

Teaching Intercultural Competence in Second Language Classroom

Berdiyev Suhrob Sobirovich

EFL and ESL Instructor, Denau institute of entrepreneurship and pedagogy

ABSTRACT

This article discusses the relationship between intercultural communication competence as linguistic competence, and the importance of effective teaching of English in different intercultural communication competence. In this article, you will learn about the intercultural communication competence of language learners and the main goals of teaching them a foreign language and how important it is to learn English. Teaching intercultural competence in second language classrooms is vital for promoting effective communication and understanding across cultures. This involves not only language proficiency but also the ability to navigate cultural differences sensitively. Educators must employ strategies that foster cultural awareness, empathy, and effective intercultural communication skills among second language learners.

ARTICLE INFO

Article history:

Received 12 Apr 2024

Received in revised form

12 May 2024

Accepted 14 Jun 2024

Keywords: Intercultural communication competence, second language classroom, cultural awareness, intercultural communication, language proficiency, cultural sensitivity, cross-cultural understanding, teaching strategies.

Hosting by Innovatus Publishing Co. All rights reserved. © 2024

INTRODUCTION

Intercultural competence is very important in today's globalized world, communication with people from different cultures is the need of the hour, so let's look at the meaning of the word competence. The concept of competence is derived from the Latin word "competere" which means suitable for one's profession. In today's increasingly interconnected world, the teaching of Competencies across cultures is essential and a number of practical strategies have been developed for learners to apply in practice during their learning. As we learn about the significance of intercultural conversation competence in English language educating and why, it offers students the capabilities to speak, think and apprehend about one of a kind cultural and historical contexts. Through cross-cultural communication, college students increase their interactions with family, friends, and different humans in the world, and increase their wondering and understanding of their worldviews. This will improve their impartial thinking, diplomacy and cooperation skills.

To understand the essence of the word competence, we need to focus on the meaning of this word. The concept of competence is derived from the Latin word *competere*, which means to be worthy of one's profession. The role of the second language in intercultural communication is very important. This is the most theoretical part of people's keeping up with the times, literature, and thought. In Uzbekistan, many people learn Russian, English, Spanish and other languages, which will help them in life, work and business. This language establishes its place in communication and expands communication in the global society.

MATERIALS AND METHODS

Cultural Content Integration: Incorporating cultural content into language lessons is essential. This could involve teaching cultural norms, traditions, values, and taboos alongside language skills to provide

learners with a comprehensive understanding of the target culture.

Authentic Materials: Utilizing authentic materials such as movies, songs, literature, and news articles from the target culture exposes learners to real-life language use and cultural contexts. This helps them develop cultural sensitivity and an appreciation for cultural diversity.

Cultural Immersion Activities: Organizing cultural immersion activities such as field trips, guest speaker sessions, cultural festivals, and language exchanges allows learners to interact with native speakers and immerse themselves in the target culture. This firsthand experience fosters cultural awareness and empathy.

Encouraging learners to compare and contrast cultural practices, beliefs, and values between their own culture and the target culture fosters critical thinking and promotes cultural understanding. Partnering with institutions or language learners from the target culture to facilitate language exchange programs provides learners with opportunities to practice language skills while gaining insights into the cultural nuances of the language. Leveraging online resources, cultural competency modules, virtual exchange programs, and language learning apps can supplement traditional classroom instruction and provide learners with access to authentic cultural materials and native speakers.

DISCUSSION AND RESULTS

Intercultural communication competence plays an important role in teaching and using English because learning English involves not only knowledge of grammar and vocabulary, but also understanding different cultures and their unique communication styles. Here are some tips on the role of intercultural communication competence in English language teaching:

- **Language and Language Culture:** Language is an important tool in communication and communication process. Language is an integral part of culture. When students learn a foreign language (English), they should also learn the culture of that language, which will help them to be more effective and effective in their communication process.
- **Personal Learning:** Many learners today feel a sense of personal connection to the learning material by learning about daily life, etiquette, holidays, and cultural customs in the process of learning English, and they relate to the process in their own lives. they learn by comparing and contrasting aspects of the language they are studying.
- **Overcoming Stereotypes:** By learning intercultural communication competence, students can overcome misconceptions and stereotypes about other cultures, which broadens their global outlook. As everyone has a different stereo type of world view and thinking, they can update different concepts of what is and isn't correct based on their small-scale knowledge and information.
- **Global Thinking:** this competency develops the global thinking skills needed to communicate in English around the world. As students learn, they develop divergent and unique thinking skills. Students also gain an understanding of different cultures, take in information that is useful and interesting, and learn to communicate effectively with them.
- **Effective Communication:** Intercultural communication competence helps students to account for subtle cultural differences in English while avoiding misunderstandings. As students learn about different countries and their cultures around the world, they slowly begin to distinguish between cultural differences as well.
- **Entrepreneurship:** In the context of a global economy, entrepreneurs and business people need the ability to communicate effectively with people of different cultures with whom they work, with whom they constantly interact, and with whom they have many clients.

