(3). Fuys, D., Geddes, D., & Tischler, R. (1988). The van Hiele model of thinking in geometry among adolescents. Journal for Research in Mathematics Education Monograph, 3. National Council of Teachers of Mathematics (NCTM).

(4). Inhelder, B., & Piaget, J. (1958). The Growth of Logical Thinking from Childhood to Adolescence. Basic Books.

(5). Jones, K. (2002). Issues in the teaching and learning of geometry. In L. Haggarty (Ed.), Aspects of Teaching Secondary Mathematics: Perspectives on Practice, pp. 121–139, Routledge.

(6). National Research Council. (2001). Adding It Up: Helping Children Learn Mathematics. National Academy Press.

(7). Presmeg, N.C. (2006). Research on visualization in learning and teaching mathematics. In A.Gutierrez & P.Boero (Eds.), Handbook of Research on the Psychology of Mathematics Education: Past, Present and Future (pp. 205–235), Sense Publishers.

(8). Van Hiele, P.M. (1986). Structure and Insight: A Theory of Mathematics Education. Academic Press.

**Arzieva Bibi-Sanem Aynazarovna (docent of Nukus State Pedagogical Institute)**

## PROBLEMS AND POSSIBILITIES OF INTEGRATION OF INTERCULTURAL COMPETENCE IN TEACHING ENGLISH

***Annotation.*** *In this article, we will explore the challenges and opportunities of incorporating intercultural competence into English language teaching and provide practical tips for doing so successfully. In today's globalized world, teaching English is not just about grammar and vocabulary. In our increasingly interconnected world, the ability to communicate across cultures is more important than ever. It's about understanding cultures, perspectives, and communication styles. Integrating intercultural competence into English language teaching can be a daunting task, but it also presents a wealth of opportunities for teachers and students alike.*

***Key words:*** *Intercultural competence, authentic language, viewpoints, language skills, critical thinking, lesson plans, real-world, educational practice, collaboration.*

**Arzieva Bibi-Sanem Aynazarovna (Nukus davlat Pedagogika instituti dotsenti)**

## MADANIYATLARARO KOMPETENSIYANI INGLIZ TILINI O'QITISHGA INTEGRATSIYALASHNING QIYINCHILIKLARI VA IMKONIYATLARI

***Annotatsiya.*** *Ushbu maqolada biz madaniyatlararo kompetensiyani ingliz tilini o'qitishga kiritishning qiyinchiliklari va imkoniyatlarini o'rganamiz va buni muvaffaqiyatli amalga oshirish uchun amaliy maslahatlar beramiz. Bugungi globallashgan dunyoda ingliz tilini o'rgatish faqat grammatika va lug'atdan iborat emas. Bizning tobora o'zaro bog'langan dunyomizda madaniyatlar o'rtasida muloqot qilish qobiliyati har qachongidan ham muhimroqdir. Bu madaniyatlar, istiqbollar va muloqot uslublarini tushunish haqida. Madaniyatlararo kompetensiyani ingliz tilini o'qitishga integratsiya qilish juda qiyin vazifa bo'lishi mumkin, ammo u o'qituvchilar va talabalar uchun juda ko'p imkoniyatlarni taqdim etadi.*

***Kalit so'zlari:*** *madaniyatlararo kompetensiya, haqiqiy til, qarashlar, til ko'nikmalari, tanqidiy fikrlash, dars rejalari, real dunyo, ta'lim amaliyoti, hamkorlik.*

**Арзиева Биби-Санем Айназаровна (доцент Нукусского государственного Педагогического института)**

## ПРОБЛЕМЫ И ВОЗМОЖНОСТИ ИНТЕГРАЦИИ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

***Аннотация.*** *В этой статье мы рассмотрим проблемы и возможности включения межкультурной компетенции в процесс преподавания английского языка и дадим практические советы, как сделать это успешно. В современном глобализированном мире преподавание английского языка - это не только грамматика и лексика. В нашем все более взаимосвязанном мире способность к межкультурному общению важна, как никогда. Речь идет о понимании культур, перспектив и стилей общения. Интеграция межкультурной компетенции в преподавание английского языка может быть сложной задачей, но она также открывает широкие возможности как для преподавателей, так и для студентов.*

