

STRATEGIES FOR FOSTERING INTERCULTURAL COMPETENCE IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

The scope of teaching foreign languages in the classroom extends beyond merely teaching language skills to include developing intercultural competency in both teachers and students. The significance of intercultural competency in teaching foreign languages rests in its capacity to provide students with the tools they need to function well in a variety of cultural contexts, particularly for those who plan to study overseas or in a multicultural setting. Therefore, acquiring such a competency helps students better comprehend both their own culture and the cultural quirks incorporated into the target language, in addition to enabling them to communicate with individuals from diverse cultural backgrounds. And, this article is devoted to considering techniques for promoting intercultural competence in English language teaching.

Keywords: *intercultural communicative competence, technology integrated curriculum (TIC), communication style, cross-cultural settings.*

MAKTABDA CHET TILINI O'QITISHNING YANGI YONDASHUVLARI VA USULLARI

ANNOTATSIYA

Sinfda chet tillarini o'rgatish ko'lamini faqat til ko'nikmalarini o'rgatishdan tashqari, o'qituvchilar va talabalarda madaniyatlararo kompetentsiyani rivojlantirishni ham qamrab oladi. Chet tillarini o'rgatishda madaniyatlararo kompetentsiyaning ahamiyati uning talabalarga turli madaniy kontekstlarda, ayniqsa chet elda yoki ko'p madaniyatli muhitda o'qishni rejalashtirayotganlar uchun yaxshi ishlashi uchun zarur bo'lgan vositalar bilan ta'minlash qobiliyatiga bog'liq. Shu sababli, bunday kompetentsiyaga ega bo'lish talabalarga o'z madaniyatini va maqsadli tilga kiritilgan madaniy xususiyatlarni yaxshiroq tushunishga yordam beradi, shuningdek, ularga turli xil madaniy kelib chiqishi bo'lgan shaxslar bilan muloqot qilish imkonini beradi. Ushbu maqolada ingliz tilini o'qitishda madaniyatlararo kompetentsiyani rivojlantirish usullari haqida so'z boradi.

Kalit soʻzlar: madaniyatlararo kommunikativ kompetentsiya, texnologiya integratsiyalashgan oʻquv dasturi (TIC), muloqot uslubi, madaniyatlararo muhit.

НОВЫЕ ПОДХОДЫ И МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В ШКОЛЕ

АННОТАЦИЯ

Сфера преподавания иностранных языков в классе выходит за рамки простого обучения языковым навыкам и включает развитие межкультурной компетентности как у учителей, так и у учащихся. Значимость межкультурной компетентности при преподавании иностранных языков заключается в ее способности предоставить учащимся инструменты, необходимые для успешного функционирования в различных культурных контекстах, особенно для тех, кто планирует учиться за границей или в мультикультурной среде. Таким образом, приобретение такой компетенции помогает учащимся лучше понимать как свою собственную культуру, так и культурные особенности изучаемого языка, а также дает им возможность общаться с людьми из разных культур. Данная статья посвящена рассмотрению методов развития межкультурной компетентности при преподавании английского языка.

***Ключевые слова:** межкультурная коммуникативная компетентность, интегрированная технология обучения (ТИК), стиль общения, межкультурная среда.*

INTRODUCTION

Cultural awareness is the foundation of intercultural competency. This means that while intercultural competence takes cultural awareness a step further and puts it into practice to allow one to adapt and form meaningful connections with people from different cultures, cultural awareness serves as the foundation for learning the information and sensitivity needed to recognize and respect these differences. To put it broadly, intercultural competence is the capacity to recognize, comprehend, and interact with others from diverse cultural backgrounds while exhibiting awareness, understanding, and flexibility. Additionally, intercultural competence can be defined as being receptive to diverse viewpoints, particularly when it comes to methods of assessment and program design, as well as giving weight to various viewpoints when selecting readings, instructional materials, and subject matter. Individuals who possess this competency are able to relate other people's cultural viewpoints to their own by understanding and interpreting them. They are able to deepen their

