



METHODS FOR THE DEVELOPMENT OF INTERCULTURAL COMMUNICATIVE COMPETENCE IN ACADEMIC LYCEUMS STUDENTS

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<p>Received: 20th July 2023 Accepted: 20th August 2023 Published: 24th September 2023</p>	<p>This article introduces the methods for developing ICC in high school students and the ways of implementing these methods in teaching. The author highlights the importance of developing ICC in high school students. There are some methods provided in this article which will be helpful for teachers to develop their students' ICC.</p>
<p>Keywords: ICC, methods, implement, high school students, multicultural society</p>	

INTRODUCTION

In the modern world in which we live, culture and communication with people from different countries are becoming increasingly relevant. In this regard, the development of intercultural communicative competence (ICC) among high school students is becoming one of the main tasks of modern education. In this article, we will look at methods for developing ICC in high school students and discuss their application in practice.

WHAT IS INTERCULTURAL COMMUNICATIVE COMPETENCE?

Intercultural communicative competence (ICC) is the ability of an individual to effectively and adequately interact with representatives of other cultures. It includes knowledge and understanding of culture, communication and ways of interaction, as well as the ability to adapt to new conditions and situations. The development of the ICC is an important aspect of preparing high school students for life in a multinational and multilingual society.

WHY DEVELOP INTERCULTURAL COMMUNICATIVE COMPETENCE?

The development of intercultural communicative competence in high school students allows them to prepare for communication with representatives of different countries and cultures, who can become their colleagues, neighbors, friends or business partners. In addition, the development of the ICC contributes to the development of critical thinking, tolerance, empathy and flexibility of thinking.

Research shows that achieving higher levels of language proficiency depends on thinking like a target language speaker and such thinking requires cultural understanding. Extra-linguistic elements such as values, beliefs, norms, rituals, and traditions are also key components of communication exchanges, which should be taught target culture interactively in foreign language classrooms in order to enhance intercultural competence.

An intercultural speaker needs to possess knowledge and awareness of cultures, open-mindedness, and a set of skills, which will allow her/him to avoid misunderstandings and stereotyping. Thus, how is the EFL learner supposed to develop cultural knowledge and skills? According to Deardorff (2006), intercultural competence does not just naturally occur in most people; rather, intercultural competence must be internationally addressed through education. As such, educators need to help students develop an openness towards other cultures, as well as an understanding of their own, and the development of skills that will allow them to be competent intercultural communicators.

METHODS FOR DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE:

Learning foreign languages

One of the main methods of developing intercultural communicative competence in schools is the study of foreign languages. Proficiency in a foreign language allows high school students to communicate with people from other cultures, share experiences and knowledge, and learn new things about the world.

There are two main approaches to teaching intercultural competence: the culture-general approach and the specific contexts of cultures approach. The first approach helps students to understand what culture is, to realize the role of culture and the fact that there can and should be many cultures. The idea of this approach is to get rid of prejudice, consider stereotypes and recognize the presence of different points of view, which are as important as their own. The

second approach involves preparing to work with representatives of certain cultures, as sometimes you have to deal with partners and colleagues from one or two countries. This situation is typical for expatriates working for a long time in a foreign country. This method includes some elements of the first approach.

Stereotypes. Stereotypes are generalizations often used to simplify and classify other cultures and their representatives. We often resort to them when trying to understand a new situation or unfamiliar behavior (for example, it can be useful to know about the importance of facial expressions in Asian countries), but their "usefulness" is limited. One of the main problems is that stereotypes do not provide for divergence from the "norm". Therefore, we believe that all members of a certain group behave in a certain way, and do not make discounts to individual members of this group.

Distance between superiors and subordinates. Different cultures have different customs. People either communicate easily with superior individuals and may even criticize them. Or subordinates simply do what they are told, not having the right to discuss the orders of superiors.

Individualism and collectivism. Some countries cultivate individualism and competition, while others encourage collectivism and loyalty.

Status. This concept is interpreted in different ways, depending on the culture. For example, in Japan, the age of the individual is respected.

The attitude towards ecology is very important in most cultures, however, it has taken different forms in different countries. Many cultures believe that nature can be controlled, while others see themselves as part of the environment. There are many more methods for analyzing cultural differences, but non-verbal communication competence is of particular interest. These include kinetics (body language), oculism (visual contact), haptics (touch), and proxemics (keeping distance). The field of verbal communication competence includes paralinguistics, which considers tone and pitch, speed and volume of speech.

Project work

Project work is one of the effective methods for the development of the ICC. High school students can work on projects related to the study of cultures, traditions and customs of different peoples. Such projects may include research, cultural analysis, presentations or videos, and more. Project work allows students not only to learn more about different cultures, but also to develop teamwork, critical thinking and presentation skills.

Role-playing games

Role-playing games are another method of developing the ICC. Students can try on the roles of representatives of different cultures, trying to understand their point of view, motives and values. Role-playing games allow developing empathy, tolerance and flexibility of thinking in high school students.

Student exchanges and cultural programs

Participation in student exchanges and cultural programs allows high school students to immerse themselves in another culture, meet foreigners and learn more about the world. Such programs contribute to the development of adaptive skills, communication in a foreign language and the ability to find a common language with representatives of other cultures.

Use of Internet resources and social networks

Modern technologies provide ample opportunities for studying cultures and communicating with representatives of different countries. High school students can use Internet resources to study cultural characteristics, watch films and videos in foreign languages, participate in discussions on forums and social networks. This approach contributes to the development of the ICC and allows high school students to learn new things about the world and other cultures.

Application of methods for the development of intercultural communicative competence in practice:

Implementation of methods in the educational process

For the successful development of intercultural communicative competence among high school students, it is important to introduce ICC development methods into the educational process. This may include the use of foreign languages in various subjects, the holding of cultural events and holidays, the inclusion of topics related to culture and traditions in the foreign language curriculum.

Teacher training

The development of intercultural communicative competence in high school students requires trained teachers who can apply various methods and approaches in their work. Teacher training may include seminars, trainings, master classes on the development of ICC and the use of appropriate methods in the classroom.

Assessment and monitoring

To control the results of the development of intercultural communicative competence among high school students, it is important to evaluate and monitor educational activities. This may include analysis of test results, surveys, interviews, observation of the learning process, and analysis of student portfolios.

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