

Development Of Intercultural Communication Skills Of High School Students: Theoretical And Pedagogical Aspect

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Received: 19 August 2025; **Accepted:** 15 September 2025; **Published:** 17 October 2025

Abstract: The article considers the problem of development of intercultural communication of high school students in the process of teaching a foreign language. It is noted that intercultural competence goes beyond the traditional understanding of communicative foreign language competence and is an independent phenomenon that includes knowledge, skills, values and personal qualities necessary for effective interaction in the context of a dialogue of cultures. The approaches of domestic and foreign researchers are analyzed, the importance of an intercultural approach in school education is emphasized, as well as the need to prepare students for successful communication in a multicultural world. Particular attention is paid to the relevance of this task in connection with the expansion of direct and indirect contacts of schoolchildren with representatives of other cultures.

Keywords: Intercultural competence, high school students, foreign language, intercultural approach, communicative competence, school education, dialogue of cultures.

Introduction: The purpose of teaching foreign languages has always been determined by the demands of the time. In the 21st century, when the development trends of the world's countries have entered a new stage of globalization, the goals and objectives of teaching and learning foreign languages have also acquired new content. Nowadays, the goals of learning a foreign language have undergone certain changes in connection with the development of society and human consciousness. Today, language should be considered not only as a means of communication, but also as a factor that has a significant impact on politics, economics, culture and other spheres of society, as well as an instrument that determines the authority of a country in the international arena.

The statement of the President of the Republic of Uzbekistan emphasizes the relevance and importance of proficiency in foreign languages as an integral part of modern education and the success of students in the global arena. "The time has come to create a new system of teaching foreign languages in our country, which will become a solid foundation for the future. ... Graduates of schools, lyceums, colleges and universities must be fluent in at least two foreign

languages. This strict requirement should become the main criterion for the work of the head of each educational institution." [1].

In the modern world, a true specialist must not only know a foreign language, but also be able to communicate correctly with its native speakers. After all, each specialist, entering into a dialogue with foreigners, through his knowledge, level of culture and behavior, conveys to the interlocutor the first ideas and information about his country and people.

One of the priority approaches to modern foreign language education is intercultural. As a determinant of goal-setting intercultural foreign language education, one can consider intercultural communicative competence as an educational indicator of the social and communicative realities of a modern multicultural society. Based on the definitions of researchers, we consider intercultural communication as a conscious readiness and ability of an individual to participate in intercultural communication, while correctly interpreting the verbal and non-verbal behavior of interlocutors, comparing the concepts of native and foreign cultures and accordingly building their speech behavior.

Thus, we can say that an individual with developed intercultural competence is capable of effective intercultural communication, which not only implies solving communication problems, but is also aimed at reducing the negative manifestations of cultural differences (i.e., the ability to resolve conflict situations). In other words, in addition to the actual subject-communicative range of skills and abilities, intercultural communication presupposes the need for conscious-reflexive activity of the communicant at the personal level. Despite the fact that the intercultural approach to school education occupies a central place in European countries, where the intercultural competence of adolescents and young people is understood as qualities based on knowledge, skills, values and attitudes necessary for a young person to live in the modern world, in Uzbekistan there is still a relatively small number of studies devoted to the formation of intercultural competence in school. The state educational standard of general secondary and secondary specialized education of the Republic of Uzbekistan sets an objective to develop communicative foreign language competence in schoolchildren, while it is expected to obtain such results as the ability to communicate in a multicultural world, the use of a foreign language as a tool for intercultural communication [2].

The English language, its priority, and its role in interstate communication largely determine the international prestige of our country and society. In all professional fields, English remains highly relevant and professionally necessary. Special attention should be given to the preparation of pedagogical staff for teaching foreign languages (especially English). Within the framework of state educational policy, the issue of improving teacher training in English language instruction has been clearly defined and prioritized. This task is being enhanced through innovations in a systemic approach to its solution, including improvements in content, technology, forms, methods, and methodology, with an emphasis on the active use of modern information tools.

Particular focus is placed on preparing modern pedagogical staff in foreign language teaching (English) to ensure that they are highly qualified, professionally competent, and capable specialists—in other words, educators of a high professional, pedagogical, and subject-specific level.

This improvement and modernization process is based on such factors as: special motivation; curriculum and additional informational resources; lexical and conceptual development; cultural studies; technological and pedagogical advancements; methodological resources; visual and illustrative

support.[3]

In addition, it involves: communicative training, including in the target language, with experience in social and public speaking; self-education; certification and evaluation of specific knowledge, skills, and competences of language learners; material and technical support (use of electronic resources, television programs, and computer-based materials on the culture of English-speaking countries).

Most importantly, it is essential to focus on the development of intercultural communication skills among high school students, along with their communicative, socio-pedagogical knowledge and abilities, supported by cultural awareness (history and traditions of the target language country) and professional culture.

