

## CROSS-CULTURAL COMPETENCE IN FOREIGN LANGUAGE TEACHING: A LINGUACULTURAL APPROACH

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**Abstract.** This study explores the role of cross-cultural competence in foreign language teaching from a linguacultural perspective. It examines how language and culture are interconnected and emphasizes the importance of integrating cultural knowledge into language education. The study highlights key theoretical approaches and demonstrates how a linguacultural framework contributes to effective intercultural communication.

**Key words:** foreign language teaching, cross-cultural competence, linguacultural approach, intercultural communication, cultural awareness, language education.

**Annotatsiya:** Ushbu tadqiqot chet tillarini o'qitishda madaniyatlara kompetensiyani o'rnini lingvomadaniy nuqtayi nazardan o'rganadi. Unda til va madaniyatning o'zaro bog'liqligi ko'rib chiqiladi hamda madaniy bilimlarni til ta'limiga integratsiya qilishning ahamiyati ta'kidlanadi. Tadqiqot asosiy nazariy yondashuvlarni yoritib beradi va lingvomadaniy tizimning samarali madaniyatlara muloqotga qanday hissa qo'shishini ko'rsatadi.

**Kalit so'zlar:** chet tillarini o'qitish, madaniyatlara kompetensiya, lingvomadaniy yondashuv, madaniyatlara muloqot, madaniy xabardorlik, til ta'limi.

**Аннотация:** В данном исследовании рассматривается роль межкультурной компетенции в преподавании иностранных языков с лингвокультурологической точки зрения. В работе изучается взаимосвязь языка и культуры, а также подчеркивается важность интеграции культурных знаний в языковое образование. Исследование освещает ключевые теоретические подходы и демонстрирует, как лингвокультурологическая база способствует эффективной межкультурной коммуникации.

**Ключевые слова:** преподавание иностранных языков, межкультурная компетенция, лингвокультурологический подход, межкультурная коммуникация, культурная осведомленность, языковое образование.

### Introduction

In modern language education, the ability to communicate effectively across cultures has become as important as linguistic proficiency. Foreign language teaching is no longer limited to grammar and vocabulary. It also involves understanding cultural norms, values, and communication styles.

The capacity to effectively communicate with people from diverse cultural backgrounds is known as cross-cultural competence. Michael Byram (1997) claims that

it encompasses not just language proficiency but also the attitudes, information, and abilities required for cross-cultural communication.

The linguacultural approach highlights how language and culture are inextricably linked. According to Edward T.Hall (1976), communication patterns are shaped by culture, which affects the expression and interpretation of meaning. Geert Hofstede (2011) also emphasizes how communication behavior is influenced by cultural beliefs.

The relevance of this study lies in the growing need for culturally competent language users in a globalized world. Learners must be prepared not only to speak a foreign language but also to navigate intercultural contexts.

The aim of this study is to analyze the development of cross-cultural competence in foreign language teaching within the framework of the linguacultural approach.

### **Materials and Methods**

The research is based on theoretical analysis of key works in intercultural communication and language teaching. The study draws on the following methods:

1. Descriptive analysis which explain core concepts of cross-cultural competence.
2. Comparative analysis which examine cultural differences in communication.
3. Theoretical synthesis – to integrate linguistic and cultural perspectives.

Key sources include works by Hall (1976), Hofstede (2011), Byram (1997).

### **Results:**

The analysis shows that the linguacultural approach plays a crucial role in developing cross-cultural competence in foreign language teaching.

#### **1. Integration of Language and Culture**

Language reflects cultural values, traditions, and worldview. Teaching a language without its cultural context limits learners' communicative ability. The linguacultural approach ensures that students understand both linguistic forms and cultural meanings.

#### **2. Development of Intercultural Skills**

Cross-cultural competence includes several components: knowledge of cultural norms and traditions, skills of interpreting and relating cultural phenomena, attitudes such as openness and tolerance

These components, defined by Byram (1997), are essential for effective communication.

#### **3. Authentic Communication Contexts**

The use of authentic materials (videos, texts, real-life situations) helps learners experience cultural diversity. This improves their ability to understand different communication styles.

#### **4. Reduction of Cultural Misunderstandings**

By learning cultural differences, students can avoid miscommunication. For example, indirect communication in some cultures may be misunderstood by learners from more direct communication styles.

### **Discussion**

The findings indicate that linguacultural approach significantly enhances foreign language teaching. It transforms the learning process from purely linguistic training into intercultural education.

One important aspect is the role of the teacher, who acts as a mediator between cultures. Teachers help students interpret cultural differences and develop appropriate communication strategies.

However, certain challenges may exist: lack of cultural content in textbooks, insufficient teacher training and stereotypes and cultural biases.

Despite these challenges, integrating culture into language teaching remains essential. As Byram (1997) argues, language learners should become “intercultural speakers” rather than simply native-like speakers.

### **Conclusion**

In conclusion, this study has examined cross-cultural competence in foreign language teaching through the linguacultural approach. The analysis demonstrates that effective language learning requires the integration of linguistic and cultural knowledge.

The linguacultural approach promotes deeper understanding, enhances communication skills, and prepares learners for real-life intercultural interaction. It also contributes to the development of tolerance, empathy, and global awareness.

It can be concluded that cross-cultural competence is a fundamental component of modern foreign language education, and the linguacultural approach provides an effective framework for its development.

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