
Integrating intercultural competence in foreign language teaching: sources, strategies and perspectives

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Annotation *This article is devoted to the study of various sources of materials that contribute to the development of intercultural communicative competence (ICC), as well as methodological approaches to their use in the classroom. The paper discusses authentic and didactic resources, digital platforms, project activities and simulations aimed at creating conditions for cultural dialogue. Special attention is paid to methodological strategies that ensure effective implementation of the intercultural component in the educational process. The article provides practical examples of resource use, as well as substantiates the principles of selecting and adapting materials in accordance with the goals of ICC formation.*

Keywords *Intercultural competence, foreign language, authentic materials, digital resources, cultural dialogue, communicative approach.*

Интеграция межкультурной компетенции в преподавании иностранных языков: истоки, стратегии и перспективы

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Аннотация *Настоящая статья посвящена исследованию разнообразных источников материалов, способствующих развитию МКК, а также методическим подходам их использования на уроках. В работе рассматриваются аутентичные и дидактические ресурсы, цифровые платформы, проектная деятельность и симуляции, направленные на создание условий для культурного диалога. Особое внимание уделяется методическим стратегиям, обеспечивающим эффективное внедрение межкультурного компонента в образовательный процесс. В статье приведены практические примеры использования ресурсов, а также обоснованы принципы отбора и адаптации материалов в соответствии с целями формирования МКК.*

Ключевые слова *Межкультурная компетенция, иностранный язык, аутентичные материалы, цифровые ресурсы, культурный диалог, коммуникативный подход*

Chet tillarini o'qitishda madaniyatlararo kompetensiyani birlashtirish: manbalar, strategiyalar va istiqbollar

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Annotatsiya *Ushbu maqola madaniyatlararo muloqot kompetensiyalar (MMK)ni rivojlantirishga hissa qo'shadigan turli xil manbalarini, shuningdek, darslarda ulardan foydalanishning uslubiy yondashuvlarini o'rganishga bag'ishlangan. Ish madaniy muloqot uchun sharoit yaratishga qaratilgan haqiqiy va didaktik resurslar, raqamli platformalar, loyiha faoliyati va simulyatsiyalarni o'rganadi. Madaniyatlararo komponentni ta'lim jarayoniga samarali tatbiq etishni ta'minlaydigan uslubiy strategiyalarga alohida e'tibor qaratilmoqda. Maqolada resurslardan foydalanishning amaliy misollari keltirilgan, shuningdek, MMKni shakllantirish maqsadlariga muvofiq materiallarni tanlash va moslashtirish tamoyillari asoslanadi.*

Kalit so'zlar *Madaniyatlararo kompetensiya, chet tili, haqiqiy materiallar, raqamli resurslar, madaniy muloqot, kommunikativ yondashuv.*

Introduction

Modern society is characterised by a high degree of globalisation, which puts the education system in charge of preparing students for effective interaction in a multicultural environment. One of the most important aspects of such training is the formation of intercultural communicative competence (ICC). In foreign language classes, intercultural competence becomes an integral part of learning, aimed not only at mastering the language, but also at understanding cultural norms, values and behavioural patterns of other countries.

In this regard, the choice of sources of teaching materials that contribute to the formation of this competence is very importance. The aim of this article is to investigate and systematise the sources of materials used for the development of intercultural competence in foreign language lessons, as well as to consider the principles of

their selection and methodological features of their use in educational practice.

Methodology

The term 'intercultural communicative competence' was introduced by M. Byram (Byram, 1997), who identified five components of ICC: knowledge (savoirs), interpretive and relational skills (savoir comprendre), interaction skills (savoir s'engager), critical cultural awareness (savoir s'engager) and the ability to learn and relate to the culture of another country (savoir apprendre/savoir faire). These components enable the learner to navigate effectively in intercultural situations, understand cultural meanings and be able to respond to them appropriately.

In the context of foreign language teaching, the development of ICC is considered as an integral part of communicative competence. Modern teaching methods emphasise culturally relevant and authentic materials, the use of which contributes to the

formation of a complete linguistic personality (Kramersch, 1993).

Today in the foreign language classes can be used a number of sources for ICC, which can be classified as follows.

1. *Authentic materials*

Authentic materials are texts created by native speakers for native speakers. The most important in this type of materials, they should not be adapted to the needs of learners. They are the most essential source for the formation of ICC, as they allow immersion in the cultural context of the language.

Such materials can be taken from fiction and journalistic texts (novels, short stories, articles), where special national features can be brought by an author; advertising materials (leaflets, posters), where students can understand modern trends of different societies; video materials (films, TV programmes, YouTube content, etc), with help of them students learn a number of cultural aspects of life; audio materials (podcasts, radio); websites and social media.