Currently, the communicative approach is being replaced by an intercultural approach in teaching a foreign language, or the so-called intercultural paradigm of education. Its combination with the competence approach has led to the emergence of the concept of "intercultural competence". The task of developing this competence is becoming relevant not only among adults, students of language and non-linguistic universities, but also schoolchildren. The need to develop intercultural competence in high school students is justified by the progressive increase in their direct and indirect (via the Internet) contacts with representatives of other cultures. School graduates should be ready to communicate with peers belonging to other cultures. It should be noted that the main problems of misunderstanding between representatives of different cultures are not linguistic errors, but the lack of understanding of the rules and norms of behavior in a foreign country, strategic errors in communication. Today, many scientists pay great attention to this problem and insist on the need to develop intercultural competence (Elizarova G.V., Gal'skova N.D., Gez N.I., Kazakova O.V., Korotkikh Yu.Yu., Larina T.V., Muratov A.Yu., Sh.S. Abduazimov, R.X. Kamolov, Z.M. Rahimova, M.G. Azizov). For example, N.D. Gal'skova notes that an integral part of the goal of teaching foreign languages should be intercultural competence, which has "an outlet to the personality of the learner, his readiness, abilities and personal qualities that allow him to carry out various types of speech-thinking activity in the conditions of social interaction with representatives of other linguistic societies and their culture, a different linguistic image of the world" [4, p. 4 - 5]. In modern pedagogical science, intercultural competence is understood as "the ability of an individual to realize himself within the framework of a dialogue of cultures, that is, in the conditions of intercultural

communication" [4, p. 15].

According to S. G. Ter-Minasova, the formation of intercultural competence should take a central place in the pedagogical process, which is of particular importance right now, "when the mixing of peoples, languages, and cultures has reached an unprecedented scale and, as always, the problem of cultivating tolerance for other cultures, awakening interest and respect for them, overcoming the feeling of irritation from the excess, insufficiency, or simply dissimilarity of other cultures has become acute" [6, p. 9].

According to the research of G. V. Elizarova, the components of intercultural competence "correlate with the components of foreign-language communicative competence, modifying part of the content of the latter and adding an intercultural dimension to them" [5, p. 26]. She tried to isolate the intercultural aspect in each of the components of foreign language communicative competence. This means that communicative and intercultural competences partially overlap. Based on this approach, it can be assumed that the intercultural competence of high school students can be formed by introducing an intercultural component into the content of the formation of the components of communicative competence. In other words, the formation of the components of communicative competence taking into account intercultural aspects ensures the formation of intercultural competence of high school students.

In particular, the research of Sh.S. Abduazimov [7] emphasizes the need to form a linguacultural environment in the process of teaching a foreign language. He substantiates the mechanisms for developing intercultural sensitivity in students through the organization of communication based on interactive methods. Such approaches interpret language learning not only as a linguistic process, but also as an integral system that forms intercultural understanding.

These theoretical views enrich the content of teaching a foreign (English) language and require deep integration of the intercultural component into its methodology. This, in turn, serves to expand the communicative competence of the student, ensures adaptability in the global cultural context, and also contributes to the formation of him as an individual with a modern worldview and intercultural competence.

In addition, within the framework of modern methods of teaching languages, the need to apply an integrative approach that takes into account not only the communicative aspect, but also cultural, psychological and creative factors is becoming increasingly relevant.

This approach not only reveals the relationship between language and culture, but also allows us to determine the level of readiness of a foreign language student for intercultural communication and gradually develop it.

Therefore, in the pedagogical science of our Republic, the intercultural dimension of teaching foreign languages is considered today as one of the strategic directions. This direction requires the development of practical methodological solutions for the formation of intercultural communication skills in senior schoolchildren in the process of learning a foreign language.

The authors cited above consider intercultural competence as a component of foreign language communicative competence. This position does not correspond to the provisions of the intercultural approach to foreign language training. This approach requires considering intercultural competence as an independent and self-sufficient phenomenon.

All of the above suggests the need to clarify the components of intercultural communication that can be formed already in high school, and, as a result, to search for new forms of implementing intercultural foreign language teaching. In order to understand the features of the formation of intercultural communication of high school students, let us turn to its multicomponent structure. The components of intercultural communication of senior schoolchildren include, at the cognitive level, proficiency in a foreign language sufficient for intercultural communication, including knowledge of culturally specific units; sociocultural knowledge (about native and foreign cultures) significant for the interpretation of cultural concepts. This implies not only familiarity with a cultural fact, but also its vision through the prism of national consciousness as part of world culture. The behavioral level is represented by a set of communication skills, as well as the ability to interpret and compare cultural phenomena, analyze the phenomena of a foreign culture taking into account the influence of the native one, anticipate and resolve conflict situations in intercultural communication.

The affective level includes awareness of oneself as a bearer of a certain culture, rethinking naturally assimilated cultural facts taking into account new knowledge and skills, tolerance and empathy towards representatives of different cultures. These qualities are formed in the process of a person's value-based understanding of various manifestations of culture. Teaching foreign languages in the context of the intercultural paradigm is a promising area with great personal development potential, allowing to form in

the student the ability and readiness to carry out various types of speech-thinking activity with representatives of other linguistic societies.

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Thus, the main task of modern education in the field of foreign languages is to provide conditions for the successful formation of intercultural competence in schoolchildren. It is this competence, dictated by the social, economic and political aspects of the development of Uzbekistan, that should become the main goal of teaching foreign languages in high school. A graduate is needed - an intercultural communicator, ready and able to communicate at the intercultural level. Thus, the need to form intercultural communicative competence as a special quality of the individual, mainly determining the ability and readiness of the student at the level of secondary general education for intercultural communication in the conditions of the modern world is partially indicated in regulatory documents and considered in the works of a number of domestic and foreign specialists in linguodidactics and the theory of intercultural communication.

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