***Ключевые слова:*** *межкультурная компетенция, аутентичный язык, точки зрения, языковые навыки, критическое мышление, планы уроков, реальный мир, образовательная практика, сотрудничество.*

**Introduction.** The dearth of cultural content in English language teaching materials represents a significant and pressing issue that requires immediate attention. This absence significantly hinders learners' exposure to authentic language use and the rich tapestry of cultural diversity [2]. As Norton notes, learners

may unintentionally fail to acknowledge the importance of insights into the customs, traditions, and belief systems of English-speaking communities around the world. This dearth of cultural exposure poses a significant obstacle to the cultivation of cultural competence an essential facet of language learning in our interconnected contemporary world [4]. It is therefore essential that cultural content be incorporated into course materials in order to ensure that students are adequately prepared to navigate the complex demands of global communication. Rather than treating it as a mere pedagogical consideration, language learning resources should broaden their focus beyond grammar and vocabulary to encompass the vital cultural dimensions necessary for holistic language acquisition [3]. The paucity of cultural content in course materials represents a significant barrier to learners, as it limits their exposure to authentic language usage and the multifaceted tapestry of cultural diversity.

In language courses, the inclusion of literature and texts from various cultures exposes learners to different linguistic styles and communication patterns, promoting language skills development and cultural insights. By weaving diverse linguistic expressions into language courses, teachers enable learners to navigate a spectrum of language nuances, fostering both linguistic proficiency and cultural appreciation.

Instead of showing history from just one viewpoint, teachers can use a variety of sources from different cultures. This "mix" of perspectives helps students think critically and develop a deeper understanding of history's richness and complexity.

To make teaching more responsive to different cultures, teacher should include a wider range of materials in their classes. This could involve things like traditional stories, movies, music, and books from many cultures. By doing this, they create a learning environment that's interesting and welcoming to everyone.

Learning about different viewpoints helps students improve their language skills and builds their ability to understand and care about others. In the end, using a variety of cultural materials in class helps students become lifelong learners who appreciate and respect differences while also improving their academic performance.

**Literature review.** The integration of intercultural competence (ICC) into English language teaching (ELT) has become increasingly essential in the context of globalization and multiculturalism. This literature review synthesizes existing research findings to explore the challenges and opportunities associated with incorporating ICC in ELT, emphasizing the intricate relationship between language and culture, pedagogical strategies, teacher attitudes, and innovative teaching methods.

Research highlights the fundamental connection between language and culture, arguing that language education must extend beyond linguistic proficiency to include cultural awareness [1]. The Council of Europe's framework for multilingual and intercultural education underscores the necessity of integrating cultural elements into language teaching, as this approach not only enhances linguistic skills but also fosters a more nuanced understanding of the world [1]. This presents an opportunity for educators to rethink their curricula, integrating cultural components that promote intercultural competence, especially in increasingly diverse classrooms.

**Research Methodology.** Despite the recognized importance of ICC, there exists a gap between teachers' awareness of its significance and their ability to implement it in practice [5]. This disconnect underscores a critical challenge in integrating ICC into ELT. However, the positive attitudes of Iranian EFL teachers towards intercultural competence indicate an opportunity for targeted professional development and training that focuses on practical strategies for incorporating cultural elements into their instruction. Addressing the gap between theory and practice is essential for equipping educators with the tools necessary for effective teaching in a multicultural environment.

The challenges of defining and measuring intercultural competence also present obstacles to its integration in language education (source). Byram's model of ICC offers a theoretical framework that emphasizes the attitudes, knowledge, and skills necessary for effective intercultural communication. However, the complexities involved in assessing ICC outcomes, particularly in study abroad contexts, indicate a need for the development of systematic assessment tools [6]. Research should focus on refining measurement approaches to evaluate ICC development effectively, both in immersive experiences and classroom settings.

