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THE VALUE-ORIENTED APPROACH IN TEACHING FUTURE ENGLISH LANGUAGE TEACHERS INTERCULTURAL COMMUNICATION

Abstract: The article analyzes the value-oriented approach in preparing future English language teachers for intercultural communication. Its importance for developing competencies in educators that are necessary for effective interaction in a multinational environment is emphasized. The article also takes into account the consequences of globalization processes and cultural transformations on educational practice. Special attention is given to methods and technologies, including the case method, role-playing, and the use of information and communication tools, which contribute to the development of students' practical skills.

Keywords: value-oriented approach, intercultural communication, teaching, future teachers, axiology of education, cultural competence, pedagogical training, globalization, educational technologies.

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Namangan Davlat Pedagogika Institutining ilmiy xodimi

KELAJAKDAGI INGLIZ TILI O'QITUVCHILARINI MADANIYATLARARO MULOQOTGA O'RGATISHDAGI QIYMATGA YO'NALTIRILGAN YONDASHUV

Annotatsiya: maqolada kelajakdagi ingliz tili o'qituvchilarini madaniyatlararo muloqotga tayyorlashda qadriyatli-qiyamatga yo'naltirilgan yondashuv tahlil qilinadi. Bu yondashuvning o'qituvchilarda ko'p millatli muhitda samarali o'zaro aloqalar o'rnatish uchun zarur bo'lgan kompetensiyalarni shakllantirishdagi ahamiyati ta'kidlanadi. Shuningdek, globalizatsiya jarayonlari va madaniy transformatsiyalarning ta'lim amaliyotiga ta'siri hisobga olinadi. Maxsus e'tibor metodlar va texnologiyalarga, jumladan, holat metodini, rol o'ynashni va axborot-kommunikatsiya vositalarini qo'llashga qaratilgan bo'lib, ular talabalarning amaliy ko'nikmalarini rivojlantirishga yordam beradi.

Kalit so'zlar: qadriyatli-qiyamatli yo'naltirilgan yondashuv, madaniyatlararo muloqot, o'qitish, kelajakdagi o'qituvchilar, ta'lim aksiologiyasi, madaniy kompetensiya, pedagogik tayyorgarlik, globalizatsiya, ta'lim texnologiyalari.

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ЦЕННОСТНО-ОРИЕНТИРОВАННЫЙ ПОДХОД В ОБУЧЕНИИ БУДУЩИХ ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Аннотация: В статье анализируется ценностно-ориентированный подход в подготовке будущих учителей английского языка к межкультурной коммуникации. Подчеркивается его значимость для формирования у педагогов компетенций, необходимых для эффективного взаимодействия в многонациональной среде, а также учитываются последствия процессов глобализации и культурных трансформаций на образовательную практику. Особое внимание уделяется методам и технологиям, включая кейс-метод, ролевые игры и применение информационно-коммуникационных средств, способствующих развитию практических умений студентов.

Ключевые слова: ценностно-ориентированный подход, межкультурная коммуникация, обучение, будущие учителя, аксиология образования, культурная компетентность, педагогическая подготовка, глобализация, образовательные технологии.

In today's rapidly changing world, issues of intercultural communication have become especially significant, particularly within the system of teacher training. As President of the Republic of Uzbekistan

Shavkat Mirziyoyev rightly noted: "Education is an investment in the future, and we must create an educational system that not only imparts knowledge but also forms a harmoniously developed personality capable

of effectively interacting in a multicultural world" [1]. These words accurately reflect the core idea of the value-oriented approach in teaching future English language teachers intercultural communication.

The relevance of this topic for Uzbekistan is driven by a number of factors. First, Uzbekistan, located at the historic crossroads of cultures and civilizations, has always been a center for intercultural dialogue, creating a unique foundation for the research and application of advanced methods in intercultural communication. Second, as part of the Strategy for Actions on Five Priority Directions of Development of the Republic of Uzbekistan, particular attention is being paid to the reform of the education system and the improvement of teacher training quality. As Sh.M. Mirziyoyev emphasized: "We need to create a modern teacher training system that prepares teachers proficient in foreign languages and information technologies, capable not only of transferring knowledge but also cultural values" [2].

