cultural exchange. Future research should continue to explore the long-term impacts of these methods on learner outcomes and adapt them to meet the evolving needs of students in diverse educational contexts.

Conclusion and recommendations. In summary, the integration of these innovative teaching methods is essential for creating a dynamic and effective language learning environment. By embracing these approaches, educators can better equip students with the skills and confidence necessary for successful communication in German, ultimately leading to enhanced educational outcomes and a greater appreciation for the language and its cultural context. Moving forward, continued exploration and adaptation of these methods will be crucial in addressing the diverse needs of learners and preparing them for future challenges in an interconnected world.

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THE INCLUSION OF INTERCULTURAL COMMUNICATION IN TEACHING AND LEARNING ENGLISH LANGUAGE

Annotation. *In today's rapidly developing world, English serves as a primary means of global communication, making intercultural knowledge an essential aspect of English language teaching and learning. This article explores the integration of intercultural communication with the English language education and also analyzing its role in fostering cultural awareness, increasing communicative competence, and developing students' skills of effective communication in various cultural environments. Research and theoretical approaches are considered problems of using intercultural elements in teaching English and ways to solve them are discussed. The findings indicate that an intercultural approach improves students' skills to communicate effectively and fluently in English with people from other countries while minimizing cultural misunderstandings.*

Key words: *intercultural communication, English language teaching, communicative competence, global communication.*

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INGLIZ TILINI O'QITISH VA O'RGANISHDA MADANIYATLARARO ALOQANI KIRITISH

Annotasiya. *Zamonaviy rivojlanayotgan dunyoda ingliz tili global aloqaning asosiy vositasi bo'lib xizmat qiladi, bu esa madaniyatlararo bilimlarni ingliz tilini o'qitishning muhim jihatiga aylantiradi. Ushbu maqola madaniyatlararo muloqotning ingliz tilini o'rgatish bilan integratsiyalashuvini o'rganadi, shuningdek, uning madaniy xabardorlikni yaxshilash, kommunikativ kompetensiyani oshirish va turli madaniy*

muhitda talabalarning samarali muloqot qilish ko'nikmalarini rivojlantirishdagi rolini tahlil qiladi. Ingliz tilini o'qitish jarayonida madaniyatlararo elementlardan foydalanish muammolariga yechim topish sifatida tadqiqot va nazariy yondashuvlar ko'rib chiqiladi va ularni hal qilish yo'llari muhokama qilinadi. Natijalar shuni ko'rsatadiki, madaniyatlararo yondashuv ingliz tilidagi talabalarning boshqa mamlakatlardagi odamlar bilan samarali va ravon muloqot qilish ko'nikmalarini yaxshilaydi va madaniy tushunmovchiliklarni minimallashtiradi.

Kalit so'zlar: *madaniyatlararo muloqot, ingliz tilini o'qitish, kommunikativ kompetensiya, global muloqot.*

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ВКЛЮЧЕНИЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ПРЕПОДАВАНИЕ И ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. *В современном быстро развивающемся мире английский язык служит основным средством глобальной коммуникации, что делает межкультурные знания важным аспектом преподавания английского языка. В этой статье исследуется интеграция межкультурной коммуникации с обучением английскому языку, а также анализируется ее роль в повышении культурной осведомленности, повышении коммуникативной компетентности и развитии навыков эффективного общения студентов в различных культурных средах. Рассматриваются исследовательские и теоретические подходы к проблемам использования межкультурных элементов в преподавании английского языка и обсуждаются пути их решения. Полученные результаты свидетельствуют о том, что межкультурный подход улучшает навыки эффективного и беглого общения студентов на английском языке с людьми из других стран, сводя к минимуму культурное недопонимание.*

Ключевые слова: *межкультурная коммуникация, обучение английскому языку, коммуникативная компетентность, глобальная коммуникация.*

Introduction. In the age of global integration, English is becoming increasingly important as a means of international communication. It allows people to interact freely and effectively in business, education, and other fields. However, effective learning of foreign languages requires not only the acquisition of grammatical knowledge and vocabulary, but also the ability to understand and adapt to different cultural contexts. Therefore, the integration of intercultural communication into the English language education is one of the key issues. Mastering intercultural communication skills enables students not only to acquire linguistic knowledge of the language, but also the ability to survive in a rapidly evolving world. In a cultu-rally interconnected society, the ability to communicate effectively with people from diverse backgrounds has become essential for personal and professional success. Consequently, it is necessary to develop an English language curriculum and expand it from traditional language teaching to cultural dialogue teaching to enable students to learn the language.