understanding and contemplation of their own cultural behaviors and beliefs in this way. They are also more aware of their own cultural status as a result of this comparison. Accordingly, intercultural competency improves one's understanding of both oneself and others. A multicultural environment has emerged in higher education as a result of students' growing international mobility. Teachers are consequently constantly interacting with a variety of groups, especially foreign language teachers who frequently draw in huge cohorts of international students looking to advance their language proficiency in either the target language or the language of the host nation. In these situations, teachers' roles extend beyond merely imparting grammar and vocabulary. It is also expected of them to encourage knowledge of the cultural facets connected to the language they teach. With this comprehension, students are able to interact and communicate successfully in the target language while also being aware of the cultural context in which it is used. Intercultural competency can help teachers and students communicate more effectively in a variety of contexts and lessen the possibility of misunderstandings brought on by cultural differences. As an integral part of global citizenship, it is equally crucial that they comprehend, value, and respect the cultures of others. Pupils and teachers alike can gain empathy and compassion for people from diverse origins and perceive the world from a variety of viewpoints when they possess this skill. To develop this specific skill, educators ought to be able to establish an inclusive classroom that values the linguistic and cultural diversity among their students. Educators should also employ teaching strategies that consider the wide range of diversity within the student groups they instruct, incorporating an intercultural approach to improve language acquisition and communication.

METHODS

This study employed both qualitative and secondary data analysis techniques. Learning a language now entails becoming interculturally competent, which is the capacity to act appropriately and flexibly in response to the actions, attitudes, and expectations of representatives of foreign cultures, rather than merely acquiring communicative competence, which is the ability to act in a foreign language in linguistically, sociolinguistically, and pragmatically appropriate ways. As was the intention of communicative language teaching, this interaction implies not only an efficient exchange of information but also the capacity to decenter and take up the other person's perspective on their own culture, anticipating and, when possible, resolving dysfunctions in behavior and communication.

Four these questions that can be used to summarize all of them can serve as the foundation for this study:

- What behavioral, emotional, and cognitive elements affect
- What is the source of poor intercultural communication skills?
- How do we best equip students for future encounters with unfamiliar cultures by helping them comprehend and navigate the constantly shifting language and cultural information they encounter?

•In what ways can they get beyond these barriers to accomplish effective cross-cultural dialogue?

•As part of the process of cultural learning, how can the instructor support the student in cultivating cultural sensitivity?

These inquiries lead to a number of broad study objectives, which are focused on two main issues:

✚ An examination by the instructor of the requirements in connection to teaching cultural and intercultural aspects;

✚ A study of the needs related to studying cultural and intercultural aspects conducted by the students.

In order to develop intercultural communicative competence in foreign language classes, the main goal of this needs analysis is to assess the internal needs of both the teaching staff and the students. Based on these evaluations, a strategy will be developed to address the needs identified and modifications to the teaching methodology will be suggested. The following specific objectives can be used to establish the general objective:

✚ To identify and evaluate the needs (challenges, issues, deficiencies and desires) that the instructors take into account or observe in connection to the instruction of cultural facets and interculturality in order to raise students' awareness of cultural diversity and assist them in overcoming the challenges or cultural barriers they encounter in the language they have chosen to study.

✚ To identify and evaluate the needs that students think or feel they have in regard to developing intercultural communication competence so they can be ready for unfamiliar cultural circumstances and, as a result, be able to distinguish cultural differences.

✚ Identifying the primary factors that draw attention to the needs of educators and learners in developing intercultural communicative competence and appreciating its influence on the adoption of creative approach.

✚ To implement the organization, methodology, and training proposals for the integration of a cultural component in the foreign language class and the development of intercultural communicative competence, in accordance with the needs of teachers and students.

✚ To ascertain what the student understands by intercultural communicative competence.

Techniques for teaching intercultural competence:

