

## **PUBLIC SPEAKING IN FOREIGN LANGUAGE EDUCATION: DEVELOPING INTERCULTURAL COMMUNICATION COMPETENCE**

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**Abstract.** This article explores the importance of public speaking skills in the process of learning a foreign language, with a focus on how they help develop intercultural communication competence. Based on two major research studies, it discusses the types of public speaking and their impact on intercultural understanding.

**Keywords:** public speaking, intercultural communication, foreign language education, informative speech, persuasive speech, entertaining speech, language competence.

**Annotatsiya.** Ushbu maqola chet tilini o'rganish jarayonida ommaviy nutq ko'nikmalarining ahamiyatini yoritadi hamda bu ko'nikmalar madaniyatlararo muloqot kompetensiyasini shakllantirishdagi rolini tahlil qiladi. Ikkita yirik tadqiqot natijalariga asoslanib, maqolada ommaviy nutq turlarining turlari va ularning madaniy anglashuvga ko'rsatadigan ta'siri muhokama qilinadi.

**Kalit so'zlar:** ommaviy nutq, madaniyatlararo muloqot, chet tilini o'rganish, informativ nutq, ishontiruvchi nutq, ko'ngilochar nutq, til kompetensiyasi.

### **Introduction**

In today's education, especially in foreign language instruction, communication is not limited to grammar and vocabulary—it is also about connecting cultures. Public speaking plays a crucial role in this by allowing learners to share their ideas, values, and cultural experiences. As Byram (1997) argues, language learning should go beyond linguistic competence to include cultural understanding, critical thinking, and respectful dialogue. The purpose of this article is to examine how different types of public speaking support the development of intercultural competence. It compares the findings of Byram (1997) and Young & Travis (2012), and also includes my own thoughts and experiences. It advocates for incorporating public speaking tasks into foreign language classrooms in Uzbekistan.

### **Method**

This article uses a qualitative comparative approach, analyzing two key research works that focus on public speaking within language education. The three types of public speaking — informative, persuasive, and entertaining — are discussed in the context of these studies. Byram (1997) presents a model of intercultural communicative competence, which includes linguistic ability, attitudes, cultural knowledge, and critical awareness. He believes that students

should take part in tasks that make them reflect on their own and others' cultures. According to him, informative speaking — such as presenting on cultural traditions — helps learners understand different cultures by encouraging research and exchange of ideas. I personally agree with Byram's view. Informative speaking doesn't just help build vocabulary—it also gives learners a deeper insight into cultural differences. For instance, when I gave a talk on “Nowruz Traditions Around the World,” I noticed that my classmates began discussing their own traditions and comparing them with others. This led to meaningful conversations and increased cultural awareness.

On the other hand, Young and Travis (2012) focus more on persuasive and entertaining speaking in EFL (English as a Foreign Language) classrooms. Their study, based on Asian learners, shows that persuasive speaking activities—like debates on cultural topics—help students develop empathy and think critically. Meanwhile, entertaining speaking activities—such as storytelling or humorous performances—reduce anxiety and create a comfortable space for open discussion. I find that their conclusions are very relevant. From my own experience, persuasive speaking tasks really engage students on an emotional level. For example, when debating topics like “Should Western holidays be celebrated in our culture?”, students are encouraged to consider both local traditions and global influences. I believe this helps them develop the ability to think about culture more deeply and respectfully.

### **Result**

When comparing the two studies, Byram offers a more theoretical and comprehensive view, while Young and Travis focus on practical methods for the classroom. Both agree, however, that public speaking is essential for developing intercultural competence. Byram highlights cultural reflection, and Young and Travis emphasize interaction and performance. I believe both perspectives are important. In my view, having a strong theoretical foundation combined with engaging speaking activities leads to better outcomes in language education. I also recommend that teachers in Uzbekistan use all three types of public speaking in their lessons. Informative speeches build cultural knowledge, persuasive ones develop argumentation skills across cultures, and entertaining speeches help students feel more confident and connected.

### **Conclusion**

To sum up, public speaking is more than just practicing language—it is a vital tool for promoting intercultural understanding. Both Byram's theoretical model and Young and Travis's practical findings support the inclusion of public speaking in foreign language classrooms. From my point of view, using a mix of informative, persuasive, and entertaining speaking tasks enhances students' communication abilities and cultural awareness. To prepare students for a globalized world, educators should actively incorporate public speaking into their language teaching methods.

### References

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