

FAMILY VALUES AS A FOUNDATION FOR GENDER EQUALITY: IMPLICATIONS FOR INTERCULTURAL COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE EDUCATION



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Annotatsiya: Oilaviy qadriyatlar shaxslarning gender rollari, ijtimoiy xulq-atvor hamda muloqot shakllariga oid tasavvurlarini shakllantirishda muhim ahamiyat kasb etishi, shu orqali muayyan jamiyat doirasida gender tenglik madaniyatining rivojlanishiga ta'sir ko'rsatishi sir emas. Ushbu maqolada oilaviy qadriyatlar gender me'yorlarining avlod-dan-avlodga uzatilishi va ichkilashtirilishida asosiy ijtimoiy-madaniy mexanizm sifatida yoritilib, ularning ingliz tilini o'qitish jarayonida madaniyatlararo kommunikativ kompetensiyani (MKK) shakllantirishga ko'rsatadigan ta'siriga alohida e'tibor qaratiladi. Ijtimoiy-madaniy konsepsiyalar va madaniyatlararo muloqot modellariga tayangan holda, tadqiqot oila gender ijtimoiylashuvining eng dastlabki va eng ta'sirchan muhiti ekanligini asoslab beradi hamda bu muhit shaxslarning tenglik, hokimiyat munosabatlari va turli qadriyat hamda e'tiqodlarga ega madaniyatlar vakillari bilan o'zaro muloqotga bo'lgan munosabatlarini bevosita shakllantirishini ta'kidlaydi.

Kalit so'zlar: Oilaviy qadriyatlar, gender tenglik madaniyati, madaniyatlararo kommunikativ kompetensiya, gender ijtimoiylashuvi, ingliz tilini o'qitish.

Аннотация: Не является секретом, что семейные ценности играют ключевую роль в формировании представлений личности о гендерных ролях, социальном поведении и моделях коммуникации, тем самым оказывая влияние на развитие культуры гендерного равенства в рамках конкретного сообщества. В данной статье семейные ценности рассматриваются как базовый социокультурный механизм, посредством которого гендерные нормы передаются и интериоризируются, при этом особое внимание уделяется их влиянию на формирование межкультурной коммуникативной компетенции (МКК) в процессе обучения английскому языку. Опираясь на социокультурные концепции и модели межкультурной коммуникации, исследование утверждает, что семья представляет собой наиболее раннюю и наиболее значимую среду гендерной социализации, непосредственно влияя на отношение личности к равенству, властным отношениям и взаимодействию с представителями культур, отличающихся по своим ценностям и убеждениям.

Ключевые слова: Семейные ценности, культура гендерного равенства, межкультурная коммуникативная компетенция, гендерная социализация, обучение английскому языку.

Abstract: It is not secret that family values play a crucial role in shaping individuals' perceptions of gender roles, social behavior, and communication patterns, thereby influencing the development of gender equality culture within a particular community. This article highlights family values as a rudimentary socio-cultural mechanism through which gender norms are transmitted and internalized, with particular emphasis on their impact on intercultural communicative competence (ICC) in English language education. Relying on sociocultural concepts and intercultural communication models, the study argues that the family ultimately constitutes the earliest and most influential environment for gender socialization, directly

affecting each individuals' attitudes toward equality, authority, and interaction across cultures differing values and beliefs from one another.

Keywords: family values, gender equality culture, intercultural communicative competence, gender socialization, English language education.

INTRODUCTION

Gender equality has increasingly been identified as a foundational phenomenon for sustainable social development and productive education. It is irrefutable that the policy and certain institutional strategies contribute to growing gender representation in all spheres of our lives, especially in education and employment. However, deeply rooted cultural norms still continue to shape everyday social interactions and communicative practices in our society. Among these norms, family values occupy a central position, as the family serves as the primary domain of socialization where cultural beliefs and values about gender roles, power relations, and acceptable behavior are first shaped.

In the context of English language education, particularly within globalized and intercultural contexts, learners' ability to engage in effective intercultural communication is closely linked to their value systems constructed in the family. It is outlined that in today's world intercultural communicative competence (ICC) requires not only linguistic proficiency, but also openness, empathy, and respect for diversity [Byram, 1997]. These qualities are often cultivated—or constructed—by family-based gender norms that influence how individuals perceive authority, participation, and interaction.

This article attempts to examine the role of family values in shaping gender equality culture and to explore how these values affect the development of ICC in English language education. By foregrounding family values as a socio-cultural foundation, the study highlights the need for educational approaches that engage with learners' lived cultural experiences rather than treating gender equality as a purely institutional concern.

