

## Developing Intercultural Competence in Teaching Foreign Languages

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### ABSTRACT:

This article examines and analyzes the essence and content of the terms ‘intercultural competence’ and ‘intercultural communication’, various methods of effective learning of a foreign language through the formation of knowledge and skills to communicate in an intercultural communication environment through information and communication technologies. This research also requires an increase in the number of publications on the study of problems that arise in substantiating intercultural competencies in language. There are also well-founded suggestions and recommendations for the perfect mastery of a foreign language.

**Keywords:**skills, teaching, abilities, education, foreign culture, foreign language communicative competence,intercultural competence, highly interested.

### Introduction

In recent years, there has been a growing interest in learning a foreign language and its cultural performance, and today it has become a topical issue for teachers to help their students acquire intercultural competence. Thus, the research work aims to explore the views and attitudes of English teachers on intercultural competence teaching and to show how and to what extent these ideas and feedbacks are reflected in classroom curricula. Analyzing the results of the study, it was shown that foreign language teachers are well aware of the role of culture in the foreign language education system, but they do not regularly apply the education system to increase intercultural competence in their students.

On May 6, 2021, under the chairmanship of President ShavkatMirziyoyev, a video conference was held on measures to improve the system of teaching foreign languages. In this video conference, the President of the Republic of Uzbekistan Sh.Mirziyoyev noted, "It is time to launch a new system of teaching foreign languages, which will lay a solid foundation for the future"<sup>1</sup>. Indeed,in our country, several areas of science are selected and developed with special attention yearly. In particular, in 2021, the teaching of physics and foreign languages have been identified as such priorities.

The policy of openness pursued in Uzbekistan, active access to world markets, expansion of international cooperation in all areas will increase the demand for knowledge of foreign languages.

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<sup>1</sup>President Sh.Mirziyoyev chaired a video conference on May 6,2021, on measures to improve the system of foreign languages. Tashkent.

Nowadays, teaching process is conducting in a foreign language in 25 universities of Uzbekistan. In 2016 instead, this number was only equal to seven. It is notable that the number of graduates who have received an international language certificate has increased 10 times in the last 3 years. This year, the Foundation “El-Yurt Umidi” awarded scholarships to 350 students from Uzbekistan to study at prestigious oversea universities. This represents five times more results than in previous years.

However, as in any field, there are specific shortcomings in this area also. For instance, the situation on the ground does not match the intended grand plans. In particular, the categorical growth rate of more than 2,000 foreign language teachers is low. They are lagging in the education system. Unfortunately, the quality of foreign language teaching in 1,400 schools in the country is unsatisfactory.

Only 4% of teachers in this system have national and international language certificates. There are no such certified teachers in Khanabad and Quvasoy, Zafarabad, Mirishkor, Turtkul, Sherabad, and Uzun districts. Forty-nine percent of foreign language teachers in schools failed the test.

In terms of numbers, only 4% of teachers in this system have national and international language certificates.

Analyzing our opinion by region, there are no such certified teachers in Khanabad and Quvasoy, Zafarabad, Mirishkor, Turtkul, Sherabad, and Uzun districts. According to the test examinations conducted, 49% of foreign language teachers in schools showed a negative result. In the course of the lesson research teaching communicative competence requires the organization of the learning process considering the target cultural component. Learning a foreign language in this way is justified not only in the country based on that language but also in another country. The result is likely to be positive. A country learning as a foreign language can be mastered through the culture, language, developing indicators of that country, new pedagogical technologies in the education system, educational innovations. How to make the learning process more interesting and effective - this problem can be solved along with some features of teaching through this education system.

Currently, the main goal of education is to pay great attention to teaching the culture of the country where it is studied as a foreign language. Because it is possible to understand, comprehend and master communication in a foreign language through a foreign culture.

Research shows that language learners are generally more positive about culture. As a result of scientific research conducted by another group of scholars, it can be understood that teachers have shown great interest in the culture of teaching in foreign language teaching.

In their view, just having linguistic knowledge does not guarantee effective and fluent writing in modern times, the result will not be high. On the same basis, the current ultimate goal of all spiritual and cultural education is to help students succeed in the international community, the global economy, and across national borders. The task of helping them to reach new heights through the knowledge they have acquired further enhances the responsibility of the pedagogical staff.

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“With the advent of intercultural communicative competence (ICC) at the outset of the twenty-first century, many theoreticians and practitioners have been accentuating the ICC perspectives and their incorporation into teaching language skills”<sup>2</sup>.

Although language and culture have been studied for hundreds of years, the intercultural dimension in foreign language teaching is of greater concern to teachers and researchers. Students realized the importance of learning a language to take advantage of these opportunities and began to think independently about the challenges of having limited language skills in communicating with people in the community and enhancing their cultural awareness and knowledge.

The elements encountered in the system of continuing education used in teaching English still face several challenges in the practice of teaching English. It was found that there will be more positive results in the practice of teaching English innovatively. It is known from foreign literature that the innovative education system in teaching foreign languages to students is also approved by learners. In today’s environment where the demand for learning a foreign language is increasing, students usually need to have a first education culture. Limited access to free communication between teacher and student during the lesson leads to a decrease in the level of effectiveness. In assessing them, the fact that the interaction with the speakers in a foreign language is limited creates a more complicated situation.

