



FORMATION OF STUDENTS' INTERCULTURAL COMPETENCE THROUGH COMMUNICATIVE AND ETHNOGRAPHIC APPROACHES

*Gilyazetdinov E.Z., Senior teacher,
English Language Teaching
Methodology Department №2,
e-mail: eldar_85g@mail.ru*

Annotation: *The article examines the formation of students' intercultural competence through the use of communicative and ethnographic approaches in the educational process. Intercultural competence is an important component of preparing students for successful interaction in a global society. The communicative approach focuses on the practice of effective communication with representatives of different cultures, and the ethnographic approach helps to better understand the peculiarities of culture and traditions of other peoples. Combining these approaches contributes to the development of students' skills of intercultural awareness, tolerance and the ability to cooperate.*

Keywords: *Intercultural competence, communicative approach, ethnographic approach, students, education, culture, tolerance.*

В статье рассматривается формирование межкультурной компетенции студентов через использование коммуникативного и этнографического подходов в образовательном процессе. Межкультурная компетенция является важной составляющей подготовки студентов к успешному взаимодействию в глобальном обществе. Коммуникативный подход акцентирует внимание на практике эффективного общения с представителями разных культур, а этнографический подход помогает глубже понять особенности культуры и традиции других народов. Объединение этих подходов способствует развитию у студентов навыков межкультурной осведомленности, толерантности и способности к сотрудничеству.

Ключевые слова: Межкультурная компетенция, коммуникативный подход, этнографический подход, студенты, образование, культура, толерантность.

Maqolada talabalarning madaniyatlararo kompetentsiyasini shakllantirishda kommunikativ va etnografik yondashuvlardan foydalanishning ahamiyati yoritiladi. Madaniyatlararo kompetentsiya talabalarning global jamiyatda muvaffaqiyatli muloqot qilishga tayyorlashning muhim tarkibiy qismi hisoblanadi. Kommunikativ yondashuv turli madaniyat vakillari bilan samarali muloqot qilish ko'nikmalariga urg'u beradi, etnografik yondashuv esa boshqa xalqlar madaniyati va an'alarini chuqurroq tushunishga yordam beradi. Ushbu yondashuvlarning birlashtirilishi talabalarda madaniyatlararo xabardorlik, bag'rikenglik va hamkorlik ko'nikmalarini rivojlantirishga xizmat qiladi.

Kalit so'zlar: Madaniyatlararo kompetentsiya, kommunikativ yondashuv, etnografik yondashuv, talabalar, ta'lim, madaniyat, bag'rikenglik.



In today's globalized world, the ability to navigate and engage with diverse cultures is an essential skill, especially for students learning foreign languages. Intercultural competence - the ability to effectively communicate and interact with people from different cultural backgrounds - has become a vital part of language education. Developing this competence goes beyond mastering vocabulary and grammar; it requires understanding cultural nuances, values, behaviors, and perspectives. This article explores the importance of intercultural competence in language education and discusses how the communicative and ethnographic approaches can be used to cultivate this skill.

The communicative and ethnographic approaches are effective strategies for promoting intercultural competence in students. While the communicative approach emphasizes meaningful interaction and authentic communication in the language classroom, the ethnographic approach involves observing and analyzing cultural practices to develop a deeper understanding of different cultures. This paper will explore how these approaches can be applied in language teaching to form students' intercultural competence. [1, 27]

Two key pedagogical approaches that can effectively foster intercultural competence in students are the **communicative approach** and the **ethnographic approach**. The communicative approach emphasizes interaction, meaning-making, and the use of language in authentic settings, while the ethnographic approach encourages students to investigate, observe, and analyze cultural practices deeply. Together, these approaches offer a comprehensive strategy for developing students' intercultural competence, equipping them with both linguistic proficiency and cultural sensitivity.

Intercultural competence is more than just the ability to speak another language; it involves understanding and respecting cultural diversity, recognizing the impact of cultural differences on communication, and adapting one's behavior accordingly. In a multicultural society, intercultural competence helps individuals engage in meaningful exchanges with people from various cultural backgrounds, fostering mutual understanding and reducing potential conflicts that arise from cultural misunderstandings. [2, 34]

In language learning, intercultural competence is essential for effective communication. Students who possess intercultural competence can navigate complex social interactions, interpret cultural references, and understand how language reflects cultural values and norms. By fostering this competence, educators prepare students to function in diverse settings, whether for personal, academic, or professional purposes.

The communicative approach to language teaching focuses on interaction and authentic communication as the primary means of language acquisition. This approach prioritizes the use of language in real-life situations and encourages learners to practice meaningful dialogue rather than focusing solely on grammatical accuracy.

