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A COMPETENCY-BASED APPROACH TO DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE EDUCATION

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Abstract: This article analyzes the theoretical foundations and practical significance of developing intercultural communicative competence in English language education. The rapid pace of globalization has led to increased interaction among representatives of different cultures. Therefore, in foreign language teaching, it is no longer sufficient to focus solely on the development of linguistic knowledge; it is also essential to cultivate learners' ability to engage effectively in intercultural communication. The article discusses the essence of the competency-based approach, the components of intercultural communicative competence, and the possibilities of fostering this competence through English language instruction. The findings indicate the effectiveness of educational technologies aimed at developing intercultural competence.

Keywords: intercultural communicative competence, competency-based approach, English language education, communicative competence, intercultural communication, foreign language teaching methodology.

Introduction

As a result of the rapid globalization process, communication among representatives of different cultures has increased significantly. Therefore, modern foreign language education aims not only to develop linguistic knowledge but also to enhance students' intercultural communicative competence. Intercultural communicative competence refers to an individual's ability to communicate effectively, respectfully, and flexibly with representatives of other cultures. According to M. Byram's theory, intercultural communicative competence consists of several components, including knowledge, attitudes, skills of interpreting and relating, skills of interaction, and critical cultural awareness. The development of these components enables students to function successfully in international academic and professional environments. The purpose of this study is to determine the effectiveness of pedagogical approaches aimed at developing intercultural communicative competence in English language education and to explore the possibilities of their practical implementation.

Research Methodology. The study was conducted with first- and second-year students of Samarkand State Institute of Foreign Languages. The participants were randomly assigned to an experimental group and a control group. The following research methods were employed: pedagogical observation; questionnaire survey; Interviews; Pre-test and post-test; Comparative analysis.Special instructional activities aimed at developing intercultural communicative competence were implemented in the experimental group for one academic semester. These activities included communicative tasks, role plays, debates, project work, and authentic multimedia materials. The control group, on the other hand, continued learning through traditional English language teaching methods. The following criteria were used to assess intercultural communicative competence: level of cultural knowledge; communicative flexibility; intercultural tolerance; communicative activity in English.

Results. At the end of the study, the results of the experimental and control groups were compared. The pre-test results demonstrated that both groups had nearly identical levels of intercultural communicative competence. However, the post-test results revealed significant positive changes in the experimental group.

Indicators	Pre-test (%)	Post-test (%)
Cultural Knowledge	58	84
Communicative Flexibility	55	81
Level of Tolerance	61	87
Communicative Activity	57	85

In the control group, the average improvement ranged between 8% and 10%. Additionally, questionnaire findings showed that 88% of students reported increased interest in learning English through intercultural activities, while 83% indicated that their readiness for international communication had improved.

Discussion. The results confirm the effectiveness of pedagogical approaches aimed at developing intercultural communicative competence. Students in the experimental group not only became more confident in communicating in English but also developed more positive attitudes toward the values and worldviews of people from different cultural backgrounds. The findings are consistent with the theoretical perspectives of Byram, Deardorff, and Kramsch, who emphasize that intercultural competence is an integral component of language competence. Authentic materials, international projects, and problem-based intercultural tasks contributed significantly to student engagement. In particular, role plays and debates proved to be effective tools for developing communicative flexibility. Furthermore, the use of digital technologies and online platforms provided students with opportunities to gain authentic intercultural communication experiences, thereby fostering the development of global competencies.

Conclusion. The findings indicate that special methods and technologies designed to develop intercultural communicative competence significantly enhance students' communicative activity, cultural knowledge, and tolerance levels. The following recommendations are proposed: regular use of authentic cultural materials; Expansion of project-based and research activities; organization of international online collaboration programs; increased use of intercultural communication tasks;

Improvement of assessment systems based on CEFR criteria. In conclusion, the development of intercultural communicative competence is an essential component of modern English language education and contributes to students' successful participation in a globalized world.

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