

Advantages and problems of intercultural communicative competence in foreign language lessons

Abdullayev Nurillo Abdullo o'g'li

Teacher of the Department of English teaching methodology of the Namangan State Institute of foreign languages named after Is'hoq Khan Ibrat

Annotation. *Intercultural communicative competence (ICC) has become a crucial aspect of foreign language teaching and learning in the modern world. This article explores the advantages and problems associated with ICC in foreign language lessons. The study highlights the enhancement of language skills, cultural awareness, and global understanding as significant benefits, while challenges include teacher preparedness, lack of appropriate materials, and assessment difficulties. Recommendations for improving ICC integration in foreign language education are provided. This article aims to explore the advantages and challenges associated with developing ICC in foreign language lessons. Through the analysis of existing literature, this study identifies the benefits of fostering intercultural awareness, adaptability, and empathy among learners. However, it also highlights various challenges, such as inadequate teacher preparation, limited resources, and cultural stereotyping. The article concludes with practical recommendations for enhancing ICC in foreign language education.*

Keywords: *Intercultural communicative competence, foreign language lessons, cultural awareness, language teaching, global understanding, education.*

Chet tili darslarida madaniyatlararo kommunikativ kompetentsiyaning afzalliklari va muammolari

Abdullayev Nurillo Abdullo o'g'li

Is'hoqxon Ibrat nomidagi Namangan davlat chet tillari institutining ingliz tili o'qitish metodikasi kafedrasida o'qituvchisi

Annotatsiya. *madaniyatlararo kommunikativ kompetentsiya (MKK) zamonaviy dunyoda chet tillarini o'qitish va o'rganishning hal qiluvchi yo'nalishiga aylandi. Ushbu maqolada chet tili darslarida MKK bilan bog'liq afzalliklar va muammolar ko'rib chiqiladi. Tadqiqot til ko'nikmalarini, madaniy ongini va global tushunishni oshirishni muhim foyda sifatida ta'kidlaydi, muammolarga o'qituvchilarning tayyorgarligi, tegishli materiallarning etishmasligi va baholashdagi qiyinchiliklar kiradi. Chet tili ta'limida integratsiyasini takomillashtirish bo'yicha tavsiyalar berilgan. Ushbu maqola chet tili darslarida MKKni rivojlantirish bilan bog'liq afzalliklar va muammolarni o'rganishga qaratilgan. Mavjud adabiyotlarni tahlil qilish orqali ushbu tadqiqot o'quvchilar o'rtasida madaniyatlararo ongini, moslashuvchanlikni va hamdardlikni rivojlantirishning afzalliklarini aniqlaydi. Shu bilan birga, u o'qituvchilarni etarli darajada tayyorlash, cheklangan resurslar va madaniy stereotiplar kabi turli xil muammolarni ham ta'kidlaydi. Maqola chet tillarini o'qitishda MKKni takomillashtirish bo'yicha amaliy tavsiyalar bilan yakunlanadi.*

Kalit so'zlar: *madaniyatlararo kommunikativ kompetentsiya, chet tili darslari, madaniy xabardorlik, tillarni o'qitish, global tushuncha, ta'lim.*

Преимущества и проблемы межкультурной коммуникативной компетенции на уроках иностранного языка

Абдуллаев Нурилло Абдулло угли

Учитель кафедры методики преподавания английского языка Намангандского государственного института иностранных языков имени Исхакхана Ибрат

Аннотация. Межкультурная коммуникативная компетентность (МКК) стала важнейшим аспектом преподавания иностранных языков в современном мире. В данной статье рассматриваются преимущества и проблемы, связанные с использованием МКК на уроках иностранного языка. В качестве существенных преимуществ в исследовании подчеркивается улучшение языковых навыков, культурной осведомленности и глобального понимания, в то время как проблемы включают в себя подготовку учителей, отсутствие соответствующих материалов и трудности с оценкой. Приводятся рекомендации по улучшению интеграции МКК в обучение иностранным языкам. Цель этой статьи - изучить преимущества и проблемы, связанные с развитием ИКТ на уроках иностранного языка. На основе анализа существующей литературы в этом исследовании выявляются преимущества развития межкультурной осведомленности, адаптивности и эмпатии у учащихся. Однако в нем также освещаются различные проблемы, такие как недостаточная подготовка учителей, ограниченные ресурсы и культурные стереотипы. В заключение статьи даются практические рекомендации по повышению уровня владения иностранным языком в процессе обучения иностранным языкам.