In this regard, without any doubt the cultural elements should be included in the curricula of foreign language teachers. Therefore, in-service teacher training and professional development programs can offer a variety of ways to shape the culture of education. Because teachers, in turn, may have more qualifications in cultural teaching. In this way, the quality of cultural teaching can be significantly improved.

### **Analysis of the relevant literature.**

Several scientists of our country are researching this topic. In particular, the monograph of the researcher of the Samarkand State Institute of Foreign Languages has been translated into 8 foreign languages and put up for sale around the world. The main reason for this is that the chosen topic fully complies with world standards.

RustamovaAdashEshankulovna, a researcher at the Samarkand State Institute of Foreign Languages, translated the monograph "Basic concepts of teaching English pronunciation in kindergartens" into English, Russian, German, Spanish, French, Portuguese, Italian, and Polish. This research work, which is fully justified and has its place not only in the education system of its own country but also in the system of foreign education, will serve students for many years. In particular, the author developed methods for exploring innovations in education, i.e. teachers’ perceptions of novelty, beliefs, and preferences, in short, proved that their understanding greatly determines the success of this innovation. Research on teacher concepts in general shows that these innovative concepts significantly shape teachers’ behaviors. It broadens their worldview and thus establishes a direct link between teachers’ teaching methods.

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<sup>2</sup> Metzler Verlag, 2018; Rezaei&Naghbian, 2018; Soodmand Afshar, et al, 2018; Tsenkova, Yordanova, &Kiryakova, 2018; UNESCO, 2020.

Foreign researchers AsyaSergeevnaYagubova, Mary ValerianovnaMurieva, and Ella AkhsaratovnaKanukovaresearched this topic. In their research, some issues related to regular reading at home as well as teaching targeted language culture to students learning a foreign language at an elementary level in foreign language faculties were discussed. By getting acquainted with the artistic creations of foreign writers, students acquire the necessary knowledge and skills in the field of linguistics, analyze language and speech skills and abilities. Teachers take a three-step approach to art texts, considering methodological requirements. Each of the stages has its own goals and objectives. The ultimate goal of all stages is to effectively prepare students for communicative competence in the foreign language education system. It is also advisable to read fiction books in a foreign language. A language is an invaluable tool for studying the customs and traditions, cultural features of foreign countries.

### **Research methodology**

The methodology of the article is based on the use of methods of systematizing data with scientific knowledge, subsequent analysis, and generalization. In conducting the research, it is used the following research methods:

1. through the study and analysis of theoretical-linguistic, methodological, pedagogical, and psychological literature to find a reasonable solution to the problem under the study;
2. to determine the initial capabilities of first-year students at the Faculty of Foreign Languages to increase their pedagogical knowledge;
3. collection of scientific and practical information;
4. generalize all

### **Analysis and results**

The history of intercultural communicative competence goes back many years. It appeared thousands of years ago. In particular, many years ago, when people began to live mixed when they traded with others, intercultural communicative powers emerged. An example is the Silk Road links. Many traders from different countries began to interact with each other in their business reactions. It is natural, of course, that language-based communication is paramount. There has been intercultural communication since then. It is known from the literature that intercultural communication as a discipline first began in the United States. Published in 1959 by Edward Hall, the book "Dialogue Without Language" is considered by some people to be the beginning of intercultural communication. Since then, the book has become a classic of intercultural communication.

Through the ideas of intercultural communicative competence, it is very important to teach foreign languages, which are widely used today. At the same time, researchers cannot come up with a discussion of what intercultural communicative competence is and what it encompasses. The components of intercultural communicative competence are still the subject of debate. Many researchers have explored intercultural communicative competence in their way.

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For example, according to Spitzberg, intercultural communicative competence includes skills, motivation, and knowledge. The skills determine the level of our ability to communicate effectively and appropriately. The role of motivation is invaluable. Motivation is the desire to communicate effectively and appropriately with others. Being able to use the level of knowledge wisely means understanding or comprehending what we need to do to communicate effectively and correctly. In real situations, someone may be enthusiastic but may not know the skills. Even if we are motivated and have the knowledge and skills, it does not mean that we communicate effectively. Therefore, in addition to skills, knowledge, and motivation, some other factors can affect our behavior, such as emotional and environmental.

In recent years, an increasing number of Uzbek students are leaving for English-speaking countries to continue their studies. Thus, in Uzbekistan, English is becoming increasingly important as a school subject. Intercultural communication is sometimes disrupted in conversations because the syntactic errors of a person whose native language is not perfectly formed or their pragmatic incompetence rather than their mispronunciation in the translated language become apparent. This leads to pragmatic failure. To put it another way, in short, it is natural that they should not be able to use language effectively to achieve a particular goal and understand language in context. In intercultural communication, some English learners may know the literal meaning of a speech, but may not understand its meaningful meaning or clearly understand the intended intention of the speaker. In intercultural communication, unaware of each other's respective social and cultural traditions, interlocutors can participate in communication with their cultural values and use their cultural systems to interpret their new systems.