Intercultural communication is an important feature of this process. In the process of cross-cultural communication, they exchanged ideas, and this process also clearly demonstrates their extraordinary human abilities and business acumen. To effectively teach intercultural competence in the second language classroom, teachers can use a variety of professional pedagogical approaches for students. One of these strategies is to use materials that are authentic, believable, and easy for students to understand, such as literature, films, and multimedia resources, to educate students about different cultural

expressions. In addition, including experiential learning activities such as role-playing and cross-cultural exchange can provide students with opportunities to meaningfully engage with cultural differences. Additionally, promoting reflective practices such as journaling and group discussions allows students to critically examine their own cultural biases and assumptions.

CONCLUSION

In conclusion, the integration of intercultural competence into second language teaching is essential to prepare students to communicate, behave and cooperate in different and new cultural contexts. The development of intercultural communication competence not only teaches English language learners not only the language, but also the culture, living conditions, customs of foreign countries, effective participation in the intercultural scene that is considered global today, that is, not only communicative skills, but also knowledge and also gives sensitivity.

The development of intercultural communication competence goes beyond language proficiency to encompass a deeper understanding of the cultural nuances, values, and norms of foreign countries. Through exposure to authentic cultural materials, immersive experiences, and reflective practices, English language learners gain insights into the socio-cultural aspects of the target language, including living conditions, customs, and societal norms.

REFERENCES

1. Byram, M. (1997). Teaching and assessing intercultural communicative competence. *Multilingual Matters*.
2. Fantini, A. E. (Ed.). (2009). Exploring and assessing intercultural competence. NAFSA: Association of International Educators.
3. Deardorff, D. K. (Ed.). (2009). The SAGE handbook of intercultural competence. SAGE Publications.
4. Axrorova, S., Jumayeva, D., Abdumalikova, T., & Berdiyev, S. (2024). NAVIGATING TABOOS: UNDERSTANDING CULTURAL BOUNDARIES AND SOCIAL NORMS. *Молодые ученые*, 2(12), 118-120.
5. Bennett, M. J. (2008). Transformative training: Designing programs for culture learning. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 209-225). SAGE Publications.
6. Berdiyev, S. S. (2021). IDENTIFYING STUDENTS'NEEDS IN ESL CONTEXT. *Academic research in educational sciences*, 2(12), 998-1003.
7. Paige, R. M., Jorstad, H. L., Siaya, L. M., Klein, F., & Colbeck, C. (2007). Assessing intercultural sensitivity: An empirical analysis of the Hammer and Bennett Intercultural Development Inventory. *International Journal of Intercultural Relations*, 31(3), 249-263.
8. SOATOV, I., & TEMIROVA, M. (2024). PERCEPTIONS AND CHALLENGES ENCOUNTERED BY TEACHERS WHO ARE CURRENTLY STRUGGLING TO IMPLEMENT ENGLISH AS A MEDIUM OF INSTRUCTION AT DENAU INSTITUTE OF ENTREPRENEURSHIP AND PEDAGOGY. *News of UzMU journal*, 1(1.4), 183-186.
9. Berdiyev, S. S. (2021). IDENTIFYING STUDENTS'NEEDS IN ESL CONTEXT. *Academic research in educational sciences*, 2(12), 998-1003.
10. Sobirjonovna, S. M., & Murodullayevna, Q. M. (2023). Chet tillarni oqitish nazariyasi va uning maqsadi. *Journal of Universal Science Research*, 1(4), 150-158. Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.
11. Lee, S. (2009). Developing multicultural awareness through intercultural communication: A case study of international students in South Korea. *Language, Culture and Curriculum*, 22(1), 18-32.
12. Murodullayevna, Q. M. (2023, December). EXPLANATION OF DISCOURSE MARKERS. In *Proceedings of International Conference on Scientific Research in Natural and Social Sciences* (Vol. 2, No. 12, pp. 118-127).

13. Dervin, F., & Liddicoat, A. J. (Eds.). (2013). *Linguistics for intercultural education*. Benjamins Publishing Company.
14. Sobirjonova, M. S. (2024). INGLIZ TILINI BOSHLANGICH SINFLAR KESIMIDA OQITISHDA INNOVATSION METODLARDAN FOYDALANISH. FAN, TA'LIM, MADANIYAT VA INNOVATSIYA JURNALI | JOURNAL OF SCIENCE, EDUCATION, CULTURE AND INNOVATION, 3(4), 216-219.