**Analysis and results.** Challenges of integrating intercultural competence into English language teaching:

1) Lack of resources: One of the biggest challenges in integrating intercultural competence into English language teaching is the lack of resources available to teachers. Many textbooks and teaching materials focus solely on language skills, neglecting the cultural aspect of communication;

2) Time constraints: English language teachers often have limited time to cover all the necessary material in their curriculum. Adding intercultural competence to the mix can be overwhelming and may require additional planning and preparation;

3) Resistance to change: Some teachers may be resistant to incorporating intercultural competence into their teaching due to a lack of training or knowledge in this area. They may feel more comfortable sticking to traditional methods of language instruction;

4) Cultural sensitivity: Teaching about different cultures requires a high level of cultural sensitivity and understanding. There is a risk of inadvertently perpetuating stereotypes or offending students from different cultural backgrounds if not approached carefully;

5) Assessment: Assessing students' intercultural competence can be challenging, as it is a subjective quality that is difficult to measure. Traditional assessments like tests and quizzes may not accurately evaluate students' understanding of different cultures.

Opportunities of integrating intercultural competence into English language teaching:

1) Increased cultural awareness: Incorporating intercultural competence into English language teaching can help students develop a greater awareness and appreciation of different cultures, leading to more respectful and effective communication;

2) Improved language skills: Cultivating intercultural competence can enhance students' language skills by encouraging them to think critically about their communication choices and adapt their language use to different cultural contexts;

3) Preparation for the global workforce: In today's globalized economy, the ability to communicate across cultures is a highly valued skill. By integrating intercultural competence into English language teaching, teachers can help prepare students for success in the global workforce;

4) Enhanced classroom dynamics: Incorporating intercultural competence can create a more inclusive and dynamic learning environment, where students feel comfortable sharing their perspectives and learning from one another;

5) Critical thinking skills: Studying different cultures encourages students to think critically and question their own beliefs and assumptions. This can lead to greater self-awareness and a more nuanced understanding of the world around them;

6) Lifelong learning: By incorporating intercultural competence into English language teaching, teachers can instill in students a desire for lifelong learning and curiosity about the world around them. This can lead to a more enriching and fulfilling educational experience.

**Recommendations:**

1. Include cultural content in lesson plans**:** Incorporate cultural content into your lesson plans, such as readings, videos, or discussions about different cultural practices and perspectives.
2. Encourage open dialogue**:** Create opportunities for students to discuss their own cultural backgrounds and experiences, and facilitate respectful dialogue about cultural differences.
3. Provide real-world examples**:** Use real-world examples of intercultural communication to illustrate key concepts and principles, such as case studies or guest speakers from different cultural backgrounds.
4. Promote critical thinking**:** Encourage students to critically analyze cultural practices and beliefs, and challenge their own assumptions and stereotypes.
5. Develop cross-cultural communication skills**:** Provide opportunities for students to practice cross-cultural communication skills, such as role-playing scenarios or group projects that require collaboration across cultural boundaries.

**Conclusions.** The integration of intercultural competence into English language teaching presents a number of challenges, but the opportunities it offers are too valuable to be ignored. By directly confronting these challenges and capitalizing on the potential of intercultural competence, teachers can equip students with the requisite tools to flourish in an increasingly diverse and interconnected global context. The practical recommendations provided in this article facilitate the establishment of a more inclusive and dynamic learning environment that fosters cultural awareness, enhances language skills and prepares students for the global workforce. It is evident that the integration of intercultural competence into English

language teaching offers a multitude of advantages, and there is a compelling rationale for embracing this significant shift in educational practice.

**References:**

(1). Byram, M., Holmes, P., Savvides, N. Intercultural communicative competence in foreign language education: questions of theory, practice and research. The Language Learning Journal, 41, 2013, p. 251 – 253.

(2). Brown, H.D. Principles of language learning and teaching (5th ed.). Pearson Education, 2007, p. 282.

(3). Clarke, M.A. The influence of cultural content in English language teaching materials: A case study. ELT Journal, 2019, p. 280 – 290.