Ключевые слова: межкультурная коммуникативная компетентность, уроки иностранного языка, культурная осведомленность, преподавание языка, глобальное взаимопонимание, образование.

Introduction

In an increasingly interconnected world, intercultural communicative competence (ICC) has gained substantial importance in foreign language education. The development of ICC aims to prepare learners to effectively communicate and interact with individuals from diverse cultural backgrounds. Unlike traditional language teaching methods that focus primarily on grammar and vocabulary, ICC emphasizes understanding cultural norms, values, and communication styles. However, while the integration of ICC in foreign language lessons brings several advantages, it also presents various challenges.

Literature Analysis

The concept of intercultural communicative competence was initially developed by Byram (1997) and has been widely adopted in the field of foreign language teaching. Byram's model highlights five key components of ICC: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Several studies (Deardorff, 2006; Fantini, 2009) emphasize the importance of fostering intercultural competence alongside linguistic proficiency.

While ICC has been acknowledged as essential for effective communication, there remains a gap in how it is integrated into foreign language lessons. Researchers like Liddicoat and Scarino (2013) argue that many educators lack adequate training and resources to effectively teach ICC. Furthermore, standard assessment tools do not accurately measure intercultural competence, making it difficult to evaluate students' progress in this area.

Methods

This article employs a qualitative research approach, reviewing existing literature on intercultural communicative competence in foreign language education. The analysis is based on previously published articles, books, and reports to identify both the advantages and problems associated with teaching ICC.

Results

In recent years, the concept of Intercultural Communicative Competence (ICC) has gained significant importance in foreign language education. With the world becoming increasingly

interconnected, the ability to communicate effectively across cultural boundaries is a crucial skill. Intercultural Communicative Competence refers to the ability to interact effectively and appropriately with people from other cultures. It includes the awareness, understanding, and application of cultural knowledge in communication. In the context of foreign language lessons, ICC enhances not only linguistic skills but also social and cultural understanding. However, the integration of ICC in foreign language education comes with both advantages and problems.

Advantages of Intercultural Communicative Competence in Foreign Language Lessons

Enhanced Cultural Awareness

- One of the primary benefits of incorporating ICC in foreign language lessons is the enhancement of cultural awareness among learners. Students are exposed to various cultural norms, beliefs, values, and practices which broadens their understanding of the world.

- By learning about different cultures, learners can overcome cultural biases and stereotypes, developing cultural empathy and respect. This cultural awareness also promotes tolerance and understanding, making language learning more meaningful.

Improved Communication Skills

- Intercultural competence involves not only linguistic proficiency but also the ability to adapt language use to suit different cultural contexts.

- Students learn how to effectively use verbal and non-verbal communication that is culturally appropriate. For example, understanding gestures, body language, and social conventions of other cultures.

- Improved communication skills help students to interact more effectively in multicultural environments.

Broader Perspective and Critical Thinking

- Engaging with different cultures promotes critical thinking and the ability to view issues from multiple perspectives.

- This broadens learners' understanding of global issues and encourages them to approach problems with an open mind and analytical approach.

Language Proficiency Improvement

- Authentic cultural contexts help enhance language retention and fluency. Students are more likely to remember vocabulary and expressions when they are connected to real-life cultural experiences.

- The practical usage of language in culturally relevant scenarios promotes deeper learning and language competency (Czura, A. 2016).

Preparation for Global Citizenship

- ICC prepares students to effectively engage in international settings, whether for academic, professional, or social purposes.

- It fosters the qualities of inclusivity, empathy, and adaptability, essential traits in a globalized world.

Increased Motivation and Engagement

- Cultural topics are often interesting and motivating for students. They stimulate curiosity and encourage active participation in lessons.

- The integration of intercultural content creates a dynamic and interactive learning environment (Cranmer, R. 2017).

Problems of Intercultural Communicative Competence in Foreign Language Lessons

Lack of Cultural Knowledge

- One of the most significant challenges in teaching ICC is the lack of sufficient cultural knowledge among teachers and learners.

- Limited access to authentic cultural materials and resources makes it difficult to provide accurate representations of various cultures.

