

**DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE OF FUTURE
ENGLISH LANGUAGE TEACHERS: METHODOLOGICAL APPROACHES IN
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The development of intercultural communicative competence has become one of the central objectives of modern foreign language education. In the context of training future English language teachers, intercultural competence is not limited to linguistic accuracy or knowledge of cultural facts; rather, it involves the ability to communicate appropriately, interpret cultural meanings, respect diversity, and mediate between different cultural perspectives. This article examines methodological approaches to developing intercultural communicative competence among future English language teachers in higher education. The study emphasizes the importance of integrating linguistic, sociocultural, pragmatic, and reflective components into English language teacher education. It also proposes the use of interactive methods, authentic materials, problem-based tasks, role plays, project work, comparative cultural analysis, and reflective activities as effective pedagogical tools. The article argues that intercultural communicative competence should be developed systematically through classroom instruction, independent learning, practical communication tasks, and continuous assessment. The proposed methodological approach may contribute to improving the professional preparation of future English teachers and strengthening their readiness to teach English in multicultural and globalized educational environments.

Keywords: intercultural communicative competence, future English teachers, English language education, methodology, higher education, cultural awareness, teacher training.

Аннотация

Развитие межкультурной коммуникативной компетенции является одной из актуальных задач современного иноязычного образования. В процессе подготовки будущих учителей английского языка межкультурная компетенция не ограничивается только языковой грамотностью или знанием отдельных культурных фактов. Она включает умение адекватно общаться в межкультурной среде, интерпретировать культурные значения, уважать культурное разнообразие и выступать посредником между различными культурными взглядами. В данной статье рассматриваются методические подходы к развитию межкультурной коммуникативной компетенции будущих учителей английского языка в системе высшего образования. Особое внимание уделяется интеграции лингвистического, социокультурного, прагматического и рефлексивного компонентов в подготовку педагогических кадров. В качестве эффективных методов предлагаются интерактивные задания, аутентичные материалы, проблемные ситуации, ролевые игры, проектная работа, сравнительный культурный анализ и рефлексивные упражнения. В статье обосновывается необходимость системного формирования межкультурной коммуникативной компетенции через аудиторные занятия, самостоятельную работу, практические коммуникативные задания и непрерывное оценивание.

Ключевые слова: межкультурная коммуникативная компетенция, будущие учителя английского языка, иноязычное образование, методика, высшее образование, культурная осведомленность, подготовка педагогов.

Annotatsiya

Madaniyatlararo kommunikativ kompetensiyani rivojlantirish zamonaviy chet til ta'limining muhim vazifalaridan biri hisoblanadi. Bo'lajak ingliz tili o'qituvchilarini tayyorlash jarayonida madaniyatlararo kompetensiya faqat grammatik to'g'rilik yoki ayrim madaniy faktlarni bilish bilan cheklanmaydi. U turli madaniy muhitlarda samarali muloqot qilish, madaniy ma'nolarni to'g'ri talqin etish, xilma-xillikka hurmat bilan yondashish va turli madaniy qarashlar o'rtasida vositachilik qilish ko'nikmalarini o'z ichiga oladi. Mazkur maqolada oliy ta'lim tizimida bo'lajak ingliz tili o'qituvchilarining madaniyatlararo kommunikativ kompetensiyasini rivojlantirishga qaratilgan metodik yondashuvlar tahlil qilinadi. Unda lingvistik, sotsiokulturologik, pragmatik va refleksiv komponentlarni ingliz tili o'qituvchilarini tayyorlash jarayoniga integratsiya qilish zarurati asoslanadi. Interfaol metodlar, autentik materiallar, muammoli vaziyatlar, rolly o'yinlar, loyiha ishlari, qiyosiy madaniy tahlil va refleksiv topshiriqlar samarali pedagogik vositalar sifatida tavsiya etiladi. Maqolada madaniyatlararo kommunikativ kompetensiyani auditoriya mashg'ulotlari, mustaqil ta'lim, amaliy kommunikativ topshiriqlar va uzluksiz baholash orqali tizimli shakllantirish zarurligi ta'kidlanadi.

Kalit so'zlar: madaniyatlararo kommunikativ kompetensiya, bo'lajak ingliz tili o'qituvchilari, ingliz tili ta'limi, metodika, oliy ta'lim, madaniy xabardorlik, pedagog kadrlar tayyorlash.

Introduction

In the modern world, English language education is no longer understood only as the process of teaching vocabulary, grammar, pronunciation, reading, writing, listening, and speaking. Due to globalization, academic mobility, international cooperation, digital communication, and multicultural interaction, English has become a medium of communication between representatives of different linguistic and cultural backgrounds. Therefore, one of the most important tasks of higher pedagogical education is to prepare future English language teachers who are able not only to use English fluently but also to understand and teach its intercultural dimension.