Third, in the context of Uzbekistan's active integration into the global community, the demand for specialists capable of effectively engaging in intercultural interactions is growing. This presents a challenge for the pedagogical education system: to shape future English language teachers not only with language skills but also with a deep understanding of the cultural characteristics of different countries. "Knowledge of foreign languages opens a window to the world, but only understanding cultural values allows one to enter this world as an equal participant in the dialogue," noted the President of Uzbekistan in his speech at the international educational forum [3].

In the modern globalized world, the significance of intercultural communication is rapidly increasing. Effective interaction between representatives of different cultures has become a key factor for success in various fields – from diplomacy and international business to education and cultural exchange. Preparing English language teachers who are not only capable of teaching the language as a system but also of fostering intercultural communication competencies in students has become a crucial task for pedagogical education. The value-oriented approach, based on understanding and respecting the values of different cultures, plays an increasingly important role. As the renowned linguist and anthropologist Edward Sapir stated: "Language does not exist outside of culture, that is, outside the socially inherited set of practical skills and ideas that characterize our way of life" [4, p. 185]. This statement highlights the inseparable connection between language and culture, which defines the necessity of a cultural perspective in training language teachers.

The relevance of this research topic is determined by several factors. First, in the context of the globalization of the educational space and the development of academic

mobility, there is an increasing need for educators who are capable of working effectively in a multicultural environment. Second, current trends in foreign language teaching methodologies are less focused on the formation of linguistic competence and more on the development of intercultural communicative competence. As Michael Byram, one of the leading experts in intercultural communication, rightly pointed out: "Intercultural competence is not just knowledge of facts about another culture, but the ability to compare one's own and others' cultures, critically assess the behavior, beliefs, and values of others" [5, p. 34].

In the context of the value-oriented approach to teaching future English language teachers intercultural communication, particular importance is placed on understanding and integrating the value systems of different cultures into the educational process. The well-known cultural theorist Geert Hofstede defined culture as "the collective programming of the mind that distinguishes the members of one group of people from another" [6, p. 21]. This metaphor helps to understand that the perception of reality, forms of communication, and even educational practices are deeply rooted in the cultural values of society. Accordingly, for effective teaching of intercultural communication, it is not enough to merely impart knowledge about cultural differences; it is necessary to form a system of value orientations that enable future educators to adequately perceive and interpret phenomena of another culture.

The theoretical and methodological foundation of the value-oriented approach is based on concepts and ideas developed within the framework of the axiology of education (V.A. Slasterin, G.I. Chizhakova), the theory of dialogue of cultures (M.M. Bakhtin, V.S. Bibler), intercultural communication (E. Hall, M. Byram, S.G. Ter-Minasova), and the communicative approach to foreign language teaching (E.I. Passov, A.N. Shchukin). At the same time, a key role is played by understanding education as a process of transmitting values and forming the value orientations of the individual. As the renowned Russian educator V.A. Slasterin emphasized: "Education, as a component of culture, acquires particular significance in this case, as it is the primary means of developing the humanistic essence of a person, an effective lever for the development of the spiritual culture of society, and the reproduction and development of values" [7, p. 73].

The value-oriented approach to teaching future English language teachers intercultural communication can be realized through several interconnected components: axiological, cognitive, activity-based, and reflective. The axiological component involves the formation of a value system in students, based on the principles of respect for cultural diversity, tolerance, and empathy. The cognitive component includes acquiring knowledge about the cultural characteristics of different

countries, norms of communicative behavior, the causes of intercultural conflicts, and methods for their prevention and resolution. The activity-based component focuses on developing practical skills for intercultural interaction, including both verbal and non-verbal communication tools, strategies for adapting to a different cultural environment, and methods for teaching intercultural communication. Finally, the reflective component involves developing the ability for self-analysis and critical reflection on one's own communicative behavior in an intercultural context, recognizing one's own cultural biases and stereotypes.

American anthropologist Edward Hall, one of the founders of intercultural communication theory, wrote: "Culture is communication, and communication is culture" [8, p. 186]. This statement emphasizes the interdependence and mutual penetration of culture and communication, which is directly related to the training of foreign language teachers. In the process of teaching future English language teachers intercultural communication, it is important to consider that language is not only a tool for communication but also a carrier of cultural values, traditions, and the mentality of a people. As S.G. Ter-Minasova points out: "Every foreign word reflects a foreign world and foreign culture: behind every word is a concept of the world conditioned by national consciousness" [6, p. 25].

