METHODS OF APPLYING INNOVATIVE AND DIGITAL TECHNOLOGIES IN THE EDUCATIONAL SYSTEM.
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BUILDING INTERCULTURAL COMMUNICATION COMPETENCE IN ENGLISH LESSONS

Qobilova Dono
Student of the Department of Languages-2
Nasimahon Ezozhonova
Scientific supervisor, Senior lecturer

Abstract. This article examines the process of building intercultural communication competence in English language lessons as an essential component of modern foreign language education. In the context of globalization, effective communication requires not only linguistic proficiency but also an understanding of cultural differences, values, and communication norms. The study highlights the importance of integrating intercultural elements into English teaching to develop learners' ability to interact appropriately and effectively with representatives of other cultures. Various teaching strategies, including authentic materials, cultural comparison, role-plays, and discussion-based activities, are analyzed as practical tools for fostering intercultural awareness and sensitivity. The article emphasizes the role of the teacher in creating an inclusive learning environment that encourages openness, respect, and critical cultural reflection.

Keywords: Intercultural communication competence, English language teaching, cultural awareness, global communication, authentic materials, communicative skills.

Аннотация. В данной статье рассматривается процесс формирования межкультурной коммуникативной компетенции на уроках английского языка как важнейшего компонента современного обучения иностранным языкам. В условиях глобализации эффективная коммуникация требует не только языковой компетентности, но и понимания культурных различий, ценностей и норм общения. Исследование подчеркивает важность интеграции межкультурных элементов в преподавание английского языка для развития у учащихся способности адекватно и эффективно взаимодействовать с представителями других культур. Анализируются различные стратегии обучения, включая использование аутентичных материалов, сравнение культур, ролевые игры и дискуссионные мероприятия, как практические инструменты для развития межкультурной осведомленности и чуткости. В статье подчеркивается роль учителя в создании инклюзивной учебной среды, которая поощряет открытость, уважение и критическое осмысление культур.

Ключевые слова: Компетентность в межкультурной коммуникации, преподавание английского языка, культурная осведомленность, глобальная коммуникация, аутентичные материалы, коммуникативные навыки.

Annotatsiya. Ushbu maqola zamonaviy xorijiy til ta'limining muhim tarkibiy qismi sifatida ingliz tili darslarida madaniyatlararo muloqot kompetensiyasini shakllantirish jarayonini o'rganadi. Globallashuv sharoitida samarali muloqot nafaqat tilshunoslikni, balki madaniy farqlar, qadriyatlar va muloqot normalarini tushunishni ham talab qiladi.

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Tadqiqotda o'quvchilarning boshqa madaniyat vakillari bilan munosib va samarali muloqot qilish qobiliyatini rivojlantirish uchun madaniyatlararo elementlarni ingliz tilini o'qitishga integratsiya qilish muhimligi ta'kidlangan. Turli xil o'qitish strategiyalari, jumladan, haqiqiy materiallar, madaniy taqqoslash, rolli o'yinlar va munozaraga asoslangan mashg'ulotlar madaniyatlararo xabardorlik va sezgirlikni rivojlantirishning amaliy vositalari sifatida tahlil qilingan.

Kalit so'zlar: Madaniyatlararo muloqot kompetensiyasi, ingliz tilini o'qitish, madaniy xabardorlik, global muloqot, haqiqiy materiallar, kommunikativ ko'nikmalar.

Introduction

In today's globalized society, English serves as a common language for communication among people from diverse cultural backgrounds. As a result, successful communication in English depends not only on grammar and vocabulary but also on intercultural communication competence. Learners may face misunderstandings caused by cultural differences in values, behavior, and communication styles rather than language problems alone. Therefore, developing intercultural communication competence has become an important goal of English language teaching. English lessons provide an effective platform for introducing cultural awareness and intercultural skills through authentic materials, discussions, and interactive activities. By integrating intercultural elements into language instruction, learners develop openness, tolerance, and the ability to communicate respectfully and appropriately in multicultural contexts. Consequently, building intercultural communication competence in English lessons plays a vital role in preparing learners for meaningful participation in global communication.

