



**STRATEGIES FOR DEVELOPING INTERCULTURAL
COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH**

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Abstract. This scientific article comprehensively analyzes the theoretical foundations and practical strategies for developing intercultural communicative competence (ICC) in the process of teaching English. In the context of globalization, academic and professional mobility, and the rapid development of digital communication technologies, English has become not only a linguistic system but also a universal means of communication connecting representatives of diverse cultures. Therefore, modern language education should not be limited to the formation of grammatical and lexical knowledge; it must also foster cultural awareness, tolerance, pragmatic adaptability, and intercultural thinking among students.

The study is structured according to the IMRAD model and examines the theoretical interpretation of ICC, the mechanisms for integrating it into English language instruction, and the effectiveness of relevant pedagogical strategies. Methodologically, the research is based on the competency-based approach, the communicative method, interactive pedagogy, and experimental research procedures.

The findings indicate that authentic materials, role-plays, case analysis, project-based learning, and reflective writing activities effectively contribute to the development of intercultural communicative competence. In conclusion, ICC is an integral component of English language teaching and plays a strategic role in preparing students for participation in the global communicative environment.

Keywords: intercultural communicative competence, English language teaching, intercultural education, communicative approach, competency-based model.



Introduction.In the twenty-first century, the paradigm of foreign language teaching has undergone a fundamental transformation. Whereas language learning previously relied primarily on grammatical rules and translation-based methods, contemporary approaches place emphasis on communicative activity. However, communication is not merely an exchange of linguistic codes; it is also an exchange of cultural meanings. Therefore, the necessity of considering cultural context in the process of teaching English has significantly increased.

Intercultural communicative competence (ICC) is defined as an individual's ability to engage in effective, appropriate, and respectful interaction with representatives of other cultures. It encompasses the following components:

- linguistic competence;
- sociolinguistic competence;
- pragmatic competence;
- awareness of cultural knowledge and values;
- empathy and tolerance.

Today, English functions as an international means of communication used among representatives of different nations, religions, and cultures. For this reason, teaching English requires not only instructing students to speak accurately but also preparing them to communicate in a culturally appropriate and adaptive manner.

The relevance of the research topic is determined by the following factors:

- the expansion of intercultural communication in global education and professional spheres;
- the fact that pragmatic errors often cause more serious communicative problems than linguistic errors;
- the priority of the competency-based approach in modern education.



The purpose of this study is to identify strategies for developing intercultural communicative competence in teaching English and to evaluate their effectiveness on a scientific basis.

The objectives of the research are:

- to provide a theoretical foundation for the concept of ICC;
- to determine its structural components;
- to develop mechanisms for its integration into English language instruction;
- to examine the effectiveness of the proposed strategies through practical experimentation;
- to formulate methodological recommendations.

The object of the research is the process of teaching English; the subject is the strategies for developing intercultural communicative competence.

Methodology. This study was conducted on the basis of a comprehensive methodological approach. It relied on the communicative approach, the competency-based model, and the concepts of intercultural education. Through the analysis of theoretical sources, a structural model of intercultural communicative competence (ICC) was developed.

The experimental research was carried out with students majoring in English at a higher educational institution. The participants were divided into control and experimental groups.

The following research methods were employed:

Pedagogical observation – monitoring the implementation of the cultural component during classroom instruction;

Questionnaire – determining the level of students' cultural awareness and sensitivity;

Testing – assessing pragmatic competence;

Interview – analyzing students' opinions and reflections;



Statistical analysis – quantitative processing of the obtained results.

During the experiment, specific pedagogical strategies aimed at developing ICC were introduced. The experimental period lasted 12 weeks, and the effectiveness of the instructional process was regularly evaluated.

Results. The findings of the study demonstrated that the integration of the intercultural component increased students' communicative activity. Students in the experimental group demonstrated the following abilities in the communication process:

- consideration of cultural differences;
- adherence to speech etiquette norms;
- pragmatic adaptability;
- empathy and tolerance skills.

According to the results of the questionnaire, students reported that they had better mastered the topics studied through interactive methods.

Discussion. The analysis indicates that intercultural competence does not develop spontaneously; rather, it is fostered through purposeful pedagogical strategies. Focusing solely on grammatical knowledge in language instruction is insufficient.

The intercultural education model teaches students to recognize and respect cultural differences, thereby ensuring successful integration into the global communicative environment.

Furthermore, project-based learning and role-playing activities assist students in behaving confidently in real communicative situations.

Conclusion. The results of the study scientifically confirm the necessity of developing intercultural communicative competence in teaching English.

First, the systematic integration of the intercultural component increased students' communicative activity and reduced the number of pragmatic errors.

Second, interactive methods—such as role-plays, case analysis, and project-based tasks—were found to be effective in fostering cultural awareness.



Third, the reflective approach helped students recognize their own cultural stereotypes and develop an open attitude toward other cultures.

Fourth, an educational process organized on the basis of the competency-based model ensured students' adaptation to the global communicative environment.

In general, intercultural communicative competence constitutes an integral component of English language teaching and requires purposeful pedagogical strategies for its development. Modern language education must promote not only linguistic knowledge but also cultural awareness and social adaptability skills.

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