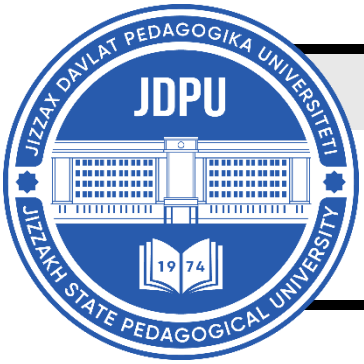
DOI: https://doi.org/10.37547/mesmj-V7-I1-50 Pages: 415-422

MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL

http://mentaljournal-jspu.uz/index.php/mesmj/index

INTERCULTURAL COMMUNICATION IN FOREIGN LANGUAGE TEACHING: THEORETICAL AND METHODOLOGICAL ANALYSIS

Madina Yakubova
Senior Lecturer
Silk Road International University of Tourism and Cultural Heritage
madina.yakubova@univ-silkroad.uz
Tashkent, Uzbekistan

ABOUT ARTICLE

Key words: Intercultural communication, foreign language teaching, intercultural competence, digitalization of education, cognitive, behavioural and affective components, globalosation, educational technologies, virtual learning.

Received: 21.01.26
Accepted: 22.01.26
Published: 23.01.26

Abstract: The article discusses the role of intercultural communication in foreign language teaching in the context of globalization and digitalization of education. Traditional and interculturally oriented teaching models are analyzed, and the cognitive, behavioral and affective components of intercultural communicative competence are identified. It is shown that traditional linguocentric approaches are limited to the formal acquisition of grammar and vocabulary and do not sufficiently develop the ability to interpret cultural differences. Interculturally oriented models include authentic texts, role-playing games, and virtual forms of interaction, which contribute to the development of critical thinking, empathy, and reflective competence. Particular attention is paid to the influence of the digitalization of the education process, including online platforms and multimodel tasks, on the formation of intercultural competence. The conclusion is made about the need for systematic integration of the intercultural component into foreign language teaching, including methodological support, pedagogical reflection, and digital adaptation. The result of the study is of practical importance for teachers, educational institutions, and developers of methodological programs.

Introduction. Today's globalized society places new demands on foreign learning. International mobility, economic globalization and the active use of digital technologies make language not only a tool for conveying information, but also a means of intercultural interaction. The modern communicative space is characterized by a high degree of cultural heterogeneity, which manifests itself in differences in value orientations, communicative norms, and discursive practice. In such conditions, foreign language teaching takes on a distinctly intercultural character and involves the development of the ability to engage in conscious and effective intercultural communication. Thus, language competence is inextricably linked to an understanding of the cultural characteristics and behavioural norms of representatives of other cultures (Kramsch, 1998; Ter-Minasova, 2000). Foreign language learning is no longer just about mastering grammar and vocabulary, but has become a complex process of developing intercultural competence, including cognitive, behavioural and affective components. The cognitive component involves knowledge of cultural traditions, social norms and communication codes, the behavioural components involves the development of strategies and skills for adaptation in intercultural communication, and the affective component involves the formation of tolerance, empathy and readiness for open dialogue (Byram, 1977; Deardroff, 2006).

Despite the recognition of the importance of the intercultural component in pedagogical theory, in practice, foreign language teaching is often linguocentric in nature. Meanwhile, research shows that ignoring cultural differences is one of the main causes of communication failures in intercultural interaction, even when students have a high level of language proficiency (Kramsch, 1993; Ter- Minasova, 2000). Programmes focus on the formal acquisition of grammar, vocabulary and phonetics, while the cultural component is presented in a fragmented manner, limited to facts about the country without inclusion in active intercultural interaction (Ter-Minasov, 2000). As a result, learners develop a surface understanding of other cultures without mastering the ability to interpret cultural codes and apply them in communication (Kramsch, 1993).

