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THE VALUE OF INTERCULTURAL COMMUNICATION COMPETENCE IN FOREIGN LANGUAGE TEACHING AND ITS RELATION TO OTHER DISCIPLINES

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ABOUT ARTICLE

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Abstract: This article discusses the development of intercultural communication competence in teaching foreign languages, the features and advantages of using internet resources in this process and its connection with other fields.

XORIJIY TILLARNI O'QITISHDA MADANIYATLARARO MULOQOT KOMPETENSIYASINING AHAMIYATGA MOLIKLIGI VA UNING BOSHQA SOHALAR BILAN ALOQASI

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MAQOLA HAQIDA

Kalit so'zlar: rivojlantirish, resurslar, perspektiva, tuzilma, ko'nikmalar, kognitiv, qidiruv, texnologiya.

Annotatsiya: Ushbu maqolada chet tillarini o'rgatishda madaniyatlararo muloqot kompetensiyasini rivojlantirish va bunda internet resurslaridan foydalanishning xususiyatlari, afzalliklari, boshqa sohalar bilan aloqasi haqida gap ketgan.

ЗНАЧЕНИЕ КОМПЕТЕНЦИИ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ И ЕЁ СВЯЗЬ С ДРУГИМИ ОБЛАСТЯМИ

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О СТАТЬЕ

Ключевые слова: развивать, ресурсы, перспектива, структура, навыки, когнитивный, поиск, технология.

Аннотация: В статье рассматривается формирование межкультурной коммуникативной компетенции в преподавании иностранных языков, а также анализируются особенности и преимущества применения интернет-ресурсов в этом процессе. Кроме того, обсуждается значение межкультурной коммуникационной компетенции и её взаимосвязь с другими сферами.

Introduction. Intercultural communication involves the sharing of information and ideas among people from different cultural backgrounds, encompassing variations in language, religion, social customs, and education. It includes a broad spectrum of interactions, processes, and challenges that occur within multicultural settings. The field originated from anthropology and became increasingly significant during the latter part of the twentieth century as globalization expanded migration, travel, and cultural exchange.

Today, intercultural communication is regarded as a crucial skill for successful engagement in areas such as international business, education, and community development. It focuses on appreciating and understanding cultural diversity to foster collaboration and reduce misunderstandings. A central concept in this discipline is intercultural competence-the capacity to interact effectively across cultures-built upon awareness, empathy, and flexibility.

Difficulties in intercultural communication often arise from language differences, preconceived notions, and social inequalities. As interactions among diverse cultures increase, the importance of intercultural communication becomes even more significant, promoting dialogue that seeks to create a more inclusive and empathetic global community.

Literature review. Intercultural communication refers to the exchange of information between individuals from diverse linguistic, religious, social, ethnic, and educational backgrounds. It encompasses the broad range of interactions, communication processes, and potential conflicts that arise within societies composed of people from various cultures. Understanding and analyzing the differences among cultures, languages, and customs are essential for effective intercultural communication, which primarily focuses on linguistic, social, cultural, and cognitive aspects. While communicating across cultures has always been part of human experience, intercultural communication became recognized as an academic discipline with its own theoretical framework in the latter half of the twentieth century. In today's globalized world, its importance has expanded significantly due to growing migration, tourism, the influence of global media, and the increasing interconnectedness of languages and cultures.

The concepts of culture, cultural diversity, and intercultural communication emerged during the nineteenth and twentieth centuries within the historical framework of colonialism. In the nineteenth century, the newly established field of anthropology began comparing different cultures to determine their position on a developmental scale that ranged from “savagery” to “civilization.” The industrialized nations of Europe and America placed themselves at the top of this hierarchy and categorized other societies according to their progress in industry, science, morality, religion, and social or political organization. As global travel expanded, exposure to diverse peoples grew, and anthropological theories of cultural evolution were used to justify colonial domination. This perspective framed colonialism as a moral responsibility, portraying colonized populations as “uncivilized” and in need of education and reform [3,137].

Discussion. The recognition of the positive aspects of cultural diversity emerged in the twentieth century, particularly during the era of decolonization and the civil rights movements of the 1950s. As migration increased, ethnic diversity became more visible, leading to the rise of the term multiculturalism, which was often used interchangeably with multiethnic or multiracial. Around the same time, the concept of intercultural communication developed alongside multiculturalism, gradually expanding from academic discussions to wider public use. Initially, intercultural communication was used alongside cross-cultural communication, with early references found in the works of Bronisław Malinowski and Margaret Mead. Early studies in this field generally fell into distinct categories such as military, business, and missionary or religious contexts, and during the Cold War, intercultural communication was often pursued for practical purposes like training rather than purely theoretical exploration. The discipline’s first comprehensive framework was introduced by Fred, whose work significantly shaped its development. He emphasized the importance of empirical research, the study of nonverbal communication, appreciation of cultural diversity, and participatory approaches to intercultural training [2, 78].

In the latter half of the twentieth century, intercultural communication came to be viewed as a way to bridge cultural divides, serving both collaborative and competitive purposes. What began as a primarily practical field centered on teaching and training evolved, by the twenty-first century, into an interdisciplinary area of study that draws from the social sciences, cultural studies, linguistics, psychology, and communication studies. Although the term is still sometimes used interchangeably with cross-cultural communication, some scholars argue for a clearer distinction between the two. They suggest that cross-cultural communication focuses on describing how individuals from various cultural and national backgrounds behave, communicate, and perceive the world-making it more observational in nature-whereas intercultural communication examines the dynamic processes of interaction and the frameworks that emerge from them, such as cultural

adaptation versus isolation, conflict versus cooperation, and understanding versus misunderstanding.

Results. Recent theories in the field have concentrated on achieving effective communication outcomes, such as the theory of cultural convergence, communication accommodation theory, and co-cultural theory. Others address issues of identity negotiation and management, including identity management theory and the double-swing model, while additional frameworks explore communication networks-distinguishing between intracultural and intercultural networks-or focus on acculturation and adaptation processes, as seen in theories of assimilation, deviance, and alienation.

A central topic widely examined in this discipline is intercultural communication competence, which refers to the ability to interact effectively and appropriately with individuals from diverse cultural backgrounds. The fundamental components of this competence include knowledge, empathy, self-assurance, and a strong sense of cultural identity. Developing such competence largely depends on personal experience and the motivation to gain new skills, such as language proficiency and sensitivity to nonverbal communication cues in other cultures. An effective intercultural communicator is typically characterized by tolerance, adaptability, open-mindedness, emotional sensitivity, flexibility, self-reflection, and the ability to think critically and systemically.

Difficulties in intercultural communication often stem from an inability to convey messages effectively. The primary obstacles communicators encounter include linguistic challenges (such as learning new languages), discursive challenges (the influence and use of stereotypes), and social challenges (issues of exclusion and inequality). Intercultural communication functions both as a product of globalization and as a response to it, with the constant interaction between cultures and languages generating growing academic and practical interest in the field and encouraging continued, meaningful research.

Conclusion. Today, the scope of intercultural communication is broader than ever. While it has long been viewed as a foundation for international business, the demand for intercultural communication training among cross-cultural service professionals has significantly increased. Many scholars believe that fostering a deeper understanding of cultural differences can help create a more harmonious global society. Nonetheless, some critics argue that the concept of culture is sometimes used to mask underlying injustices and forms of exclusion. They emphasize that future developments in intercultural communication should focus more on the tangible and linguistic dimensions of human interaction.

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