The use of authentic materials helps students to get acquainted with the realities of everyday life in the country of the studied language, cultural codes, peculiarities of speech etiquette and non-verbal communication (Kramersch, 1993; Lazareva, 2014). It is important to implement such materials from the first day of learning languages.

2. *Teaching aids with intercultural orientation*

Today many modern textbooks include elements aimed at the development of ICC. For example, 'English File' series (OUP), 'Studio d' (Cornelsen), 'Alter Ego' (Hachette). There a number of books with country studies aids (McDowall, 2006), as well as specialised manuals (Jandt, 2013).

The materials contain texts, assignments and projects that help to analyse cultural differences and develop critical cultural

awareness (Bim, 2008). All these resources stimulate to enlarge the worldview of learners and have deep understanding and the feel of respect toward the world cultures.

3. *Internet resources and digital platforms*

The volume of information in Internet is unlimited. One can find everything about every culture of the world. Thus, the Internet offers a wide range of opportunities: BBC Learning English, Deutsche Welle, TV5MONDE; a chance to visit world museums virtually (British Museum, Louvre); different blogs, forums, video blogs, which are becoming more and more popular these days. Due to the materials it makes easier for learners to be motivated in language learning. These resources provide content actualisation, promote motivation and develop digital literacy skills (Tsaryova, 2017).

4. *Project and research activities*

The other materials and activity for developing ICC is projects, which could be in the forms of: interviews with native speakers; surveys, questionnaires; analysing media texts; comparison of cultural practices (holidays, etiquette, traditions). The project method promotes personal involvement and conscious attitude to the studied culture (Savinova, 2012). Besides learning a foreign language and ICC, student are prepared for academic research in future.

5. *Modelling of intercultural interaction*

Role-playing games, debates, virtual exchanges (e.g. eTwinning) allow practicing communicative strategies, developing tolerance and empathy (Kornilova, 2015). With the help of modeling intercultural interaction, students can act as the representative of different cultures and could have different attitude in explaining it.

Analysis and results

It important to mention that the task of a teachers is not just to find materials, but also be able to implement them in class. Here are

methodological approaches to the use of intercultural materials.

1. *Communicative approach*

Learning is based on real language use. The materials stimulate discussion, the development of argumentation and the active position of learners (Bim, 2008). Student develop their speaking and listening skills, learn more about cultures of different countries and express their ideas related them.

2. *Comparative cultural analysis*

Avoids cultural stereotypes, promotes critical thinking and cultural reflection (Kramersch, 1993). This approach teaches students to understand the core of cultural phenomenon and compare it with their own culture.

3. *Project methodology*

Builds research skills, promotes student autonomy and engagement in the learning process (Savinova, 2012). Projects can be in variety of forms as individual, pair or group work, which will learners to interact and learn from each other.

4. *Intercultural dialogues*

Discussing cultural differences in a group develops understanding of other points of view and promotes cultural tolerance (Byram, 1997). Here are some examples of dialogues:

Example 1. Using the film The Queen

Topic: the monarchy in Britain.

The objectives can be: analysing cultural codes; discussing perceptions of power; vocabulary on politics and culture.

Example 2. BBC Learning English podcasts

Topic: British humour.

The objectives can be: listening skills; interpreting jokes; discussing cultural differences in the perception of humour.

Example 3. Project 'Holidays of the World'

Pupils compare Christmas, New Year traditions in different countries. This develops presentation and intercultural skills.

The formation of intercultural competence at foreign language lessons requires a

purposeful selection and methodological use of various sources of information. The inclusion of authentic materials, digital resources, project activities and simulation practices contributes to the creation of conditions for the formation of a tolerant, open to dialogue personality, ready for effective communication in a globalized world. The relevance of the topic is confirmed both by scientific literature (Byram, 1997; Kramersch, 1993; CEFR, 2001) and practical educational initiatives (eTwinning, BBC Learning English, etc.).

In this topic, the importance of the development of intercultural competence in foreign language education and its ways of integration were widely covered. In the study of foreign languages, it is important to develop not only linguistic knowledge, but also the ability to communicate with different cultures. This is important in the context of the modern world and serves to strengthen international cooperation and intercultural understanding.

Based on scientific sources and practical experiences, various strategies have been developed to promote cross-cultural competence, including teaching in a cultural context, real-life situations, and the application of interactive techniques. At the same time, through the use of technology and multimedia in the educational process, the opportunity for students to communicate in an international environment is expanding.

Conclusion.

At the same time, for the development of cross-cultural competence, the interaction of educational institutions and educators, methodological approaches and the improvement of teaching strategies are necessary. This process helps students to understand not only the language, but also the essence of the cultures and traditions behind it.

In conclusion, the integration of intercultural competence in foreign language education not only increases the effectiveness of the language teaching process, but also

serves to educate our young people as individuals who successfully communicate in a global environment, develop intercultural

understanding. This will be an important factor in strengthening international cooperation and peace in the future.

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