The professional activity of an English language teacher requires the ability to explain cultural meanings, compare native and foreign cultural norms, prevent stereotypes, develop tolerance, and guide learners toward respectful communication. For this reason, intercultural communicative competence should be considered an essential component of the professional competence of future English language teachers. It helps teachers organize language learning as a process of cultural dialogue rather than simple linguistic training.

The relevance of this issue is connected with the need to modernize English language teacher education and to prepare specialists who can function effectively in multicultural educational contexts. In many higher education institutions, however, intercultural competence is still taught indirectly or fragmentarily. Cultural information is often presented as additional background knowledge rather than as an integrated part of communicative language teaching. This creates the need to improve the methodology for developing intercultural communicative competence among future English teachers.

The purpose of this article is to analyze methodological approaches to developing intercultural communicative competence of future English language teachers and to propose practical pedagogical tools that can be used in higher education.

The Concept of Intercultural Communicative Competence

Intercultural communicative competence refers to a person's ability to communicate effectively and appropriately with representatives of other cultures. It includes knowledge about cultures, awareness of cultural differences, openness toward diversity, skills of interpretation and comparison, and the ability to reflect on one's own cultural identity.

For future English language teachers, this competence has a dual function. First, they need intercultural competence for their own professional communication, academic development, and participation in international educational processes. Second, they must be able to develop this competence in their future learners. Thus, the formation of intercultural communicative competence should be treated as both a personal and professional objective of teacher training.

The main components of intercultural communicative competence may be classified as follows:

Linguistic component – knowledge of language units and the ability to use them in communication.

Sociocultural component – understanding cultural values, traditions, social norms, and patterns of behavior.

Pragmatic component – ability to choose appropriate language forms according to context, status, purpose, and situation.

Strategic component – ability to overcome misunderstanding, ask for clarification, and use communication strategies.

Reflective component – ability to analyze one's own cultural assumptions and evaluate intercultural experiences critically.

These components are interrelated and should be developed together. If English teaching focuses only on linguistic accuracy, students may know the language but fail to use it appropriately in intercultural situations. Therefore, language education should create opportunities for learners to compare, interpret, discuss, and reflect.

Methodological Principles for Developing Intercultural Competence

The development of intercultural communicative competence among future English teachers should be based on several methodological principles.

First, the principle of integration is important. Intercultural competence should not be taught as a separate theoretical topic only. It should be integrated into speaking, listening, reading, writing, grammar, vocabulary, translation, and methodology classes. For example, while teaching reading, students may analyze cultural references in authentic texts. During speaking lessons, they may discuss intercultural situations or role-play communication between people from different cultural backgrounds.

Second, the principle of authenticity should be applied. Authentic materials such as interviews, videos, podcasts, literary texts, advertisements, academic texts, social media posts, and real-life dialogues expose students to natural language use and cultural diversity. These materials help students understand not only what people say but also how and why they say it.

Third, the principle of comparison is necessary. Students should compare their native culture with English-speaking and other world cultures. Such comparison does not mean judging

one culture as better than another. Its aim is to develop awareness, tolerance, and analytical thinking. Comparative cultural analysis helps learners understand both foreign cultures and their own cultural identity more deeply.

Fourth, the principle of interaction plays a significant role. Intercultural competence develops through communication. Therefore, classroom activities should involve pair work, group discussion, debates, simulations, interviews, project presentations, and collaborative tasks. These activities allow students to express opinions, negotiate meaning, and respond to different perspectives.

Fifth, the principle of reflection is essential. Reflection helps students become aware of their attitudes, stereotypes, difficulties, and progress. Reflective journals, self-assessment forms, learning diaries, and discussion questions can help future teachers analyze their intercultural learning experience.

Effective Methods and Activities

Role Plays and Simulations

Role plays allow students to act in intercultural situations and practice appropriate communication strategies. For example, students may act out situations such as meeting foreign colleagues, participating in an international conference, teaching a multicultural class, solving a misunderstanding between students from different cultures, or explaining Uzbek traditions to foreign visitors. Such tasks develop both language fluency and cultural sensitivity.

Problem-Based Tasks

Problem-based learning encourages students to solve intercultural communication problems. For instance, students may be given a case where a foreign student misunderstands indirect communication, classroom behavior, or forms of politeness. Students analyze the situation, identify the cultural reason for misunderstanding, and suggest a solution. This method develops critical thinking and practical decision-making skills.

Comparative Cultural Analysis

Students may compare greetings, politeness formulas, classroom communication, family values, holidays, educational traditions, non-verbal communication, and teacher-student relationships in different cultures. This method helps them avoid stereotypes and understand cultural diversity from an analytical perspective.