The practical implementation of the value-oriented approach in teaching future English language teachers intercultural communication involves the use of a wide range of methods and technologies. Among the most effective are: the case method, which allows for the analysis of real intercultural interaction situations; the cultural assimilator method, aimed at mastering behavioral models in another cultural environment; role-playing and business games that simulate intercultural communication situations; intercultural sensitivity training; project-based activities related to studying and presenting various aspects of foreign cultures; and the use of authentic materials (literature, films, press) as sources of cultural information.

In the context of the value-oriented approach, the use of modern information and communication technologies plays a particularly significant role, as they open up new opportunities for intercultural interaction. As the well-known theorist of the information society, Manuel Castells, pointed out: "The Internet is a communication medium that, for the first time, made it possible for many people to communicate with many others at any time and on a global scale" [7, p. 15]. The use of Web 2.0 technologies, video conferencing, social networks, and other forms of electronic communication allows future educators to engage in direct communication with native speakers of other cultures, thereby fostering the formation of real intercultural interaction experiences.

For the successful implementation of the value-oriented approach to teaching intercultural communication, it is also necessary to consider the individual characteristics of the students, their personal experiences of intercultural interaction, language proficiency, and professional interests and plans. As the renowned educator Carl Rogers noted: "Learning can only be effective if it is meaningful to the learner, if it meets their needs and interests" [8, p. 97]. This statement highlights the individual, learner-centered nature of the educational process, which must take into account the value orientations of the students themselves.

An important aspect of the value-oriented approach is the development of critical thinking among future English language teachers regarding stereotypes and prejudices related to different cultures. Intercultural communication researcher Milton Bennett emphasized: "Ethnocentrism is a natural human condition, and the development of intercultural sensitivity requires special work to overcome one's own cultural biases" [9, p. 225]. In the context of teacher training, this means the need for targeted efforts to develop the ability to critically analyze commonly held beliefs about cultures, distinguishing facts from stereotypical opinions.

In teaching future English language teachers intercultural communication, it is also essential to focus on the development of emotional intelligence and empathy. As psychologist Daniel Goleman noted: "Emotional intelligence includes self-awareness, self-regulation, motivation, empathy, and social skills. All of these qualities are crucial for successful intercultural interaction" [11, p. 318]. The ability to understand the emotions and motives of behavior of people from different cultures, to put oneself in their shoes, and to show tolerance for values and norms different from one's own-these are essential components of a teacher's intercultural competence [12].

The assessment of the effectiveness of the value-oriented approach in teaching future English language teachers intercultural communication should be comprehensive and include various criteria: the level of developed value orientations, the volume and quality of knowledge about different cultures, the level of practical skills in intercultural interaction, and the ability to reflect on one's own communicative behavior. Special attention should be given to evaluating the readiness of future educators to foster intercultural competence in their students.

From the perspective of the value-oriented approach, particular importance is placed on introducing future English language teachers to the ethical aspects of intercultural communication. The ethics of interaction with representatives of different cultures, based on respect for human dignity, recognition of the value of cultural diversity, and rejection of cultural discrimination, becomes an integral part of the professional training of educators.

The famous philosopher Immanuel Kant emphasized this aspect, stating: "Act in such a way that you always treat humanity, whether in your own person or in the person of any other, as an end, and never merely as a means" [14, p. 270]. This ethical postulate is directly related to intercultural communication, as it underscores the importance of each individual, regardless of their cultural characteristics.

Thus, the value-oriented approach to teaching future English language teachers intercultural communication represents a comprehensive strategy for developing professional competence in educators, based on the integration of value-based, cognitive, activity-based, and reflective components. This approach involves not only acquiring knowledge about different cultures and developing skills for intercultural interaction but also the formation of a value system that includes respect for cultural diversity, tolerance, empathy, and a commitment to dialogue between cultures.

Effective implementation of the value-oriented approach requires the use of a wide range of modern educational technologies, ensuring active student involvement in the intercultural interaction process, the development of critical thinking, reflection, and emotional intelligence. Key factors for the success of this process include creating a multicultural educational environment, utilizing information and communication technologies to enable real intercultural communication, and taking into account the individual characteristics and needs of students.

In conclusion, it should be emphasized that, in the context of the modern globalized world, the value-oriented approach to teaching future English language teachers intercultural communication becomes not only one of the possible methodological approaches but also a necessary condition for preparing educators who can effectively work in a multicultural educational environment and instill in their students the competencies required for successful intercultural interaction.

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