Code-switching has been examined from each a sociolinguistic and structural viewpoint. In a sociolinguistic context, it can be regarded a discourse phenomenon. These sorts of studies have centered on where that means is created via code-switching and the context of its features (Poplack, 1980). In contrast, structural research of code-switching pay attention more on the grammatical issues, such as the morphosyntactic rules of formation (Poplack, 1980). A range of language factors are involved with code-mixing, inclusive of morphology, grammatical structures, phonology, and lexical items. Code mixing in conversational speech is one of the most normally noted forms of language change. Code mixing is unique from code-switching Bakamba (1988) makes a clear distinction between them. He described code-switching as inserting or mixing terms, sentences, and phrases from two languages in the identical conversation. In contrast, code mixing is the inserting or mixing of multiple linguistic units, such as phrases, clauses, words and affixes from two distinct linguistic buildings or components in the same phrase and speech situation. Code- mixing explains the situation where lexical elements and grammar characteristics from two languages appear in one sentence (Bakamba, 1988). It can occur in turns of dialog between audio system or in a single flip of the speaker. The following is an example of code mixing between Indonesian and English; it is adapted from Hanafiah, Rantika, Yusuf (2018, p.1)

S1: I don't ukmin with you.

S2:Why?

S3:Because you always kajib (lie) with me

The example above highlights that in phrase -level code-mixing happens in which pupil 1 (S1) uses the word Kajib (lie) in the utterance.

Replacing a word or phrase in some other language is only an act of borrowing.

Valdes-Fallis also clarifies it against 'interferences, or code- mixing, the place a switch is purely made from one language to another, as a linguistic. Ranamal to motivate college

students to participate in debates. According to Bloom and Gumperz this shape of code-switching is also situational switching, the place a changed social placing leads to a change in linguistic form.

In general, code-switching is defined as an prevalence involving two or extra languages. Nevertheless, Gumperz's utility of situational and metaphorical code-switching lacks distinction, in accordance to Auer (1984). He argues this software is much less virtually described than some students have accepted, and he has disagreed with the distinction. A learn about of Italian migrant youth in Germany, carried out with the aid of Auer, found little connection between the language used and the topic. From this, he deduced that code-switching was 'embedded in the sequential improvement of the conversation' and was once neither semantic nor ensuing from the that means of the languages used.

Also, it focuses on the teaching implications of code-switching in a classroom setting where English is being taught as a second or foreign language. Due to the increasing need for English as a means of communication, there are now more bilingual learners in the classroom. This has resulted in an increase in code-switching, which is when teachers or students use multiple languages in the classroom. Classroom code-switching is different from conversational code-switching, as it is influenced by the type of activity being undertaken in the classroom. In language training, students and teachers have different roles, with one learning and the other teaching. Therefore, studying English as a second or foreign language involves a different perspective, which includes the use of the first language (L1) in communication.

Code-switching refers to the practice of using multiple languages or language varieties within a single conversation or communication event. It can occur at various levels, from the use of individual words or phrases to entire sentences or longer stretches of discourse. Code-switching is a common phenomenon in multilingual communities and is used for various reasons, including to express identity, convey social meaning, or facilitate communication.

In the context of language learning, code-switching can be a useful tool for both teachers and students. It allows for the use of the first language as a resource for understanding and learning English as a second or foreign language. For example, a teacher may use code-switching to clarify a difficult concept by explaining it in the student's first language. Similarly, students may use code-switching to express their thoughts and ideas more effectively, particularly when they lack the vocabulary or grammar structures in English.

However, code-switching can also be problematic if it is overused or used inappropriately. It can lead to confusion and hinder language learning if students become too reliant on their first language and do not make an effort to use English. Additionally, excessive code-switching can disrupt the flow of the lesson and distract other students.

Therefore, it is important for teachers to use code-switching judiciously and strategically. They should encourage students to use English as much as possible while also recognizing the value of the first language as a learning resource. By balancing the use of both languages, teachers can create a supportive and inclusive learning environment that promotes effective language learning.

CONCLUSION

The emphasis for the duration of this paper has been to provide an explanation for the significance of code-switching as a section of bilingualism, and to show that it is flawlessly perfect when two or extra bilingual speakers are in conversation. In the setting of a foreign language teaching environment, studies help the function and blessings of code-switching. The blessings and negative aspects of its use, via each teachers and students, have been to provide an explanation for the phenomenon in one of a kind conditions and gaining knowledge of environments. Policy dictates that English language colleges require English instructors to abide by using the ordinary fashionable rule of using only English in their teaching. However, in practice, and particularly in the case of Saudi Arabia, instructors may additionally code- swap to other languages for a wide variety of reasons and functions. These are normally associated with clarifying in the verbal exchange between instructors and student and facilitating less complicated 292 learning which leads to higher getting to know This paper has endeavoured to exhibit that code- switching in language school rooms is beneficial, mainly in promotion interaction. It ought to not be regarded a failure in the language teaching process. Overall, code-switching used to clarify which means or enable students to gain higher efficiency. However, when the scholar will have to engage with native audio system of the target language, code-switching should grow to be an awesome disadvantages and lead to a positive stage of incomprehension. Thus, in the getting to know process, the trainer has an vital position to make certain students are aware of this opportunity in the future and think about code-switching as a means to an end.

REFERENCES:

1. Abdel-Jawad & Hassan Rashid (1981). Lexical and phonological variation in spoken Arabic in Amman. University of Pennsylvania dissertation. Philadelphia, PA.
2. Albourani, A. Q. (2018). Code-switching as a communicative strategy for the bilingual Saudi speakers at Jouf University. Online Submission, 1(4), 10-19. Baker, C. (2011). Foundations of bilingual education and bilingualism (Vol. 79). Multilingual matters.
3. Parmonova, N. and Abduraxmanova, Z. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).
4. Абдурахманова, З. (2022). Analysis of pauses and interruptions as elements of linguistic production in simultaneous interpretation. Современные инновационные

исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 533-535.

5. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). The importance of a word and word formation in a language system. JournalNX-A Multidisciplinary Peer Reviewed Journal, 7(12), 337-341.

6. Bekova, G. N., & Uralova, N. A. (2022). Innovative Teaching Methods in Teaching Foreign Language. Eurasian Journal of Learning and Academic Teaching, 8, 31-36.

7. Rakhmatullayevna, A. D. (2021). The role and translation of metaphors in poetry. INTERNATIONAL JOURNAL OF DISCOURSE ON INNOVATION, INTEGRATION AND EDUCATION, 2(2), 332-335.