Building intercultural communication competence has become an essential component of modern English language teaching due to the increasing interaction between people from different cultural backgrounds. English, as a global lingua franca, is used in various social, academic, and professional contexts where speakers bring diverse cultural norms, values, and communication styles. In this context, language learners need more than linguistic proficiency; they must also develop the ability to interpret, relate, and respond appropriately to cultural differences. Therefore, integrating intercultural communication competence into English lessons is necessary to ensure effective and meaningful communication.

Intercultural communication competence is commonly understood as a combination of knowledge, skills, and attitudes that enable individuals to communicate successfully across cultures. Cultural knowledge includes awareness of social norms, traditions, values, and communication conventions of different cultures. Skills involve the ability to interpret cultural meanings, manage misunderstandings, and adapt language use according to context. Attitudes such as openness, respect, curiosity, and tolerance are equally important, as they shape learners' willingness to engage with cultural diversity. English lessons offer a suitable environment for developing all these components in an integrated manner.

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One effective way to build intercultural competence in English lessons is through the use of authentic materials. Texts, videos, films, interviews, and online resources produced by native and non-native English speakers expose learners to real-life language use and cultural practices. Such materials help students observe how language reflects cultural values, politeness strategies, humor, and social relationships. By analyzing authentic materials, learners develop the ability to recognize cultural references and interpret meanings beyond literal language. This approach also increases learners' motivation, as they see English as a living language used in real communicative situations.

Classroom discussions and comparative activities play a significant role in fostering intercultural awareness. When students are encouraged to compare their own culture with others, they become more conscious of cultural similarities and differences. Discussions about daily routines, traditions, communication styles, or social norms help learners reflect on their cultural identity while gaining insight into other cultures. This reflective process reduces stereotypes and promotes mutual understanding. Teachers can guide students to express opinions respectfully and listen to different perspectives, which strengthens both intercultural and communicative skills.

Another important method for developing intercultural communication competence is task-based and project-based learning. Group projects that involve cultural research, presentations, role-plays, or simulations create opportunities for collaborative learning and intercultural interaction. Role-play activities, for example, allow learners to practice communication in culturally specific situations such as greetings, negotiations, or problem-solving scenarios. Through such tasks, students learn how cultural context influences language choice, body language, and interaction patterns. These experiential activities help transform theoretical knowledge into practical competence.

The role of the teacher is crucial in integrating intercultural elements into English lessons. Teachers act as facilitators who create a supportive and inclusive learning environment. They select appropriate materials, design meaningful tasks, and encourage critical thinking. Teachers should also be aware of their own cultural perspectives and avoid presenting any culture as superior to others. Instead, they should promote cultural relativism and respect for diversity. Professional development programs can help teachers acquire intercultural knowledge and methodological skills needed to address cultural issues effectively in the classroom.

Modern educational technologies further enhance the development of intercultural communication competence. Online platforms, virtual exchanges, and video conferencing tools enable learners to interact with peers from different countries. Such intercultural exchanges provide authentic communication experiences and allow students to apply their language skills in real contexts. Through direct interaction, learners become more aware of cultural differences in communication styles and learn how to adjust their language accordingly. Technology-mediated communication also develops digital literacy, which is an important skill in global communication.

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Conclusion

Building intercultural communication competence in English lessons is a vital aspect of modern language education. As English is widely used in international and multicultural contexts, learners must develop not only linguistic skills but also cultural awareness, adaptability, and respectful attitudes toward diversity. Integrating intercultural elements into English teaching enables learners to understand cultural differences, avoid misunderstandings, and communicate more effectively in real-life situations. Therefore, systematic and purposeful development of intercultural communication competence in English lessons contributes to learners' successful participation in global communication and enhances the overall quality of language education.

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