



Enhancement of intercultural communication proficiency in contemporary foreign language instructors

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ABSTRACT

This work examines the content and identification of specific features of intercultural communication in the educational environment through the study of foreign languages. The problem of intercultural communication in teaching foreign languages and the development of skills of intercultural communication of teachers of foreign languages is considered. And also the concept of linguistic communication is analyzed as a sociolinguistic phenomenon.

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Zamonaviy chet tili o'qituvchilarining madaniyatlararo muloqot malakasini takomillashtirish

ANNOTATSIYA

Kalit so'zlar:

madaniyatlararo muloqot
o'qituvchilarni tayyorlash
jarayoni,
chet tillarini o'rganish,
tillarni o'qitish vazifasi.

Ushbu maqolada chet tilini o'rganish orqali ta'lim muhitini madaniyatlararo muloqotni shakllantirishning mazmuni va o'ziga xos xususiyatlari tahlili qilinadi. Chet tillarini o'qitishda madaniyatlararo aloqa muammosi va chet tillari o'qituvchilarining madaniyatlararo muloqot ko'nikmalarini rivojlantirish masalalari ko'rib chiqiladi. Shuningdek, lingvistik aloqa tushunchasi sotsiolingvistik hodisa sifatida tahlil qilinadi.

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Повышение профессионализма в сфере межкультурной коммуникации у современных преподавателей иностранных языков

АННОТАЦИЯ

Ключевые слова:

межкультурная коммуникация, процесс подготовки педагогических кадров, изучение иностранных языков, задача преподавания языков.

В данной работе исследуются содержание и выявление специфических особенностей межкультурной коммуникации в образовательной среде посредством изучения иностранных языков. Рассматривается проблема межкультурной коммуникации в преподавании иностранных языков и развития навыков межкультурной коммуникации у преподавателей иностранных языков. Также анализируется понятие языковой коммуникации как социолингвистического явления.

INTRODUCTION

In the context of ongoing reforms, there is a great need for new research and experience in pedagogical theory as well as in training and employment practice of intercultural relations. In the current phase of social development, society is changing the direction of education and is evolving based on the integration of our country into the international educational space, as well as in connection with all areas of social life - cultural, economic and political changes new pedagogical paradigm. The priority is not only the acquisition of a foreign language, but also the development of its socio-cultural content, learning about other cultures and subsequently teaching intercultural communication. This task can only be solved if the process of teaching foreign language teachers is modernized. Today's youth have an active but cutting-edge approach to Western pop culture, which needs to be adapted and, most importantly, to cultivate interest in and respect for the national culture and mother tongue. This task can be solved within the model of teacher education through intercultural dialogue and the main mechanism of its implementation is to resist comparative linguistic analysis, which with deep knowledge ensures the development of foreign cultural values. The time has come for pedagogical communication to pay special attention to the formation of intercultural communication competence as a means of introducing people to world cultural values.

A teacher who is a mediator of two different cultures and a teacher of intercultural communication can only solve these tasks set by the school in modern society. In this respect, a special level of pedagogical communication is created, i.e. intercultural communication or intercultural dialogue. There is no need to talk long about the complementarity between foreign language teaching and intercultural communication.

This is known that any foreign language teaching, wherever it takes place, within the walls of a school or university, is a working knowledge of another culture, especially its main barrier - the language. Every foreign word reflects a foreign culture, as each word only has a subjective impression of the world around us due to a particular language culture. Foreign languages and their education are in high demand in our country today as the current problem is the use of this knowledge in everyday life. This will certainly affect the teaching method. The methods used in the past have now lost their practical value and

need to be thoroughly revised and modernized. However, the growing demand for foreign language teaching is setting its own conditions. Today, no one is interested in grammatical rules, let alone history and language theory. Modern living conditions require the acquisition of a foreign language, especially functionality.

Now they don't want to know the language, but use it as a real means of communication with speakers of other cultures. In this regard, it was necessary to change radically the worldview in foreign language teaching, taking into account increased attention and bias in linguistics and intercultural communication. The main task of teaching foreign languages in modern Uzbekistan is to learn the functional aspects of a foreign language and its more practical application. The solution to this practical problem is only possible under one condition: the creation of a very solid theoretical basis. To make it, first: 1) application of the results of theoretical work in philology to the teaching of foreign languages; 2) theoretical understanding and generalization of great practical experience of foreign language teachers. In the traditional approach to teaching foreign languages, the main teaching method is reading texts in a foreign language.

And this was true not only of school education, but also of the high level of the university. The topic of everyday communication was presented with the same texts, which only applied to everyday communication topics, but few such professionals could act in a real situation by reading such texts that required the use of practical knowledge rather than a foreign language literary its broad literary aspects. It was during this period that customized texts emerged that adapted the entire content of Shakespeare's tragedies to 20 pages. Unfortunately, the methodology of teaching modern literature is to blame, but that is not the subject of this work. Thus, in practice, the most passive form of reading the four language skills, namely reading, speaking, writing, and listening, was implemented.

Passive learning of a foreign language on the basis of written texts is limited not only to the creation of their own language experience, but also to comprehension. Recent modern cultural communication has brought the methodology of teaching foreign languages to the forefront. Currently, teachers are trying to learn the practical use of existing language materials. Higher education based on higher education is now clearly accepted as a means of daily communication with other cultural actors. The task of higher education is to create in its arsenal a person who knows not only the limited professions, but also the basic courses in the basic sense, for example, learning a foreign language without resorting to his chosen profession, i.e. technique.

Experts can not only learn English or other foreign languages, but also talk to similar experts first, simply in another foreign language. Maximizing communication skills is a potential, promising, but very difficult task for foreign language teachers. To address this, it is necessary to master both new teaching methods and completely new teaching materials aimed at developing four types of language that can be used to communicate with influential people. At the same time, of course, it is wrong to give up all the old ways and rush to one extreme. The practice of selecting the best, most useful, conscientious to study them must be carefully selected; inextricably linked with the culture of the peoples who speak it. The main components of such an alien culture include the following elements that give them a distinctive national color.

- customs, as well as ceremonies that can be considered as traditions;
- traditionally
- everyday culture;

- daily activities;
- national photographs of the world, which reflect the peculiarity of the perception of the surrounding world.
- Art culture, which can be incorporated into elements of ethnography and anthropology.

As mentioned above, the meaning of the word rules grammar rules is completely inadequate that you know the language well. The culture of the target language should be studied as deeply as possible. In other words, we can say that theoretical knowledge of language should be complemented with practical skills: what to speak, with whom, how to speak, how to use the meaning of a certain word in a certain context. As a result, more and more attention is being paid to the study of languages, that is, the study of foreign languages for the study of which country.

CONCLUSION

Moreover, consequently, the issue of intercultural communication is one of the most urgent issues of our time, it is considered in linguistic, educational, psychological, sociological aspects. The introduction of intercultural communication in the context of foreign language teaching is associated with changes in the educational paradigm, but has not been adequately studied in the context of higher education vocational training. The relationship between language and culture is an important component of interpersonal communication, which influences human development in the process of learning foreign languages. The problem of teacher training in the university is as follows. The personal-professional qualities of the future teacher, that is, the relationship with the definition in-depth development of the definition of professional qualities, such as the teacher the intercultural, communication skills.

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