

PECULIARITIES OF INTERCULTURAL COMMUNICATION IN LANGUAGE LEARNING OF FOREIGN LANGUAGE AND LITERATURE STUDENTS

Amanov Akmal Aripjonovich senior lecturer of Namangan state institute of
foreign languages

E-mail: mr_anderson.uz@mail.ru

Annotation: *As the world becomes increasingly globalized, the need for effective intercultural communication has become more important than ever. This article discusses the role of intercultural communication and effective methods and elements in its teaching in language and literature courses that can be used in higher education. We know that in the Educational Method, we understand the additional control mechanism for the organization and implementation of departments and programs to support certain provision measures by the teacher. Educational technique is a tool that reflects the success of the educational process and the competence of the teacher.*

Keywords: *intercultural communication, relationship, quality of teaching, effective methods, quality education, competency.*

XORIJIY TIL VA ADABIYOTI YO'NALISHI TALABALARINING TIL O'RGANISHDA MADANIYATLARARO MULOQOTNING XUSUSIYATLARI

Amanov Akmal Aripjonovich Namangan davlat chet tillari instituti katta
o'qituvchisi

E-mail: mr_anderson.uz@mail.ru

Annotatsiya: *Jadallashib borayotgan hayotimizda, madaniyatlararo muloqotga bo'lgan ehtiyoj har qachongidan ham muhimroq bo'lib qoldi. Ushbu maqolada oliy o'quv yurtlarida qo'llanilishi mumkin bo'lgan til va adabiyot kurslarida madaniyatlararo muloqotning o'rni va uni o'rgatishning samarali usullari va elementlari muhokama qilinadi. Biz bilamizki, Ta'lim usulida biz o'qituvchi tomonidan muayyan ta'minlash choralari qo'llab-quvvatlash bo'limlari va dasturlarini tashkil etish va amalga oshirish uchun qo'shimcha nazorat mexanizmini tushunamiz. Ta'lim texnikasi - bu o'quv jarayonining muvaffaqiyati va o'qituvchining malakasini aks ettiruvchi vositadir.*

Kalit so'zlar: madaniyatlararo muloqot, munosabatlar, o'qitish sifati, samarali usullar, sifatli ta'lim, kompetentsiya.

ОСОБЕННОСТИ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ИЗУЧЕНИИ ЯЗЫКА СТУДЕНТОВ ИНОСТРАННОГО ЯЗЫКА И ЛИТЕРАТУРЫ

Аманов Акмал Арипжонович старший преподаватель Наманганского государственного института иностранных языков

E-mail: mr_anderson.uz@mail.ru

Аннотация: Поскольку мир становится все более глобализированным, потребность в эффективной межкультурной коммуникации становится более важной, чем когда-либо. В данной статье рассматривается роль межкультурной коммуникации, а также эффективные методы и элементы ее преподавания на курсах языка и литературы, которые могут быть использованы в высшем образовании. Мы знаем, что под Образовательным методом мы понимаем дополнительный механизм контроля за организацией и реализацией кафедр и программ по поддержке тех или иных мер обеспечения со стороны преподавателя. Методика обучения – это инструмент, отражающий успешность образовательного процесса и компетентность педагога.

Ключевые слова: межкультурная коммуникация, взаимоотношения, качество обучения, эффективные методы, качественное образование, компетентность.

INTRODUCTION

Nowadays, as in many other fields, intercultural communication plays an important role in teaching foreign language and literature students. With the rise of international trade, travel, and education, people from diverse cultural backgrounds are interacting with each other more frequently than ever before. In the field of English language teaching, intercultural communication has become a crucial aspect of language learning and teaching. Teaching English as a second or foreign language involves more than just teaching grammar and vocabulary. Language teachers also need to help their students develop the ability to communicate effectively across cultures. This requires a deep understanding of the cultures and customs of the students in the classroom, as well as the development of intercultural communication skills. As well as the importance of intercultural

communication in language teaching, discuss the challenges and opportunities of intercultural communication and provide practical tips and techniques for improving intercultural communication skills in both students and teachers. In a sense focus on the importance of intercultural communication in language teaching. It will discuss the impact of culture on language learning and teaching, the role of intercultural communication in language proficiency, and the benefits of intercultural competence for language teachers and students. Also the challenges and opportunities of intercultural communication in language teaching. It will discuss the cultural barriers that can hinder effective communication, such as cultural stereotypes and assumptions, and provide strategies for overcoming these barriers. The article will also explore the opportunities for cultural exchange and learning that intercultural communication provides, and how these opportunities can be integrated into language teaching has an important role.