Family Values and Gender Socialization

Family values can be described shared beliefs, norms, and expectations constrained within the particular family unit regarding social roles, responsibilities, and interpersonal relationships. There is no need to point or teach those values to young generation they can observe them from early childhood in which individuals internalize gendered expectations through parental attitudes, division of labor, communication styles, and decision-making practices [Bourdieu, 1977]. These early experiences play as a model which are further imitated and transmitted from childhood into adulthood.

Gender socialization in the family is typically transmitted in subtle and indirect ways, with traditional roles being reproduced through routine interactions rather than formal guidance. Variations in the expectations assigned to boys and girls—such as norms related to assertiveness, emotional display, and compliance—shape distinct communicative behaviors. Over time, these gendered patterns may influence learners' readiness to participate in dialogue, engage in meaning

negotiation, or critically respond to perspectives encountered in intercultural communication settings.

The Bond with Intercultural Communicative Competence

There might be a question that how ordinary family values can subsequently influence on the intercultural communication skill and the answer lies in the fact that the family is the first environment where patterns of interaction, attitudes toward difference, and norms of respect established. These early social experiences shape individuals' communicative confidence, openness, and interpretive frameworks, which later guide how they perceive, respond to, and negotiate meaning with people from other cultural backgrounds.

Intercultural communicative competence is commonly defined as the ability to interact effectively and appropriately with people from other cultures, based on attitudes of openness, knowledge of cultural practices, and skills of interpretation and interaction [Byram, 1997]. ICC is not a static skill but a dynamic process shaped by social experience and identity formation. Scholars emphasize that communication is deeply embedded in cultural value systems [Hofstede, 2001]. Gender norms, in particular, influence patterns of turn-taking, politeness strategies, nonverbal behavior, and power negotiation. As a result, learners' family-based gender values directly affect their communicative performance in English as an international language.

Family Values and Gender Equality Culture

Gender equality culture refers to a shared social understanding that values equal rights, responsibilities, and opportunities for all genders which is why in many societies, family values may simultaneously promote care, solidarity, and respect while also sustaining hierarchical gender roles. These contradictions create tension between traditional expectations and contemporary ideals of equality. When such tensions remain unaddressed, learners may experience difficulty in diverse intercultural contexts.

The persistence of gender stereotypes within family discourse can limit learners' participation in educational settings, particularly in communicative language classrooms that require active engagement and self-expression. Consequently, gender equality culture must be understood as a process that roots within the family and evolves through continuous interaction with educational and social institutions.

Transformation of Family-Based Values into Education

Education plays a critical mediating role in transforming family-based gender norms by providing alternative discourses and experiential learning opportunities. Sociocultural theory emphasizes that learning occurs through social interaction and guided participation [Vygotsky, 1978]. In this sense, classrooms function as spaces where learners can reflect on, negotiate, and potentially reshape the values acquired within the family.

English language education, with its inherent intercultural dimension, offers unique opportunities to address gender equality implicitly and explicitly. Through

texts, discussions, role-plays, and intercultural tasks in which learners are exposed to diverse gender representations and communicative practices. Eventually, students have a great chance to critically examine family-based assumptions without devaluing or judging cultural identity.

The interaction between family values and gender equality culture has direct implications for the development of ICC. Learners who grow up in environments that encourage mutual respect, shared responsibility, and open dialogue are more likely to demonstrate intercultural sensitivity and communicative confidence.

Research on language, identity, and power highlights that learners' communicative agency is shaped by their social positioning [Norton, 2013]. Gendered family values influence who speaks, how they speak, and whose voices are valued. Addressing these issues in English language education enhances learners' ability to participate equitably in intercultural communication.

Therefore, ICC-oriented pedagogy should integrate family-centered perspectives, encouraging learners to reflect on how their upbringing influences their communicative behavior. Such reflection supports the development of critical cultural awareness, a key component of ICC [Byram, 1997].

Conclusion

This article has argued that family values constitute a foundational element in the development of gender equality culture and play a significant role in shaping intercultural communicative competence in English language education. As the primary site of gender socialization, the family influences learners' attitudes, behaviors, and communicative practices long before they enter formal educational settings. Sustainable progress toward gender equality culture requires an integrated approach that connects family values, education, and social consciousness transformation. English language education, when informed by gender-sensitive and intercultural perspectives, can serve as a powerful mediator in this process. By acknowledging the central role of family values, educators and policymakers can design more inclusive and effective strategies for developing intercultural competence and promoting equitable communication in a globalized world.

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