❖ **Comparison method**

One of the most popular methods for teaching cultures is the comparative approach. This method focuses on talking about the distinctions between the target and native cultures. It is important to examine not just the characteristics of other cultures but also those within a single culture as civilizations are dynamic and subject to generational differences in interpretation. You can use the following exercise to improve your sociolinguistic, nonverbal, sociocultural, and pragmatic skills. The theme of "school," comprising school routine, subjects, length of courses, clothes to wear, school buildings, homework, school meals, phrases, and ways of behaving, is a highly popular example among primary and lower secondary school students. Students view a brief, straightforward film that depicts a regular school day in Britain. They can watch the video on YouTube, where subtitles are provided for easier comprehension. An 11-year-old student's normal school day is shown in the video. In addition to sociolinguistic and sociocultural knowledge, it provides both non-verbal communication and practical expressions (greetings, greetings, approaching people, courteous requests, appropriate usage of please and thank you, formal register). Students can evaluate the benefits and drawbacks of each educational system by discussing and contrasting the typical Slovak and British school day. The terms "Mrs. teacher" is used in Slovakia, whereas "Mrs. surname" is used in Britain, for asking, offering, thanking, and addressing the teacher are other noteworthy comparisons, as are the variations in non-verbal communication.

❖ **Assimilation of cultures**

The learners are given a crucial incident that is likely to be misinterpreted while using the cultural assimilation technique. When presented with multiple options, students select the option they believe to be the best. Perhaps the most frequent instances of miscommunication are nonverbal greetings. They would select the kind of greeting customary to their own culture based on their personal encounters. Nevertheless, teachers ought to explain all forms of greetings are correct, may vary across various cultures.

❖ **A cultural capsule**

The cultural capsule technique, for instance, illustrates a custom that differs between two cultures. It can be supplemented with a series of questions for class discussion and graphic aids to demonstrate differences. Practice your sociolinguistic, pragmatic, and sociocultural understanding in the following exercise. One topic to

discuss could be the topic of the day's primary meal. For instance, in Slovakia, the main meal of the day is typically a hot lunch consisting of soup and a main entrée, whereas in the UK, it's typically the evening meal that includes a main course and a dessert. It is possible to show images of various common meals. Students should debate the advantages and disadvantages of each culture's eating customs. It is also necessary to examine sociolinguistic and pragmatic terms related to eating habits.

❖ **Cultural island**

Cultural island is a very basic but powerful teaching method because it always affects students subtly. The walls should display modern posters and images of actors, singers, movies, authors, books, and well-known locations throughout the classes. Their objectives are to grab the attention of the students, elicit feedback, and preserve the cultural context. Sociocultural knowledge is the main focus of Cultural Island. Grammar charts, vocabulary posters, and other language-related images are common in language schools, although they are not particularly appealing to students. They ought to be swapped out for eye-catching, well-liked images and posters.

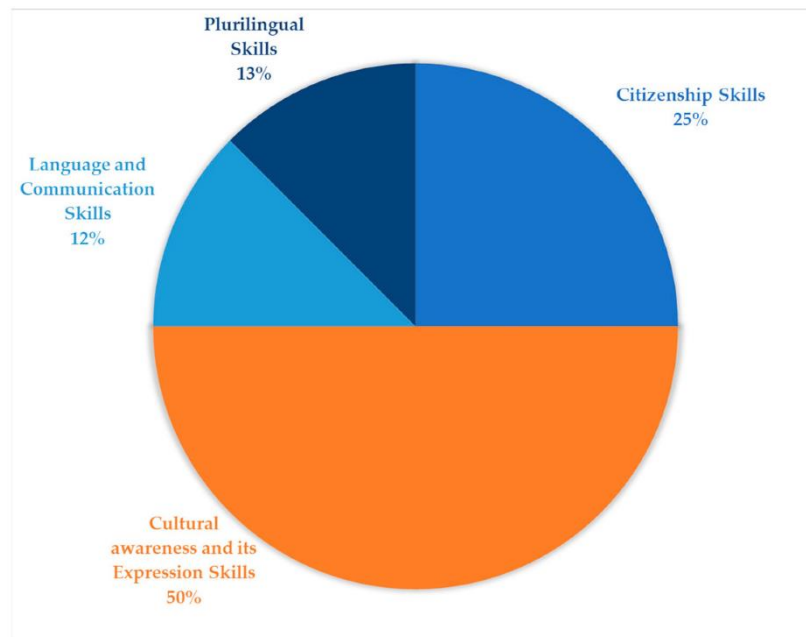
❖ **Prediction**

Students are actively involved in prediction when they complete (predict) a partially stated story, infer the substance of a book or article from its headlines, or conclude a topic based on scant information. Regardless of whether or not the kids' predictions come true, this should spark their attention and curiosity. For instance, the magazine title "Brad Pitt, Angelina Jolie to adopt again" already makes reference to the two well-known individuals and the public's awareness of their adopted children. Students debate and make assumptions regarding the topic of the article. Adoption is a topic that lends itself to deeper discussions and comparisons across various cultural perspectives. While it can practice both system of values and socio-cultural knowledge, this activity is more appropriate for advanced learners.

