



METHODOLOGY FOR DEVELOPING STUDENTS' INTERCULTURAL COMMUNICATION SKILLS IN THE PROCESS OF FOREIGN LANGUAGE TEACHING

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ABOUT ARTICLE

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Abstract: This article is devoted to the issues of developing students' intercultural communication skills in the process of teaching a foreign language. It studies the essence of intercultural communication, ways to ensure the integration of linguistic and cultural components in the process of its formation. It also analyzes the advantages of using interactive methods and technologies in preparing students for effective communication with representatives of different cultures. As a result of the research, effective methodological approaches and techniques are proposed, and recommendations for their application in the practical educational process are developed.

INTRODUCTION

In the current era of accelerating globalization processes, the need for effective communication between representatives of different nationalities and cultures is growing. In such a situation, teaching foreign languages includes not only the formation of linguistic knowledge and skills, but also the development of skills that prepare for intercultural communication. Students learning a foreign language need not only to know the language, but also to be familiar with the culture, traditions, values, and features of social communication of that language.

The development of intercultural communication skills is one of the important tasks of today's educational process. Because such skills teach students not only to effectively use foreign languages, but also to accept and respect cultural diversity. This serves the socialization and success of the individual in a modern global society.

This study is aimed at studying the specific methodology, interactive approaches, and technologies for the formation of intercultural communication in the process of teaching a foreign language. Through this, the goal is to develop effective methods and mechanisms for preparing students for intercultural cooperation in accordance with the requirements of modern society.

METHODOLOGY

The methodology for developing students' intercultural communication skills in the process of teaching a foreign language requires, first of all, an integrative approach that corresponds to the main goals and principles of the educational process. In this approach, the integration of linguistic and cultural competencies is of great importance. Because language is not only a means of communication, but also serves as an integral part of a particular culture.

The communicative approach plays a key role in the formation of intercultural communication skills. This approach teaches students not only to speak a foreign language grammatically correctly, but also to express their thoughts in a cultural context. Through interactive methods, such as role-playing games, discussions, modeling intercultural situations, and discussing cultural differences, students acquire real-life skills of intercultural communication.

The use of multimedia tools is also an integral part of the methodological process. Through the use of films, documentaries, cultural studies articles, and podcasts, students directly get acquainted with the culture of the language they are studying. Such technologies not only make the learning process interesting and dynamic, but also expand students' knowledge of culture and encourage them to communicate more.

Another important aspect of the methodology is the development of cultural sensitivity. In this process, the teacher teaches students to respect the values of different cultures and understand their uniqueness. This, in turn, encourages students to be open-minded, accept cultural diversity, and communicate effectively.

This methodology should be applied in practice at all stages of the educational process. Along with providing students with theoretical knowledge, it is necessary to pay special attention to preparing them for real conditions of intercultural communication. Thus, intercultural communication skills can be effectively developed by combining modern technologies, creative approaches, and interactive methods in the educational process.

Literature review

The literature on the topic of developing students' intercultural communication skills in foreign language teaching covers various points of view and approaches. During this review, attention was paid to important studies on the theoretical foundations of intercultural communication, its linguistic and cultural aspects, as well as methods for developing these skills.

Theoretical foundations of intercultural communication

To understand the essence of intercultural communication, Edward T. Hall's concept of "Intercultural Communication" is an important theoretical basis. His ideas about "high and low context cultures" are important for use in teaching students to understand the cultural context. Also, the theory of cultural dimensions developed by Geert Hofstede allows us to identify differences between different cultures and apply them to the educational process.

Integration of linguistic and cultural components

The literature on foreign language education emphasizes the need to form cultural competence along with linguistic competence. M. Byram's "Model of Intercultural Competence" is important in this regard. In this model, intercultural communication skills are seen as a unity of knowledge, abilities and attitudes. Byram emphasizes the importance of developing students' ability to present their own culture and understand the culture of others.

Interactive methods and technologies

The effectiveness of interactive methods is widely covered in the literature. In particular, the concept of "Autonomy in Language Learning" put forward by D. Little is of great importance in increasing the

activity and responsibility of students. Also, the "Sociocultural Theory" researched by J. Lantolf and P. Thorne on the use of virtual platforms and multimedia tools shows the effectiveness of teaching language and culture through technologies.