Language-Culture Gap

- Connecting language skills with cultural competence is a challenging task. Often, the focus is placed on grammar and vocabulary, neglecting cultural nuances.

- Textbooks and traditional teaching methods may not adequately address intercultural elements, leaving students unprepared for real-world communication (Barany, 2016)

Time Constraints

- The inclusion of ICC in foreign language lessons requires additional time that may not be available within the standard curriculum.

- Teachers may struggle to balance language instruction with cultural training, especially when preparing students for standardized tests.

Bias and Stereotypes

- Improperly addressing cultural aspects may inadvertently reinforce biases and stereotypes instead of eliminating them.

- Teachers must be careful not to present cultures as monolithic or static entities but rather as dynamic and diverse (Byram, 2009).

Assessment Challenges

- Measuring intercultural competence is complex and subjective. Unlike grammar or vocabulary, it cannot be easily quantified or graded.

- The lack of standardized criteria for evaluating ICC development makes assessment challenging for educators.

Teacher Preparedness

- Not all language teachers are adequately trained to teach intercultural competence effectively.

- Professional development and training programs may be insufficient or unavailable, leading to ineffective integration of ICC in the curriculum (Chandler, D., & Munday, R. 2011).

On the other hand, the study also identifies several challenges, such as:

- Lack of teacher training in ICC methodologies.
- Inadequate teaching materials that address intercultural topics.
- Difficulty in assessing intercultural competence.
- Time constraints within the existing curriculum.

Discussion

The advantages of integrating ICC into foreign language lessons clearly demonstrate its potential to enhance students' overall communicative abilities. However, the challenges highlight the need for better teacher preparation, appropriate materials, and assessment strategies. Effective integration of ICC requires curricular adjustments and the inclusion of intercultural objectives within language teaching programs.

Conclusions

While the integration of Intercultural Communicative Competence in foreign language lessons offers numerous benefits, it also presents various challenges. Enhancing cultural awareness, improving communication skills, and preparing learners for global citizenship are crucial advantages. However, the lack of cultural knowledge, insufficient resources, and difficulty in assessment highlight some of the problems that educators face. To effectively promote ICC, it is essential to provide proper teacher training, allocate sufficient time for intercultural learning, and develop reliable assessment mechanisms. By addressing these issues, foreign language education can become a powerful tool for promoting intercultural understanding and cooperation.

To effectively promote intercultural communicative competence in foreign language education, it is essential to:

1. Provide teacher training programs focused on ICC methodologies.
2. Develop culturally appropriate teaching materials.
3. Create assessment tools that accurately measure intercultural competence.
4. Encourage collaboration among educators to share best practices and resources.

By addressing these issues, foreign language education can be enriched with greater cultural awareness and intercultural sensitivity, ultimately preparing learners for meaningful communication in a globalized world.

References:

1. Barany, L. K. (2016). Language Awareness, Intercultural Awareness and Communicative Language Teaching: Towards Language Education. *International Journal of Humanities and Cultural Studies*, 2(4), 257–282. <http://www.ijhcs.com/index.php/ijhcs/index>
2. Byram, M. (2009). Intercultural Competence in Foreign Languages: The Intercultural Speaker and the Pedagogy of Foreign Language Education. *The SAGE Handbook of Intercultural Competence* (pp. 321–332). SAGE Publications, Inc. <https://doi.org/10.4135/9781071872987.n18>
3. Chandler, D., & Munday, R. (2011). *A Dictionary of Media and Communication*. Oxford University Press. <https://doi.org/10.1093/acref/9780199568758.001.0001>
4. Cranmer, R. (2017). Intercultural Communicative Competence - A Further Challenge. *Russian Journal of Linguistics*, 21(4), 870–884. <https://doi.org/10.22363/2312-9182-2017-21-4-870-884>
5. Czura, A. (2016). Major Field of Study and Student Teachers' Views on Intercultural Communicative Competence. *Language and Intercultural Communication*, 16(1), 83–98. <https://doi.org/10.1080/14708477.2015.1113753>
6. Dirba, M. (2007). Towards Proteophilic Competence? Intercultural Learning and Language Education in Latvia. *Intercultural Education*, 18(3), 193–205. <https://doi.org/10.1080/14675980701463547>