

DEVELOPING INTERCULTURAL COMMUNICATION COMPETENCE IN TEACHING ENGLISH

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Abstract. This article explores various methods used in learning and developing foreign languages. While learning a language, one often encounters challenges, but primarily, these challenges are clearly reflected in the culture associated with the language. This is because external appearance often reflects national identity. At the same time, learning a language means delving into the heart of different nations and understanding their essence, since no language can truly be learned without feeling it.

Keywords: culture, communicative competence, intercultural communication, linguistic competence, language courses.

Annotatsiya. Ushbu maqolada xorijiy tillarni o'rganishda va bu sohani rivojlantirishdagi turli xil usullarni ko'rib chiqamiz. Til o'rganish davomida uning qiyinchiliklariga ko'p marotaba duch kelamiz ammo eng avvalo, bularning barchasi ularning madaniyatida yaqqol ko'zga tashlanadi. Chunki har doim tashqi ko'rinish qaysi millatga tegishli ekanligimizni aks ettiradi. Shu bilan birga til o'rganish jarayonida turli millatlar yuragiga, ularning o'zligiga kirib boramiz, sababi hech qaysi tilni uni his qilmay turib o'rganib bo'lmaydi.

Kalit so'zlar: madaniyat, kommunikativ kompetensiya, madaniyatlararo aloqa, lingvistik kompetensiya, til kurslari.

In today's developing world, everyone desires to interact and communicate with representatives of different nations. This naturally creates a demand for learning languages. In the process of language learning, one must thoroughly study the culture, values, history, styles, and lifestyle of the people who speak the language.

Discussion and Analysis.

Many scholars have developed theories and shared opinions in this area. Michael Byram emphasizes the idea that: "Alongside grammar and communicative skills, intercultural understanding must also be taught in language learning." This means the initial steps in language learning should involve not only the alphabet and grammar of the language but also its unique cultural elements. Edward Hall also notes: "Cultures are divided into high-context and low-context types, which affects communication styles." This suggests that language learning should follow literary norms rather than be based on various dialects. Similarly, Claire Kramsch states: "During the language learning process, the student creates a new cultural identity – a 'third place' – between their own and the new culture." This allows learners to build a new persona and worldview.

Scholars like Brock and Nagasaka stress that at every stage of language learning, intercultural or pragmatic competence should be considered. Language functions as both a means of communication and a reflection of culture. Let's now explore a key question in depth: the meaning intercultural communication, and how does it develop. Intercultural communication involves studying and applying knowledge about the "cultural reflections and symbolic systems" of people from different cultures. The intended meaning of a message in any language is encoded by a speaker from one culture and decoded by a recipient from another, which can lead to misinterpretations due to differing cultural symbolisms. To facilitate such communication, a person well-versed in the target culture and able to explain it must be involved.

Intercultural education refers to teaching that aims to develop cultural competence. It is a means of understanding people from different cultures, interacting with them, and effectively exchanging knowledge. In reforming the education system, the growth of international relationships must also be taken into account. Additionally, students must be equipped with knowledge and skills related to the language norms, customs, and traditions of the target country (Gulomova, 2020). Intercultural communication is a form of interaction focused on information exchange between different cultures and social groups. Learning a foreign language involves entering the cultural life of that language and reflecting on differences between one's own and other cultures. For instance, we can assess whether the traditions of neighboring countries resemble our own or differ significantly.

Students studying translation and professionals working in the field should focus on the following:

- Analyzing the semantic content, structure, and communicative issues of texts;
- Identifying main ideas, implications, and viewpoints;
- Relating texts to real-world contexts;
- Recognizing and applying appropriate speech styles;
- Considering context;
- Using dictionaries, reference materials, and expert advice;
- Relying on bilingual dictionaries;
- Translating full expressions and phrases;
- Ensuring they possess adequate knowledge and skills before engaging in intercultural communication.

A person who meets such criteria becomes not only a specialist in their field but also a visionary capable of developing strategic communication methods with people of various nationalities. Such reflection helps learners understand the role of language and culture in communication. By enhancing knowledge, updating learning styles, and reflecting critically, students can more easily distinguish and understand the differences and similarities between cultures and languages. This aligns with Kramsch's theory that: "Today, it's not just how the

subject is taught that matters, but what additional methods and practices are used to deliver it.” This approach provides students not only with knowledge but also with skills and hands-on experience. Students should receive commentary on topics along with interpretations, perspectives, positions, ideas, and diverse information.

In conclusion, this article highlights the importance of focusing on the relationship between language and culture, and explains why language should be learned in conjunction with its cultural context. Studying foreign language literature is the first step into understanding a culture, and it enhances the quality of communication and interaction. Learners gain not only grammatical knowledge but also insights into phonological and lexical features, deepening their understanding. According to scholars like Politzer and Brusk, “Language and culture are inseparable concepts.” Teachers must not only introduce and describe intercultural communication but also apply practical activities such as role-plays and simulations to make the learning process more effective.

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