Methodological approaches and practice

The concept of "Communicative Approach" by J. Harmer on the development of intercultural communication in foreign language teaching is important for the formation of students' skills of effective communication in different cultural contexts. Also, C. Krashen's "Introduction Hypothesis" allows students to improve linguistic knowledge by teaching them in a culturally appropriate environment.

Conclusion

The analysis of the literature shows that it is necessary to integrate linguistic and cultural components to develop intercultural communication skills in foreign language teaching. In this regard, the role of communicative and interactive methods is of particular importance. By combining theoretical foundations and methodological recommendations, it is possible to ensure high efficiency of intercultural communication in the educational process.

DISCUSSION

Developing students' intercultural communication skills in the process of teaching a foreign language is one of the urgent issues of modern education. Because in the process of globalization, students need not only to learn the language grammatically correctly, but also to understand cultural diversity and know how to communicate effectively with representatives of different cultures. To achieve this goal, there is a need for an approach that combines linguistic knowledge with cultural context.

The main aspect of developing intercultural communication is to teach students to be open-minded and respectful of other cultures. This process requires understanding the uniqueness and values of different cultures. For example, Edward T. Hall's theory of high and low context cultures is useful in teaching students to identify and adapt to different cultural codes. With the help of this theory, students can minimize errors in communication and ensure mutual understanding.

The role of interactive methods in practice deserves special attention. Role-playing games, discussions, and modeling intercultural situations prepare students for real-life intercultural communication. For example, through cultural games, students understand the lifestyle, values, and characteristics of social communication of different cultures. Such methods increase the activity of students and actively involve them in the communication process.

However, there are also certain difficulties in the process of developing intercultural communication. One of the main problems is the excessive closed attitude of students to their own culture and their unwillingness to accept other cultures. Therefore, in the educational process, teachers should organize activities aimed at increasing cultural sensitivity. In this regard, the use of multimedia tools, such as films, documentaries, and cultural studies materials, is an effective method. They help students adapt to the real conditions of intercultural communication.

During the discussions, it was revealed that intercultural communication has a two-way character: on the one hand, it increases linguistic competence, and on the other, it develops acceptance of cultural differences. This helps students not only communicate freely in a foreign language, but also prepares them for international cooperation.

In conclusion, the development of intercultural communication skills is of crucial importance in modern education. Through interactive methods, technologies, and an approach based on cultural learning,

students can be prepared for effective communication. This, in turn, provides them with a solid foundation for success in a global society.

CONCLUSION

The development of intercultural communication skills is one of the most important areas of foreign language teaching today, and its effective organization directly affects the future professional and social success of students. In the process of language teaching, it is not enough to form only linguistic knowledge and skills. Students must be prepared to understand different cultures through language and effectively cooperate with them. This requires the introduction of an intercultural approach to foreign language teaching methodologies.

Intercultural communication develops students' cultural sensitivity, forms them as individuals with open-mindedness, patience, and the ability to respect others. This skill also serves to ensure their successful integration into a global society. The ability to understand the differences between different cultures, respect them, and communicate effectively is important for students not only in the educational process, but also in their future lives.

The use of interactive methods and modern technologies in the educational process greatly helps in the formation of these skills. Role-playing games, cultural discussions, multimedia materials, and cultural studies lessons are effective tools for preparing students for real-life intercultural situations. These methods not only make the learning process interesting and effective, but also encourage students to actively communicate.

However, in the process of developing intercultural communication skills, certain problems may arise, in particular, negative attitudes or low interest in cultural differences. To solve these problems, teachers should organize activities aimed at developing cultural sensitivity with students and encouraging them to engage in intercultural cooperation. Thus, the development of intercultural communication skills should become an integral part of the educational process by combining linguistic and cultural components. Such an approach will not only prepare students for successful communication, but also make them active participants in a global society. As a result, students will be formed not only as language learners, but also as bridge builders between cultures.

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