Scientific literature emphasizes that effective use of a foreign language in intercultural situations requires the development of intercultural communicative competence, which is considered an integrative personal quality and includes cognitive, behavioral, and affective components (Byram, 1997). However, an analysis of existing studies indicates a continuing methodological heterogeneity in the interpretation of this competence. Differences in approaches to its structure and content make it difficult to develop universal methodological

models and criteria for evaluating the results of interculturally oriented foreign language teaching.

In the current context of the digitalization of the educational process, another level of complexity is added. Virtual platforms, online discussions, and multimodal tasks create new opportunities for intercultural interaction, but at the same time increase interpretive uncertainty, as there is a lack of non-verbal and contextual cues characteristic of real communication (Byram et al., 2002; Kramsch, 1998). As traditional methodological approaches to foreign language teaching do not always take into account the specifics of these forms of communication, which widens the gap between communicative practice and pedagogical models of teaching (Byram et al., 2002). Thus, modern education systems are faced with the task of integrating intercultural competence not only into traditional teaching, but also into the digital space.

Therefore, there is a persistent contradiction in the foreign language education system between the growing need to develop intercultural communication skills and the lack of scientifically sound mechanisms for implementing this in the educational process. This contradiction determines the relevance of this study and necessitates a comprehensive analysis of intercultural communication as a systemic component of foreign language teaching.

The aim of the study is to theoretically conceptualize intercultural communication as a systemic component of foreign language teaching and to analyse existing methodological approaches to the formation of foreign language teaching and to analyse existing methodological approaches to the formation of the intercultural communication; to identify the components of interculturally oriented teaching models; to assess the impact of digitalization on the development of competence; and to develop recommendations for pedagogical practice.

Materials and methods. This study is theoretical and analytical in nature and is based on a comprehensive interdisciplinary approach that combines communicative, sociocultural and intercultural approaches to foreign language teaching (Kramch, 1998; Deardorff, 2006). The methodological strategy of the study consisted of a systematic study of intercultural communication as an integrative element of foreign language education, where language is considered not only as a tool for transmitting information, but also as a means of sociocultural interaction.

The main method used was theoretical analysis of scientific literature, including domestic and foreign publications in the field of linguistics, foreign language teaching methodology, pedagogy, and intercultural communication. Particular attention was paid to the works of Byram (1997), Kramsch (1993, 1998), Ter- Minasove (2000), Sfanova (!996), as well

as contemporary studies by Deardorff (2006) and Hofstede (2001), which examine models of cultural interaction and the formation of intercultural competence. Theoretical analysis made it possible to identify the main approaches to intercultural communication and to determine existing methodological gaps related to the integration of the cultural component into foreign language teaching.

To systematize the information, content analysis of scientific sources was used, which made it possible to identify key categories and components of intercultural communicative competence, determine their interrelationship and degree of representation in various educational models. Particular attention was paid to the cognitive component, which includes knowledge of cultural norms and values; the behavioral component, aimed at developing communication strategies and adaptation skills; and the affective component, which reflects the level of tolerance, empathy, and readiness for intercultural dialogue (Byram, 1997; Deardorff, 2006).

In order to identify difference in approaches, a comparative method was used to compare traditional language-centered models of teaching with interculturally oriented ones. The analysis showed that traditional models focus on the formal acquisition of grammar and vocabulary, while interculturally oriented approaches view language as a means of intercultural dialogue and include authentic texts, role-playing, case studies, and tasks aimed at interpreting cultural differences (Byram et al., 2002; Kramsch, 1998).

Theoretical modeling was used to synthesize the identified components into a holistic system of intercultural learning that integrates cognitive, behavioral, and affective elements with appropriate methodological tools. This approach made it possible to construct a conceptual model that ensures the systematic formation of intercultural competence in face-to-face and digital educational environments.

In addition, interpretive analysis was used to understand the research results in the context of the digitalization of the educational process. The analysis made it possible to take into account the influence of the online learning, virtual discussions, and multimodal forms of communication on the formation of intercultural competence, identifying new pedagogical challenges and opportunities for methodological adaptation (Byram er al., 2002; Kramsch, 1998).