MATERIAL AND METHODS

In a study of the intercultural approach in education, Davies and Rey (1996) denoted that intercultural refers to 'inter' and 'culture'; inter means interaction, exchange, and openness. Culture on the other hand signifies lifestyle, a representative symbol used by people either individually or through community in building relationships with others in their effort to understand the world; and to comprehend interaction within intra and inter-cultures. In that interaction, space and time should always be considered. In other words, 'intercultural' is a dynamic process that consists of real interconnected interactions.[1] Intercultural competence (IC) is the big theme with several sub-themes including skills, attitude, and knowledge. (Snow, 2015). In the teaching of intercultural competence, the main goal of teaching the course is to develop and improve intercultural communication skills that could facilitate students coping with various intercultural problems in the future regardless of differences in cultural background Snow (2015). In line with this idea, Tibury and Henderson (2003) contend that intercultural education consists of equity, participation, peace, appreciation, reconciliation, and cooperation. Intercultural competence (IC) is inseparable from communication competence and intercultural communication (Deardorff, 2004). According to Spitzberg and Cupach (1984), communication competence consists of several components social competence and interpersonal competence. Both components are focused on results, linguistic competence, and communication competence. This means that intercultural comprehension is concerned with understanding and accepting others' diversity and differences either individual or group to build a democratic society. This also indicates that multicultural education

should address to all society that they can live in harmony as the precondition of unity in a society (Melkote & Steeves, 2015; Rao & Thombre, 2015).

RESULTS

The impact of cultural differences on language use in English-speaking countries was discussed, including analyzing intercultural communication in English-speaking countries. Lastly, the article tackled assessing intercultural communication skills in language learners and developing appropriate assessment tools for measuring intercultural communication skills.[2]

To ensure the effective implementation of the article's content, an action plan for self-study was provided. This plan included activities such as reviewing lecture and seminar notes, researching additional resources, practicing intercultural communication skills, reflecting on personal intercultural experiences, and identifying areas for improvement.[3] As the main goal of the practical classes is to provide students with the opportunity to master the skills and abilities to use theoretical knowledge, new forms of intercultural communication teaching and learning can be introduced. They are inter-cultural training, which can be organized in the form of role-plays, case studies, developing inter-cultural competence and cultural intelligence, and doing different training exercises and tasks. For example, 'From the list of values, identify in pairs universal, cultural and personal values', 'Rank the items of the pyramid of values' and 'The stages of cultural shock'. One of the most favorite training exercises for the students is 'Meeting at the airport', including performing two roles: 'Traveller' and 'Welcome'. The task is to find among a large number of passengers the fellow citizen. It is possible to recognize him/her only by the traditional greeting accepted in your culture. The one who will greet you in the same way as yours is your fellow countryman. The students are offered the roles of representatives from different cultures.

DISCUSSION

By applying the concepts and strategies outlined in this article, language teachers can create a more inclusive and effective language-learning environment that promotes intercultural competence and language proficiency in Foreign Language and Literature students. The action plan for independent learning allows teachers to continue their intercultural competence and implement the content of the guide in their teaching practice. Ultimately, the goal is to create a more connected and understanding global community through language education.

The concept of culturally responsive teaching and learning was defined, including culturally responsive strategies for language teaching. Moreover, the

article discussed addressing potential challenges and conflicts in intercultural communication and developing strategies for addressing and resolving conflicts in language teaching.

Teaching language and content in multicultural classrooms was explored, including understanding the principles of teaching language and content in multicultural classrooms and developing a lesson plan for teaching language and content in a multicultural classroom.[4] Developing intercultural perspectives on language use was also covered, along with applying intercultural perspectives to language teaching.

This article further discussed using cultural elements in language lessons, including incorporating cultural elements into language lessons and analyzing the impact of cultural elements on language learning. Cross-cultural communication in a digital age was also explored, including the role of technology in cross-cultural communication and the impact of technology on language learning. The impact of cultural differences on language use in English-speaking countries was discussed, including analyzing intercultural communication in English-speaking countries. Lastly, the article tackled assessing intercultural communication skills in language learners and developing appropriate assessment tools for measuring intercultural communication skills.

CONCLUSION

In conclusion, developing intercultural communication skills in teaching English is a critical aspect of language education. Through lectures and seminars, educators can gain an understanding of the importance of intercultural communication and the role it plays in language teaching and learning. This article aims to provide language teachers with the necessary tools and strategies to promote intercultural competence in language learners and to improve their intercultural competence.

This article a wide range of topics related to intercultural communication and language teaching. It began with an introduction to intercultural communication and language teaching, emphasizing the significance of intercultural communication in language learning. The article also discussed the role of culture in language teaching, highlighting the importance of cultural awareness in creating a successful language-learning environment.

Furthermore, the above explored how to understand cultural differences in communication, including analyzing the impact of cultural differences on language teaching. The article also tackled the issue of stereotyping and cultural biases in language teaching and the impact these biases can have on language learning. Strategies for promoting intercultural communication in the language classroom

were discussed, such as developing a plan for creating a culturally inclusive language classroom. Additionally, it delved into building intercultural competence in language learners, defining intercultural competence, and its importance in language learning, as well as providing strategies for building intercultural competence in language learners.

REFERENCES

1. Abrams, Z. I. (2020). *Intercultural communication and language pedagogy: From theory to practice*. Cambridge University Press.
2. Alred, G., & Byram, M. (2003). *Intercultural experience and education*. Multilingual Matters.
3. Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience*. Intercultural Press.
4. Chen, G. M. (2014). *Intercultural communication competence: A synthesis*. In *The Handbook of Intercultural Discourse and Communication*. John Wiley & Sons.