(4). McKay, S.L. Teaching English as an international language: Rethinking goals and approaches. Oxford University Press. 2002, p. 337.

(5). Nemati, A., Marzban, Amir., Maleki, Ensieh. The Role of Intercultural Competence in Foreign Language Teaching. International Journal of Language and Linguistics, 2, 2014, p. 8.

(6). Shiri, Sonia. Intercultural Communicative Competence Development during and after Language Study Abroad: Insights from Arabic. Foreign Language Annals, 48, 2015, p. 541–569.

**Farkhodova Dilnoza (PhD student Uzbekistan State World Languages University Tashkent, Uzbekistan; e-mail: dilnozad268@gmail.com)**

## THE ROLE OF PROFESSIONAL COMPETENCE IN PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS

***Annotation.*** *This article delves into the pivotal role of professional competence within philological higher education institutions. It explores how educators' expertise in language, literature, and cultural studies influences teaching practices, curriculum development, and student engagement. By emphasizing the significance of subject mastery, effective teaching methodologies, and interdisciplinary collaboration, the article underscores the importance of professional competence in shaping the academic landscape of philological programs.*

***Keywords****: professional competence, Philological education, Language studies, Literature studies, Cultural studies, Educator expertise, Teaching practices, Curriculum development, Student engagement, Subject mastery, Effective teaching methodologies, Interdisciplinary collaboration, Academic excellence.*

**Farkhodova Dilnoza (O'zbekiston davlat Jahon tillari universiteti tayanch doktoranti)**

## FILOLOGIK OLIY TA'LIM MUASSASALARIDA KASBIY KOMPETENSIYANING O'RNI

***Annotatsiya****. Ushbu maqola filologiya universitetlarida kasbiy kompetensiyaning yetakchi rolini ko'rib chiqadi. U o'qituvchilarning til, adabiyot va madaniyat fanlari bo'yicha bilimlari o'qitish amaliyotiga, o'quv dasturlarini ishlab chiqishga va talabalarning faolligiga qanday ta'sir qilishini o'rganadi. Maqolada fanlarni o'zlashtirish, samarali o'qitish usullari va fanlararo hamkorlik muhimligiga e'tibor qaratilib, filologiya dasturlari akademik landshaftini shakllantirishda kasbiy kompetentsiya muhimligi ta'kidlangan.*

***Kalit so'zlar:*** *kasbiy kompetensiya, filologiya ta'limi, tilshunoslik, adabiyotshunoslik, madaniyatshunoslik, o'qituvchi tajribasi, o'qitish amaliyoti, o'quv dasturlarini ishlab chiqish, talabalarning faolligi, fanlarni bilish darajasi, samarali o'qitish metodikasi, fanlararo hamkorlik, akademik mukammallik.*

**Фарходова Дильноза (аспирант, Узбекский государственный университет мировых языков, Ташкент, Узбекистан)**

## РОЛЬ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ В ФИЛОЛОГИЧЕСКИХ ВУЗАХ

***Аннотация.*** *В данной статье рассматривается ведущая роль профессиональной компетентности в филологических вузах. В нем исследуется, как опыт преподавателей в области языка, литературы и культурологии влияет на практику преподавания, разработку учебных программ и вовлеченность учащихся. Подчеркивая значимость владения предметом, эффективных методик преподавания и междисциплинарного сотрудничества, статья подчеркивает важность профессиональной компетентности в формировании академического ландшафта филологических программ.*

***Ключевые слова****: профессиональная компетентность, филологическое образование, языковедение, литературоведение, культурология, опыт педагога, преподавательская практика, разработка учебной программы, вовлеченность студентов, владение предметами, эффективные методики преподавания, междисциплинарное сотрудничество, академическое превосходство.*

**Introduction.** Within the intricate landscape of higher education, particularly in the realm of philology, the concept of professional competence emerges as a cornerstone of academic excellence. Professional competence encompasses a multifaceted set of skills, knowledge, and aptitudes that are