The comprehensive application of these methods provided a deep systemic understanding of the role of intercultural communication and allowed us to develop recommendations for its effective integration into foreign language teaching.

Results. The results of the study showed that intercultural communication is a key component of foreign language teaching, but its practical implementation remains fragmented and inconsistent (Byram, 1997; Kramsch, 1998). In most educational programs, the cultural component is presented through country-specific facts, such as traditions, holidays, and geography, and is not integrated into a system of active intercultural interaction. As a result, learners develop a superficial understanding if another culture without mastering the ability to interpret cultural codes and apply them in practical communication (Ter-Minasova, 2000).

Based on an analysis of the literature, three interrelated components of intercultural communicative competence were identified. The cognitive component involves acquiring knowledge about cultural norms, social codes, and traditions, as well as understanding the principles of differences in communication between cultures. The behavioral component reflects the development of skills and strategies for adapting verbal and nonverbal behavior, enabling effective interaction in an intercultural environment. The affective component covers value-based attitudes towards other cultures, the formation of tolerance, empathy, and openness to dialogue, which is important for successful intercultural communication (Byram, 1997; Deardoff, 2006).

A comparative analysis has shown that traditional models of foreign language teaching focus on the formal acquisition of grammar and vocabulary, with minimal attention to the cultural component (Kramsch, 1993). Interculturally oriented models view language as a means of intercultural dialogue and include analysis of authentic texts, role-playing, case studies, and virtual forms of interaction, which contribute to the development of critical thinking and reflective competence (Byram et al., 2002; Kramsch, 1998).

Particular attention was paid to the impact of digitalization on the educational process. Online projects, virtual discussions, and multimodal assignments open up new opportunities for intercultural interaction, but they also create difficulties in interpreting cultural signals and require students to develop analytical and reflective skills (Byram et al., 2002; Kramsch, 1998). Methodological approaches to the use of digital technologies in intercultural education are still fragmented and need to be systematized and integrated into the educational program.

Discussion. Analysis of the results revealed several key problems and contradictions in foreign language teaching. The first contradiction lies in the gap between the theoretically declared importance of intercultural communication and its practical implementation in educational programs. Conceptual heterogeneity in the definition of intercultural competence and different understandings of its components create methodological fragmentation, which

reduces the effectiveness of the formation of intercultural communicative competence (Byram, 1997; Kramsch, 1998).

The second contradiction is related to the role of the teacher. In the traditional system, the teacher is limited to imparting knowledge about language and culture, without involving students in actively reflecting on cultural differences. Interculturally oriented teaching assumes that the teacher becomes a mediator and facilitator of dialogue, organizing analytical tasks, role-playing games, and discussions that promote the development of critical thinking and reflective competence (Byram et al. 2002). To perform this role effectively, teachers must have a high level of intercultural competence and proficiency in digital educational technologies.

The digitization of the educational process creates additional challenges and opportunities. Virtual forms of communication expand access to authentic materials and partners for interaction, but at the same time complicate the interpretation of cultural signals and require students to develop skills of analysis, interpretation, and critical thinking (Byram et al., 2002; Kramsch, 1998). This highlights the need to develop comprehensive methodological strategies for integrating digital tools into intercultural education.

Thus, the discussion confirms that the integration of the intercultural component into foreign language teaching should be systematic, including theoretical conceptualization, methodological support, and pedagogical reflection. Only such an approach ensures the formation of cognitive, behavioral, and affective competencies necessary for successful participation in a globalized and digital society.

Conclusion. Intercultural communication is a key component of foreign language teaching, ensuring the formation of cognitive knowledge, behavioral skills, and affective attitudes necessary for effective intercultural interaction (Byram, 1997; Kramsch, 1998). Traditional language-centered approaches do not prepare learners for intercultural communication, whereas interculturally oriented models develop the ability to interpret cultural differences, choose appropriate communication strategies, and reflect on one's own behavior (Byram et al., 2002; Deardorff, 2006).