In the context of developing intercultural competence, the communicative approach offers several advantages:



a) **Simulating Real-World Communication:** by engaging students in tasks that require them to communicate in authentic, culturally relevant contexts, the communicative approach helps learners develop not only linguistic skills but also cultural awareness. Role plays, simulations, and group discussions can be used to simulate interactions that students are likely to encounter in multicultural settings, such as negotiating, greeting, or problem-solving in diverse cultural contexts. Example: A language teacher might organize a role-play where students practice formal and informal greetings in different cultures, allowing them to understand how cultural norms influence communication styles.

b) **Cultural Context in Language Use:** the communicative approach emphasizes the importance of understanding cultural context in language use. Teachers can incorporate authentic materials, such as films, articles, and social media posts, that reflect the target culture's language and customs. This not only helps students grasp the cultural significance of certain expressions but also exposes them to the values and beliefs that shape language use in different societies. Example: Students might watch a video of a traditional celebration in a foreign culture and then discuss how the language used in the celebration reflects specific cultural values, such as collectivism or individualism.

c) **Encouraging Cultural Reflection:** the communicative approach promotes reflection on cultural differences by encouraging students to compare their own cultural norms with those of the target language. Teachers can create activities that prompt students to reflect on how cultural differences affect communication, leading to greater intercultural awareness. Example: After learning about formal address in different languages, students could reflect on how formality is expressed in their own culture compared to the target culture and discuss the potential challenges of misinterpreting these cues.

The ethnographic approach in language teaching involves observing, describing, and analyzing cultural practices and behaviors. Rooted in anthropology, this approach encourages students to become cultural investigators, actively exploring the values, beliefs, and social norms of the target culture. In doing so, they develop a deeper understanding of how culture shapes communication. [5, 34] The ethnographic approach enhances intercultural competence in the following ways:

Observation and Analysis: Through ethnographic activities, students learn to observe cultural behaviors critically and analytically. Teachers can encourage students to engage with real-world cultural settings, either through study abroad programs, virtual exchanges, or cultural events in their own communities. By observing how people from different cultures interact, students gain insight into the unspoken rules that guide social behavior, such as gestures, body language, and tone of voice. Example: A teacher might ask students to observe interactions in a local international market, paying attention to how people from different cultural backgrounds negotiate or greet one another. Students could then discuss their observations in class, analyzing how cultural differences shape these interactions.

Cultural Journals and Reflection: Ethnographic approaches often involve students keeping cultural journals, where they document their observations and



reflections on cultural practices. This reflective practice encourages students to think deeply about their experiences and to question their own cultural assumptions. Teachers can guide students in analyzing these reflections to draw connections between cultural behaviors and communication patterns. Example: After attending a cultural event, students could write about their experiences, noting any cultural practices that surprised them or that differed from their expectations. In class, students could share their reflections, helping each other develop a broader understanding of cultural diversity.

Cultural Interviews and Immersive Experiences: Ethnographic methods also include conducting cultural interviews with people from the target culture. These interviews allow students to directly engage with individuals who embody the cultural practices they are studying. By asking questions about cultural norms, values, and traditions, students gain firsthand knowledge of how culture influences communication and social interactions. Example: A language class could include a project where students interview native speakers of the target language about their cultural traditions, such as holiday celebrations or family dynamics. These interviews provide students with authentic insights that go beyond textbook descriptions.

For optimal results, language educators can integrate both the communicative and ethnographic approaches in their classrooms. By combining interaction-focused tasks with cultural observation and analysis, students can develop both the linguistic skills and cultural awareness necessary for effective intercultural communication. [4, 712]

Teachers can design projects that require students to both communicate and conduct ethnographic research. For instance, a project might involve students working in pairs to research a specific cultural practice (such as traditional cuisine or rituals) and then presenting their findings in the target language. This approach not only strengthens language skills but also encourages students to think critically about the cultural context behind the language they are using. [3, 20]

Virtual exchange programs offer an opportunity for students to practice intercultural communication in real-time. Students can engage with peers from other countries through video calls, emails, or chat platforms. These exchanges foster both communicative competence and intercultural understanding, as students must navigate cultural differences while communicating in a foreign language.

Teachers can present case studies based on real-world intercultural interactions, asking students to analyze the cultural misunderstandings or challenges that arise. These case studies can be discussed in groups, encouraging students to apply both their communicative and ethnographic skills to propose solutions for resolving cultural conflicts.

The formation of intercultural competence is essential in language education, as it enables students to engage meaningfully with speakers from diverse cultural backgrounds. Both the communicative and ethnographic approaches offer valuable strategies for developing this competence. While the communicative approach emphasizes interaction and practical language use in culturally relevant contexts, the ethnographic approach focuses on deepening students' cultural understanding

through observation and analysis. By integrating these approaches, teachers can create a holistic learning environment that fosters both linguistic proficiency and cultural sensitivity, preparing students for the challenges and opportunities of a globalized world.

References:

1. Byram M. Teaching and Assessing Intercultural Communicative Competence. Multilingual Matters. 1997. – 155 p.
2. Gilyazetdinov E.Z. Bikul'turnaya lichnost' budushego perevodchika // Aktual'nie problemi lingvistiki, perevodovedeniya i pedagogiki. 2014. № 1. S. 33-37.
3. Gilyazetdinov E.Z. Mediagramotnost' – osnova formirovaniya yazikovoy lichnosti budushego perevodchika //BBK 81.001. 1ya431+ 76.00 ya431 M 43. – 2013. – S. 20-25.
4. Gilyazetdinov E.Z. Prioritetnie zadachi recevoy deyatel'nosti i professional'noy kompetensii budushego perevodchika //BBK 67ya431 G72. – 2017. – S. 712-716.
5. Kramsch C. Context and Culture in Language Teaching. Oxford University Press. 1993. – 150 p.