Project Work

Project-based learning is especially effective in teacher education. Students may prepare projects on topics such as “Cultural Values in English-Speaking Countries,” “Uzbek Culture in English Language Teaching,” “Intercultural Problems in Language Classrooms,” or “Using Authentic Materials to Teach Culture.” Project work develops research skills, collaboration, presentation skills, and intercultural awareness.

Reflective Journals

Reflective journals help students record their intercultural learning experiences. They may write about what they learned, what surprised them, what difficulties they faced, and how their views changed. This activity is useful for developing self-awareness and professional reflection.

Authentic Video and Audio Materials

Films, interviews, documentaries, podcasts, and classroom videos can be used to demonstrate real examples of intercultural communication. After watching or listening, students

may analyze speech acts, politeness strategies, gestures, cultural references, accents, and communication styles.

Critical Incident Analysis

A critical incident is a short description of an intercultural misunderstanding. Students analyze what happened, why the misunderstanding occurred, and how it could be solved. This method is very useful because it prepares future teachers for real classroom and professional situations.

Proposed Methodological Model

The development of intercultural communicative competence may be organized through a three-stage methodological model.

The first stage is the diagnostic and motivational stage. At this stage, students' initial level of intercultural awareness, attitudes, and communication skills are identified. Teachers may use questionnaires, interviews, observation, and diagnostic tasks. The main purpose is to determine students' needs and motivate them to understand the importance of intercultural competence in their future profession.

The second stage is the instructional and practical stage. At this stage, intercultural content is integrated into English language and methodology classes. Students work with authentic materials, participate in discussions, complete role plays, analyze cultural cases, and prepare projects. The focus is on developing knowledge, skills, attitudes, and reflection.

The third stage is the reflective and evaluative stage. At this stage, students' progress is assessed through portfolios, self-assessment, peer assessment, project presentations, reflective journals, and practical communication tasks. The purpose is not only to measure knowledge but also to evaluate students' ability to use intercultural competence in real or simulated professional situations.

This model allows teachers to organize intercultural learning systematically. It connects diagnosis, teaching, practice, reflection, and assessment into a single pedagogical process.

Assessment of Intercultural Communicative Competence

Assessment is an important part of developing intercultural communicative competence. Traditional tests are not always sufficient because intercultural competence includes attitudes, skills, and reflective abilities. Therefore, alternative assessment methods should be used.

A portfolio may include students' written reflections, cultural analysis tasks, project materials, role-play scripts, self-assessment forms, and feedback sheets. This allows teachers to observe students' progress over time. Rubrics can also be used to assess criteria such as cultural awareness, appropriateness of language use, ability to compare cultures, tolerance, clarity of communication, and reflection.

Self-assessment helps students become responsible for their own learning. Peer assessment encourages collaboration and allows students to learn from each other. Teacher assessment should focus not only on linguistic accuracy but also on communicative appropriateness, cultural sensitivity, and problem-solving ability.

Discussion

The development of intercultural communicative competence is especially important for future English language teachers because they will influence the worldview, communication style, and cultural awareness of their learners. If teachers themselves lack intercultural competence, it becomes difficult for them to organize effective intercultural language teaching.

One of the main challenges is that cultural content is sometimes presented superficially. For example, lessons may include information about holidays, food, or famous places, but they may not develop deeper understanding of values, communication norms, stereotypes, identity, and cultural diversity. Therefore, the methodology should move from factual cultural information to active intercultural analysis and communication.

Another challenge is the lack of systematic assessment. Intercultural competence cannot be developed through occasional cultural discussions only. It requires clear objectives, appropriate materials, practical tasks, and continuous evaluation. Future teachers should also learn how to design intercultural tasks for their own students.

The proposed methodological approach helps address these challenges by combining language practice with cultural interpretation, reflection, and professional preparation. It encourages future English teachers to become not only language instructors but also mediators of intercultural dialogue.

Conclusion

Intercultural communicative competence is an essential component of the professional preparation of future English language teachers. It enables them to communicate effectively in multicultural contexts, understand cultural diversity, and teach English as a means of intercultural dialogue. The development of this competence should be systematic, purposeful, and integrated into the entire process of English language teacher education.

The article has shown that effective development of intercultural communicative competence requires the integration of linguistic, sociocultural, pragmatic, strategic, and reflective components. Interactive methods, authentic materials, role plays, problem-based tasks, project work, comparative cultural analysis, and reflective journals can serve as effective tools in this process. Assessment should include portfolios, rubrics, self-assessment, peer assessment, and practical communication tasks.

In conclusion, improving the methodology for developing intercultural communicative competence of future English language teachers can contribute to the modernization of foreign language education and the preparation of professionally competent, culturally aware, and globally oriented teachers.

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