From the perspective of contemporary intercultural communication theory, language should be viewed as a socially and culturally conditioned tool for interaction that functions within the value system and communicative norms of a particular community (Kramsch, 1998). In this context, foreign language teaching focused exclusively on the formation of linguistic correctness is insufficient to prepare students for the real conditions of intercultural interaction. The results of the study confirm the need to move from a formal linguistic paradigm to an interpretive and reflective model of teaching.

The digitization of the educational process opens up new opportunities for intercultural interaction, while at the same time creating challenges related to the interpretation of cultural and communicative signals. This requires the development and systematic implementation of digital methodological strategies that allow virtual forms of communication to be integrated into the process of developing intercultural competence (byram et. al., 2002; Kramsch, 1998).

Integration of the intercultural component must be systematic, including theoretical conceptualization, methodological support, and pedagogical reflection. This approach ensures the formation of holistic intercultural competence, critical thinking, and readiness for successful communication in a globalized and digital world. Prospects for further research are related to the development of practical models for integrating the intercultural component, assessing the effectiveness of competence formation, and adapting methodologies to the digital educational environment (Byram, 1997; Ter-Minasova, 2000).

References:

1. Akramova, T. K. (2017). The use of definite phonetic features in the culture of the target language. Евразийский научный журнал, (2), 353-354.
2. Baymatova, M. (2024). Neologisms and their influence on modern Korean Language. Mental Enlightenment Scientific-Methodological Journal, 5(05), 74-79.
3. Byram, M. (1997). Teaching and assessing intercultural communicative competence. Clevedon, England: Multilingual Matters.
4. Byram, M., Gribkova, B., & Starkey, H. (2002). Developing the intercultural dimension in language teaching: A practical introduction for teachers. Strasbourg, France: Council of Europe.
5. Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. Journal of Studies in International Education, 10(3), 241–266.
6. Hall, E. T. (1976). Beyond culture. Garden City, NY: Anchor Books.
7. Hofstede, G. (2001). Culture's consequences: Comparing values, behaviors, institutions and organizations across nations (2nd ed.). Thousand Oaks, CA: Sage.
8. Ibrahimovna, D. K. (2020). Pecularities of use of authentic materials in EFL classroom. Asian Journal of Multidimensional Research (AJMR), 9(4), 105-110.
9. Kramsch, C. (1993). Context and culture in language teaching. Oxford, England: Oxford University Press.
10. Kramsch, C. (1998). Language and culture. Oxford, England: Oxford University Press.

11. Kutfidinovn, Y. M. (2024). Role and Methods of the Intercultural Communicative Competence Development of Students in the Process of Teaching a Foreign Language. Science and innovation, 3(Special Issue 28), 353-356.

12. Madina Yakubova. (2023). MODERN VARIANTS OF THE ENGLISH LANGUAGE AND THEIR FEATURES.Mental Enlightenment Scientific-Methodological Journal, 4(03), 236–242. https://doi.org/10.37547/mesmj-V4-I3-32

13. Radjabova, M. X., Shodiyeva, M., Atakulova, S., & Saliyeva, D. Developing Robust Trust Models for Security and Privacy in Mobile Education Systems.

14. Safonova, V. V. (1996). Izuchenie yazykov mezhdunarodnogo obshcheniya v kontekste dialoga kultur [Studying international languages in the context of cultural dialogue]. Voronezh, Russia: Istoki.

15. Ter-Minasova, S. G. (2000). Yazyk i mezhkulturnaya kommunikatsiya [Language and intercultural communication]. Moscow, Russia: Slovo.

16. Турдиева, Н. М. (2021). Инновационные методы преподавания русского языка и литературы. In Сборник материалов конференции подготовлен при финансовой под-держке Министерства просвещения Российской Федерации в рамках нацио-нальной программы «Научно-методическое, методическое и кадровое обеспе-чение обучения русскому языку и языкам народов Российской Федерации». (p. 202).