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# MODERN PARADIGMS OF ENGLISH LANGUAGE TEACHING IN THE CONTEXT OF INTERCULTURAL COMMUNICATION AND GLOBAL INTEGRATION

**Suyrova Zamira Sheraliyevna**

Senior Lecturer, Department of Foreign Languages, Samarkand State Technical University

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**Abstract:** This article examines contemporary approaches to English language teaching in the context of intercultural communication and global integration. It focuses on intercultural communicative competence, English as an International Language, and English as a Lingua Franca. Particular attention is given to teaching strategies that develop learners' linguistic, pragmatic, and intercultural skills. The article highlights the importance of combining language proficiency with effective intercultural communication.

**Keywords:** English Language Teaching, Intercultural Communicative Competence, English as an International Language, English as a Lingua Franca, pragmatic competence, intercultural communication, global integration.

**Annotatsiya:** Ushbu maqolada globallashuv va madaniyatlararo muloqot sharoitida ingliz tilini o‘qitishning zamonaviy yondashuvlari ko‘rib chiqiladi. Unda madaniyatlararo kommunikativ kompetensiya, xalqaro muloqot tili sifatida ingliz tili va lingua franca sifatida ingliz tilining o‘rni tahlil qilinadi. Shuningdek, o‘quvchilarning lingvistik, pragmatik va madaniyatlararo ko‘nikmalarini rivojlantirishga qaratilgan ta’lim strategiyalariga e’tibor beriladi. Maqolada til bilimi va madaniyatlararo samarali muloqot ko‘nikmalarini uyg‘un rivojlantirish zarurligi asoslanadi.

**Kalit so‘zlar:** ingliz tilini o‘qitish, madaniyatlararo kommunikativ kompetensiya, xalqaro muloqot tili sifatida ingliz tili, lingua franca sifatida ingliz tili, pragmatik kompetensiya, madaniyatlararo muloqot, globallashuv.

**Аннотация:** В статье рассматриваются современные подходы к преподаванию английского языка в условиях глобализации и межкультурной коммуникации. Анализируются межкультурная коммуникативная компетенция, английский язык как международный язык и как lingua franca. Особое внимание уделяется образовательным стратегиям, направленным на развитие языковых, прагматических и межкультурных навыков обучающихся. Обосновывается необходимость комплексного развития языковой подготовки и навыков эффективного межкультурного общения.

**Ключевые слова:** преподавание английского языка, межкультурная коммуникативная компетенция, английский язык как международный язык, английский язык как lingua franca, прагматическая компетенция, межкультурная коммуникация, глобализация.

## 1. Introduction

Globalisation, international academic cooperation, and digital communication have increased the need for English language proficiency. English is widely used by people with different first languages and cultural backgrounds. Successful communication therefore requires more than

knowledge of grammar and vocabulary. It also involves interpreting meaning, understanding context, and selecting language appropriate to particular communicative situations.

Traditional approaches to English language teaching often emphasised linguistic accuracy and native-speaker models. Contemporary perspectives place greater importance on communicative effectiveness, cultural awareness, and linguistic flexibility. Learners need to understand not only how language is structured but also how it functions in intercultural interactions.

This article examines contemporary approaches to English language teaching in the context of intercultural communication and global integration, focusing on intercultural communicative competence, international uses of English, and practical classroom strategies.

## 2. Theoretical and Methodological Framework

The article draws on established theories of communicative competence and intercultural language education. Canale and Swain (1980) identify grammatical, sociolinguistic, and strategic competence as important components of communicative ability. Their framework demonstrates that effective communication requires both linguistic knowledge and the ability to use language appropriately.

Byram (1997) develops this perspective through the concept of intercultural communicative competence, highlighting the attitudes, knowledge, and skills necessary for interaction across cultures. Deardorff (2006) further emphasises openness, respect, and the ability to communicate effectively in intercultural situations. The Common European Framework of Reference for Languages Companion Volume (Council of Europe, 2020) also recognises plurilingual and pluricultural competence as important dimensions of language education.

The article additionally considers the changing role of English in international communication. Kachru (1992) examines the global spread of English, while Jenkins (2007) and Seidlhofer (2011) explore its use as a lingua franca among speakers with different first languages.

Methodologically, the study adopts a conceptual review of selected scholarly works relevant to communicative competence, intercultural communication, and the international use of English. The sources are examined through thematic and comparative analysis, focusing on their central concepts and implications for language teaching. The article is theoretical in nature and does not claim to present empirical findings.

## 3. Contemporary Approaches to English Language Teaching

### 3.1. Intercultural Communicative Competence

Intercultural communicative competence enables learners to interact with people from different cultural backgrounds while recognising differences in values, social expectations, and communication styles.

