

IMPROVING THE INTERCULTURAL COMPETENCIES OF PROSPECTIVE STUDENTS THROUGH MEDIA TEXTS IN ENGLISH

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ABSTRACT

Today's EFL students need advanced language skills and appreciation of other cultures. Language learning technology is usually focused on language skills. Cultural understanding is rarely the main goal. Intercultural Competence The main objective of this study was to use technical mediation and a culturally oriented online learning community to develop intercultural competence using social collaboration, understanding, thinking, and appreciation. Students in South Africa and Taiwan responded to videos on cultural topics created by American college students. Qualitative data analysis includes participants' discussions on social media, follow-up questions, and teacher-participant journals. The data presents six topics, as well as best practices in curriculum design and the author's specific recommendations.

Keywords: language skills, political officials, public, intercultural communication, linguistic knowledge, cinema, literature and television, contemporary thinking.

INTRODUCTION

In an era of globalization, the media plays an important role in promoting intercultural dialogue. They broadcast statements by political officials about other countries or cultures. Depending on the choice of these statements, the public who receives the message will react to a particular country or culture or create a specific image. Recent conflicts around the world have led the media to position themselves as a way of covering a particular intercultural event in the media. This has made the media message to be more sensitive, and added the need for media social responsibility and journalism ethics. Also today, the media seem more rigid, more panic-stimulatory when covering developments affecting different cultures. The paper aims to describe the role of the media in the era of globalization, at a time of increasing intercultural communication on the one hand and increasing intercultural intolerance on the other, and to identify cases in which the media with global reach have different coverage for the same events. This encourages the creation of a public image for different countries or cultures, but also encourages the creation of various stereotypes that develops barriers to intercultural communications. Let us be clear about one thing from the very beginning. The quality of your life depends directly on your ability to communicate, especially to communicate with other people from other culture. Measurements of intercultural communication competence are used in organization for recruitment and selection, career planning, identifying the need for training and development, judgments of functioning in intercultural context. The most important thing is that to create a better understanding between people from different culture. Competence in intercultural communication is defined as the ability and knowledge to carry out a transactional, symbolic process that involves making sense between people from different cultures. To assess the competence of intercultural communication, questionnaires were

developed to measure communication. Intercultural communicative competence, or ICC, refers to the ability to understand cultures, including your own, and use this understanding to communicate with people from In the context of globalization, English as an international language, lingua franca, and global language is utilized as a means of communications in multicultural circles. Intercultural communicative competence (ICC) gives students a chance to improve linguistic knowledge and cultural communication of the target language points out that ICC is an umbrella term that includes many features such as: linguistic competence, sociolinguistic competence, discourse competence, and Intercultural competence other cultures successfully. Example: ICC could include understanding how gestures and the distance between speakers vary from culture to culture. In the classroom ways to develop this competence include learners producing a written or online guide to their own country and culture for visitors, reading and discussing guides written by visitors, researching aspects of a target culture in various media including cinema, literature and television, giving presentations on aspects of the target culture, and exploiting the teacher's own expertise of their own culture. The materials in this toolkit have a strong insight into the theory of intercultural communication, in particular the concepts of intercultural and interdependence. They also learn from recent research on teacher education, professional communication, continuous professional development, and best practices in language teaching. Intercultural competence refers to 'the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioural orientations to the world. In teaching English as a foreign language, the focus was on cultural aspects. It was aimed at making it easier for English students to communicate orally and in writing, linguistically correct and culturally appropriate. Therefore, this study was aimed at developing materials in English based on the study of intercultural languages for writing lessons. To reach the maximal materials, the researchers applied need analysis to identify cultural materials based learning model that feeds students' needs and expectation. Based on the result of research study, students like cultural topics for their level, such as wedding ceremonies, historical buildings, and traditional music. These topics showed that the set of interculture-based instructional materials was appropriate to be utilized in the teaching of writing skills for English department students.. In the context of globalization, English as an international language, lingua franca, and global language is utilized as a means of communications in multicultural circles. Intercultural communicative competence (ICC) gives students a chance to improve linguistic knowledge and cultural communication of the target language. Points out that ICC is an umbrella term that includes many features such as: linguistic competence, sociolinguistic competence, discourse competence, and Intercultural competence. The aim of the study was adopted through film from the CCC on aspects of teacher strategy and student intercultural awareness (ICA). It was a qualitative study, and the research data was obtained from documents consisting of observation sheets, field notes, and student journal writing, which were done in three stages: before, during, and after watching the film. Based on the analysis of the data, the result shows that there are four categories of ICA strategies developed by the teacher through film in the EFL classroom. The teacher also tended to apply the QAR strategies as well as it aimed at improving students' reading

comprehension before, during and after watching the film which showed six steps. The six steps were by visualizing to the information to students' own experience, recalling students' past experiences, clarifying to students' behavior towards different cultures from their own, locating the information from the film, imagining to the position of the characters in the film, and summarizing the film to the positive and negative sides. Another finding was found that from twenty-one aspects, there was 'respect to others' as major key of all aspects of ICA emerged. The two findings contributed much for intercultural study. The units comprised in this toolkit are informed by the five savoirs. Essentially, we took components of competent professional communication and ways to develop these, and related them to ICC model. The resulting framework draws on contemporary thinking and research in a number of distinct yet inter-related areas:

1. Socio-cultural theory which highlights the social nature of learning and the fact that all learning is mediated by language. Of particular relevance is the need to describe, develop and promote interactional competence, as one element of PICC.
2. Problem-based and experiential learning which are considered to be key to many types of workplace learning, especially where adults are involved;
3. Reflective practice and the need for professionals to engage in and learn from their experiences through a combination of data, evidence, dialogue and action. Here, we extend the concept of intercultural speaker to professional contexts, with particular interest for the experiences of highly-skilled refugees in Europe and of professionals working with them. In defining professional intercultural communicative competence, we focus on professional communication between people who are members of different groups, with an emphasis on people in social interaction with each other.

CONCLUSION

Based on the results discussed above, this study draws some conclusions. First, the majority English teachers have a positive belief in combining cultural and intercultural language teaching. In addition, they perceive culture as a creature incomprehensible to languages. By combining cultures teaching English in the classroom can increase students' interest and interest in learning. The target language, in this case English obviously not enough. Moreover, the teachers' knowledge or familiarity with target culture can be considered high. In this regard, the most familiar knowledge has to do with 'daily lives, routines, food, drinks, etc.'

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