



## INTERCULTURAL COMMUNICATION AS ONE OF THE ASPECTS OF TEACHING ENGLISH

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**Abstract.** This article views the issue of introducing the aspect Developing intercultural competence in teaching program. The author shares her experience in delivering the materials and the outcomes. She identifies such drawback as insufficient students' background knowledge of world's famous figures. It is also signified that in the course of the lessons students learn not only about other cultures but reveal their own culture simultaneously.

**Key words:** culture, cross cultural competence, teaching, activities, contribution.

The integration process of all countries has emerged the necessity in learning international languages, particularly English. It is well known that business, trade, tourism, all kind of service spheres deal with cultures. To be more successful and prosperous in their activities people do acquire knowledge on intercultural communication. So it has become issue Number 1 nowadays. In Chicago, for example, there offered cross-cultural training seminars for big companies and people aiming to live or work abroad. The seminars are designed to teach them how to understand and communicate with people from foreign cultures.(1,51). Also most world-known universities have courses on cross-cultural competence.

In some universities of our country the language departments have introduced to the teaching program such aspect as *Developing intercultural competence*. I have been teaching this aspect to the students of the National university of Uzbekistan for 5 months so far. The purpose of teaching this aspect to introduce students with different cultures, revealing extra linguistic and linguistic issues, and being able to chose, analyze, design and evaluate materials for teaching intercultural competence.

I devoted the first lesson to the notion culture and the importance of cross-cultural competence in our life and study. It was interesting to me to know how

students accept this aspect and what feedback they might give. I have tried to find as much material as possible and fit it in program, besides students were given task to find material that relates to intercultural communication as well.

As an instructor I've used material presented in DUET programm notes, internet articles, blogs, list of sites, authentic texts, (e)-books, course books, articles from newspapers, video clips, pictures, realia, stories and tales, and personal life experiences. As for my students, they found video lectures on the intercultural competence, video presentations, prepare short videos on gestures commonly used in Uzbekistan, brought English and American caricature and jokes to compare with ours, prepare posters.

Activities were mostly learners-oriented: role-playing, task presenting, essay writing, problem solving in groups, discussion, peer review, composing dialogues and storytelling, material analyses, evaluation and design, extensive reading material as reading log. During the classes I noticed that majority of students take interest in such activities that include their direct participation such as role-playing, shooting video, interviewing, storytelling. But when they were given quiz about outstanding figures contributing to the world history such as Mahatma Gandhi or first woman astronaut, or the historical events they were puzzled. Hence the nonsufficient background knowledge causes them problems.

When I asked students to reflect on the aspect intercultural communication they mentioned videos presenting culture differences in the west and in the east, introducing gestures, working with realia (souvenirs, items relating to the particular culture), and the book *How to be an Alien* by George Mikes that they most enjoyed. They admitted that they had expanded their outlook, learn about concept "culture", how position at work or age differences influence the communication, language issues, for example the meaning of the word *accurate* in English and *аккуратный* in Russian.

Resuming my experience in teaching aspect *Developing intercultural competence* I can state that it is interesting to learn about the cultures for everyone and the evidences of cultural competence that include attitudes, rituals, traditions, body language, taboos and social roles in different cultures, stereotypes, images, symbols as well as greetings, ways of expressing politeness, ways of addressing, idioms and others may be found around us. Together with learning the world around us, we need just to be more attentive and learn to be tolerant to other cultures and respect their customs, traditions and the way of living. Evaluating students experience in learning and designing teaching materials I came to the conclusion that having learned foreign cultures so far, they have opened their own culture for themselves. It goes without saying, the knowledge they gained at the high school will help them make contribution in teaching young generation or in

working activities as interpreters, translators, journalists, without causing any problems concerning intercultural communication. To crown it all, the aspect of intercultural communication is worth teaching for students because it will give the positive results in the nearest future.

#### **REFERENCES**

1. Reading the News. Herald Tribune. Student's book