❖ **TPR**

The TPR technique is intended to act out a cultural experience by responding to spoken orders. TPR can be utilized with a variety of age groups and is best appropriate for nonverbal communication in cultural education. Through practice, learners must recognize the many gestures used in different cultures and their meanings. Good gestures include kissing someone on the cheek, shaking hands, giving a thumbs up, indicating with the thumb and fingers, shaking one's head, and so on. In many cultures, these behaviors have distinct connotations. A student mimics certain gestures, and other students categorize them according to the cultures in which they are appropriate or inappropriate.

RESULTS



After defining intercultural competence, the framework and definition were developed based on the body of existing literature and work. In order to start this process, it is best to rank particular components of the concept according to the course or program's general mission, goals, and purpose in addition to the anticipated results. For this kind of topic, teachers can use a variety of approaches. They can watch how students behave and engage in various cross-cultural settings, paying particular attention to how well they can listen intently, respect differing viewpoints, demonstrate empathy, and modify their communication style as necessary. This assessment can be supported by role plays, group projects, and class discussions. Students themselves can also reflect on and evaluate their own intercultural competency as well as that of their teachers. One way to accomplish this is by using guided self-assessment exercises, reflective journals, or surveys. While anonymous teacher evaluations offer educators feedback that may enable them to reconsider their methods and attitudes, student assessments of their own knowledge, attitudes, and abilities in relation to intercultural competency foster introspection and personal development. As previously indicated, assignments that demand that students present on particular cultural subjects can potentially reveal information about their intercultural comprehension. Instructors are able to evaluate students' understanding of cultural quirks, depth of study, and skill at respectfully and accurately conveying cultural information.

DISCUSSION

The definition of intercultural competence includes knowing oneself as well as how others understand and react to the world. It also includes understanding and appreciating the actions, values, and beliefs of others. The first finding has to do with applying techniques to improve intercultural competency. Students' speaking talents are enhanced by it. Depending on how the pupils behave, this tool may be used. It promotes the sharing of thoughts and perspectives on challenging social issues. So, literature can be a helpful tool in promoting awareness of the value of diversity and the idea that civilizations are unique rather than superior or inferior. In the classroom, the utilization of technology integrated curriculum (TIC) and real content is quite beneficial. According to them, students can interact with the outside world and form links with other people's customs, ideas, and worldviews through technology integrated curriculum (TIC). They also claim that students find motivation from using new technologies. It should be noted that students are constantly exposed to the media; as such, this method is crucial for realizing the impression that the media has left on students and for addressing it. Having said that, while literature is a great tool for fostering intercultural competency, it must be used in conjunction with other approaches, such as dialogical approaches and activities that encourage critical thinking. "Deep culture" exercises that help students understand various problems in other cultures and among them. Students are supposed to consider various scenarios and potential imbalances. It is also critical to note that, on the whole, pupils thought literature was challenging at first. The intricacy of the reading materials for pupils is a limitation when using them in class. Reading is a great way to learn about many cultures from across the world and to improve communicative competence as well as intercultural communicative competency (ICC). However, if the content is too complicated, students may become unmotivated and skip the job because they find it too challenging. Teachers should therefore focus on developing students' strategic competence in addition to their intercultural communicative competency (ICC) and communicative competence. This will enable students to tackle various difficulties head-on and not back down from a challenge.

CONCLUSION

Using an intercultural perspective in teaching is a challenging but rewarding endeavor. Since teachers serve as both the primary information source and a role model for students, they must be interculturally competent in order to educate from this perspective. It is impossible to teach intercultural concepts to someone who does not practice them, or at the very least, to expect their students to speak with others from different cultures. As a result, students' learning of interculturality and how

teachers conceptualize it and embody it via their own behavior are directly related to each other. The teacher serves as a model for pupils in two ways: first, by modeling intercultural behavior; and second, by providing guidance on interculturality to students as they study.

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