

LINGUACULTURAL COMPETENCE BASED ON UK APPROACH

Baratova Gulhayo Farhod qizi

PhD student at the Abdulla Avloniy National Institute of Pedagogical Skills
Senior lecturer at the University of Science and Technology

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In the mid-1990s, the UK saw the emergence of studies in intercultural communication across various institutions within the Higher Education Sector. This growth occurred in a progressively international context, marked by ERASMUS study exchanges throughout Europe and an increasing number of global students selecting the UK for their education. The evolution of intercultural communication is detailed through several fields of study, which include a cross-cultural comparative methodology, an emphasis on mediation and the intercultural individual, critical pedagogy, and discourse analysis. It is suggested that the future will bring about a shift toward intercultural engagement and action on a global scale. These advancements can be seen in teaching curriculum, research group activities, and, to some extent, funding for significant projects in the field.

Language competency and sociocultural awareness are integrated in the UK approach to linguacultural competence. It highlights that language and cultural contexts are inextricably linked and is based mostly on Michael Byram's Intercultural Communicative Competence (ICC) concept. Instead of merely imitating native speakers, learners are trained to become "intercultural mediators."

Key Elements: The UK framework is based on five different competence dimensions: Linguistic competence is the ability to master grammar, phonetics, and vocabulary within cultural contexts.

Sociolinguistic Competence:

Knowing how specific language usage and geographical variances are determined by social settings (such as age, status, and formality).

Discourse Competence: The capacity to organize ideas and comprehend coherent texts or discussions in accordance with British communication standards.

Strategic Competence: The ability to handle miscommunication and adjust to unforeseen cultural circumstances. Curiosity, openness, and critical awareness of one's own culture in relation to others are examples of intercultural attitude and knowledge.

Highly communicative, task-based approaches are used by UK educational institutions and testing boards, such as the British Council and Cambridge Assessment English:

Authentic Materials: Vocabulary interwoven with cultural memory is taught through authentic texts, digital literature, and real-world British media.

Dialogue of Cultures: This method fosters empathy and critical thinking by contrasting the learner's home culture with the target culture.

Task-based assessment: Rather than relying solely on rote memorization of grammar rules, this method evaluates students on their real capacity to engage and negotiate meaning in social or professional contexts.

Additionally, the flood of students from all over the world—possibly most notably from China, the United States, and other European and Arabic-speaking nations—has had an impact on curricula in all subject areas in the UK higher education system. For instance, using UK case studies exclusively in management or urban studies programs may not always be relevant for international students, and incorporating case studies from other nations necessitates some intercultural dialogue during lectures and seminars.

In recognition of scholarly and practical advancements in the area, the study of intercultural communication in the UK has seen a shift in emphasis since the beginning of the twenty-first century. The focus of many early intercultural communication programs was on a Some early US and UK textbooks used a comparative, cross-cultural approach. Books on "How to do business with the Japanese," for instance, would frequently discuss the parallels and discrepancies between Japanese and UK business practices.

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