Byram (1997) identifies five interconnected components of intercultural communicative competence:

- **Attitudes:** curiosity, openness, and willingness to reconsider one's assumptions.

- **Knowledge:** understanding social practices, cultural perspectives, and the relationship between culture and communication.
- **Skills of interpreting and relating:** the ability to interpret cultural information and relate it to one's own experience.
- **Skills of discovery and interaction:** the ability to acquire new cultural knowledge and apply it in communication.
- **Critical cultural awareness:** the ability to evaluate cultural practices and perspectives critically.

Deardorff (2006) complements this approach by emphasising the importance of respect, openness, and effective interaction. Similarly, the Council of Europe's (2020) framework recognises the ability to draw on different linguistic and cultural resources in communication. Together, these perspectives demonstrate that language education should develop learners' ability to interpret cultural differences, question assumptions, and interact respectfully rather than rely on stereotypes.

### 3.2. English as an International Language and English as a Lingua Franca

The international use of English has challenged the assumption that communication should always follow the norms of a single national variety. Kachru's (1992) model illustrates the global distribution and diverse functions of English. Jenkins (2007) and Seidlhofer (2011) also emphasise its role as a common means of communication among speakers from different linguistic backgrounds.

In this context, successful communication depends on intelligibility, mutual understanding, and the ability to adapt language to different interlocutors. Learners therefore need exposure to different English accents and communication contexts rather than exclusive concentration on one pronunciation model.

The ideology known as native-speakerism also requires critical consideration. Holliday (2006) characterises native-speakerism as an ideology that privileges native-speaker teachers and Western cultural norms as models for English language teaching. This perspective raises questions about the recognition of linguistic diversity and the status of English users from different cultural backgrounds. Learners should not be expected to imitate a particular accent or abandon their linguistic identities to communicate effectively. Pronunciation instruction should instead prioritise intelligibility, clear articulation, and successful communication.

### 3.3. Balancing Grammatical Accuracy and Pragmatic Competence

Grammatical knowledge remains fundamental to language proficiency, but it does not automatically ensure successful communication. Canale and Swain's (1980) framework highlights the importance of sociolinguistic competence alongside grammatical knowledge. Learners must therefore understand how language choices relate to particular social contexts.

Pragmatic competence involves using language appropriately according to the purpose, participants, and situation of communication. For example, declining an invitation requires more than producing a grammatically correct sentence. The speaker must also consider politeness, tone, and the relationship with the person making the invitation.

The CEFR Companion Volume (Council of Europe, 2020) similarly gives attention to the appropriate use of language in different communicative situations. English language teaching should therefore combine grammar instruction with activities that develop the ability to make requests, express disagreement, apologise, clarify meaning, and respond appropriately. This connects linguistic knowledge with practical communication.

## 4. Practical Strategies for Developing Intercultural Communication

### 4.1. Integrating Culturally Diverse Materials

Teaching materials should represent a range of cultural and linguistic contexts in which English is used. Texts, videos, interviews, and authentic resources can introduce learners to different communication styles, social practices, and perspectives.

Comparing materials from different cultural contexts helps learners recognise how values and social expectations influence communication. Such activities also encourage critical thinking and reduce reliance on cultural stereotypes.

### 4.2. Using Intercultural Communicative Tasks

Role-plays, discussions, and problem-solving activities allow learners to apply language knowledge in realistic situations. For example, learners can practise making formal requests, expressing disagreement politely, participating in academic discussions, and resolving misunderstandings.

These tasks develop pragmatic awareness by requiring learners to consider how their language may be interpreted by others. They also provide opportunities to practise adapting expressions and communication strategies to different interlocutors.

### 4.3. Promoting Collaborative and Project-Based Learning

Collaborative learning encourages learners to exchange ideas, negotiate meaning, and work towards shared objectives. Group presentations, interviews, and cultural comparison projects provide opportunities to explain perspectives, respond to different opinions, and reach common conclusions.

Digital platforms can extend these opportunities beyond the classroom by supporting communication and collaboration. To be effective, such activities should have clear learning objectives and require active participation from learners.

## 5. Conclusion

Contemporary English language teaching should address the demands of communication in an increasingly interconnected world. Grammatical accuracy and vocabulary remain essential, but they need to be developed alongside intercultural awareness, pragmatic competence, and communicative flexibility.

Intercultural communicative competence provides a framework for understanding and managing communication across cultural boundaries. The perspectives of English as an International

Language and English as a Lingua Franca further demonstrate the importance of recognising linguistic diversity and prioritising mutual intelligibility.

The analysis indicates that culturally diverse materials, intercultural communicative tasks, and collaborative learning can support these educational aims. Further empirical research could examine how these approaches influence learners' communication skills and intercultural competence in different educational settings.

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