As a result, intercultural communication is very important in foreign language teaching. It is important to improve the overall cultural consciousness. In today's increasingly globalized world, intercultural competence is a valuable advantage, since we are more likely to communicate with people from various cultures and nations formed based on different values, beliefs, and experiences. In teaching English as a foreign language for writing skills, it has been proven and analyzed that linguistic knowledge alone is not enough to guarantee successful writing. Cultural errors are worse than linguistic errors because they cause misunderstandings between English and non-English. It leads to an inefficient completion of the communication process. Fantini's science has divided intercultural competence into four dimensions, that are:

- cultural knowledge,
- cultural relations,
- cultural skills and
- cultural consciousness.

Intercultural knowledge is also considered a conceptual aspect of intercultural competence.

Ways to develop skills in these methods provide students with the opportunity to read and discuss written or online manuals about their countries and national cultures, for visitors and manuals created

by visitors. It also covers the study of targeted forms of culture in various media, including film, literature, and television.

According to the famous English scientist Kim, the affective dimension means that the motivation and attitude of intercultural communication and serve as a key tool in solving intercultural problems. Indeed, effective empowerment facilitates intercultural adaptation by providing emotional and motivational capacity to address the various challenges of intercultural education exchange. The essence of this is that the facilitation of intercultural communication depends on how the communicators express their feelings in order. Summarizing the above considerations, the affective dimension includes adaptive competence, specific flexibility, and aesthetic sensibilities. The ability to empathize is the ability to think the same thoughts and feel the same emotions as members of other cultures. Although aesthetic sense has a broader meaning than the ability to empathize, it means that communicative actions in intercultural communication are related to the degree of conformity to target cultural habits.

At the same time, a person's cognitive dimension of intercultural communicative competence can influence his or her behavior of intercultural communicative competence. Behavioral aspects in the next place intercultural communicative competence also has an impact on the affective dimension of an individual's intercultural communicative competence.

This raises the question of how to develop intercultural communicative competence in foreign language teaching.

Since language and culture are inseparable, a good study of a foreign language including not only master pronunciation, grammar, words, and phrases, but their language reflects the ideas, customs, and behaviors of the society. Thus, we believe that to have a better understanding of the traditions of other cultures, it is necessary to involve a group of students who do not know a foreign language in the process of learning the culture. But in the ideas mentioned above, there is talk of teaching a culture of language teaching. It is noteworthy that none of them provides specific learning tasks in the process of learning a culture, so it is not advisable to conduct the teaching process in this system. When communicating with foreigners, local speakers do not pay attention to pronunciation or syntax errors.

On the contrary, breaking the rules of speech is often interpreted as bad behavior. Scholars have differing views on the understanding of intercultural communicative competence, but its general features have not been fully elucidated. Intercultural communicative competence is a context-specific concept. Context refers not only to the state of communication but also to the cultural environment. For example, the origins of a cultural context should be incorporated into the entire process of language teaching to help non-English core students overcome natural barriers to intercultural communication. Thus, a new model of teaching culture - "Cultural Experience" is proposed.

If scientists convey the meaning of a new word by translating it into the mother tongue, or by bringing an equivalent in that language, we do not fully understand the impression that the word creates in the mind. Therefore, the verbal explanation is rarely used. In addition to knowing a foreign language, clearly express the meaning or structure of students' thoughts should get. To stimulate a

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non-English student's interest in the target culture, English teachers need to not only explain the meaning and structure of the words but also provide a set of guidelines for non-English students to follow cultural norms. They must present situations. Real-life cross-cultural situations are more complex than the situations presented in the classroom. Therefore, to develop the intercultural communicative competence of other students, the educational institution should introduce and provide a variety of contexts so that they can follow certain norms and skills in the English classroom.

In this regard, cultural elements need to be included in language teacher education programs. Different methods of culture teaching can, therefore, be provided in both preservice and in-service teacher training programs, and teachers, in turn, can get more competent in terms of cultural instruction. In this way, the quality of cultural teaching can be improved to a great extent.

### Conclusion

In conclusion, it should be pointed out that to interact with people from other cultures successfully, we have to understand the discipline between our and others' cultural values, norms, traditions, customs, and social systems. English teachers should integrate the target culture into English learning, not only including values, beliefs, customs, and behaviors of the English-speaking countries, but also the cultural connotations of words, phrases, and idioms. It is very important to know and appreciate intercultural communicative competence to make our knowledge, behavior, and mind keep pace with the speed of the development of culture. It is teachers' responsibility to expose the students to the English culture as much and often as possible and help them to acquire intercultural communicative competence.

When it comes to teaching English in an educational institution, teachers need to consciously encourage students to have a culture related to linguistic knowledge and to direct students from unconscious cultural experience to conscious cultural experience. Some activities can be organized in the classroom, such as data interval, brainstorming, problem-solving, interviewing, role-playing, and debating. These activities focus on what is being done and how it is being done rather than learning linguistic knowledge, thereby improving the intercultural communicative competencies of non-English speaking students.

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