Literature review. In teaching and learning English, along with phonetic, grammatical and lexical levels, knowledge of the standards adopted in the language being studied is required. The study of the interaction of different cultures in the methodology of teaching a foreign language arose in the 80s of the XX century. Scientists from English-speaking countries also began to study this issue. In particular, studies on teaching foreign language to immigrants, intercultural pedagogy, seminars on training those preparing for a foreign trip began to be specially studied.

Also, in England, the Intercultural Dialogue approach is used in foreign language training (late 80s-early 90s of the 20th century) by English scholars D.Joyce and A. The textbooks that Hengeld commence to use and created were intended primarily for the school's upperclassmen. The development of socio-cultural competence entails socio-cultural adaptation (adaptation), the integration of the individual into the new culture. Many researchers interpret socio-cultural competence in relation to the disciplines of country studies and cultural studies. The emergence of the science of linguistics also confirms the emergence of these views.

Shukurali Atayev insists as follows, conducting language learning along with country studies arouses an extremely strong interest in students' studies and makes it possible to solve issues related to language, folk culture, country studies, traditions in modern teaching in the process of communication [1,2]. Currently, intercultural education, as cultural tolerance, also serves as an education that eliminates ethnocentrism and racism. This issue has become one of the main problems in the current era of globalization.

For our country, where more than one hundred and thirty nationalities and representantives of the people live, this issue is important. Maintaining the adaptability of learners to a multicultural and multilingual environment is a pedagogical goal, as is the extension of linguistic perception, social and communicative competence.

Research Methodology. Communicative competence is the possession of complex communication skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in the field of communication, respect for decency, good manners, orientation in communicative means inherent in national, class mentality and expressed within the framework of this profession [3].

Intercultural competence is based on knowledge of a predominantly regional nature about conditions, interpersonal relationships, basic values, beliefs and opinions concerning various aspects of the life of representatives of the country of the language being studied, the ability to adequately perceive them, correlate them with parallel phenomena of native culture, as well as make decisions and solve problems in a certain situation using the acquired knowledge, skills and abilities.

According to A.P.Sadakhinu, intercultural communication is a set of diverse forms of relationships and communication between individuals and groups belonging to different cultures [5]. Therefore, it is necessary to ensure intercultural communication and mutual understanding between partners. Intercultural communication and foreign language teaching are two closely related disciplines. Teaching foreign languages involves explaining grammar, vocabulary, and phonetics. It also presupposes an understanding of foreign language culture.

Students in foreign language classes learn the language and culture of a people unknown to them, they compare and find differences and, thereby, broaden their horizons. Students learn the language through the culture of the country they are studying. They move in a constant comparison of their own and someone else's culture. In the process of learning a foreign language, students have a desire to overcome the language barrier, discover the unusual and amazing in the culture of the country of the language being studied [6].

Students should not only learn intercultural interaction, but also use the language they are learning as a tool for this interaction. One of the main tasks of the teacher is to choose the right regional studies material. The content of regional studies texts should be of great importance to students. When describing the customs and traditions of the countries of the studied language, the content of the texts should have a certain novelty [4]. Each foreign language lesson is a practical encounter with a different culture. Every foreign word reflects a foreign culture and each word has an impression of the world around it.

Analysis and results. Information about the culture of another nation can also be found in the names of objects and phenomena of traditional and new life (in realities), concepts that reflect social phenomena. Cultural elements it is also available in non-verbal means of communication. The language is learned to communicate with speakers of other cultures. Therefore, the main task of the teacher is to teach the student:

– understanding oral and written messages on topics covered by the program;
– express your thoughts correctly orally and in writing;
– performing project work and research work;
– work independently and in a team [7].

The formation of intercultural communication skills occurs through three types of activities:

– directly in the classroom activity;
– scientific, practical and research activities of students;
– in different forms of extracurricular activities.

English and other foreign language lessons are always communication lessons. Students master communication techniques, master speech etiquette, strategy and tactics of dialogical and group communication, and learn how to solve various communicative tasks. The teacher and the student should become equal speech partners. Foreign language communication will bring joy to students if they feel that they are playing an important independent role in the lesson.

The teacher can use authentic material in his assigned work. Authentic materials are any material where English is represented (theater programs, newspapers, magazines, poems, songs, brochures, menus, films and videos, etc.). Authentic material has a number of advantages over other materials:

– illustrates the fuller meaning of the situation;
– attracts the attention of students and helps them concentrate;
– adds variety and interest to the lesson;
- helps to create an associative memory;

– if the material is selected methodically correctly, it is able to develop a discussion.

By using authentic material, students can be interested in further familiarization with the culture of the language being studied. For example, when studying topics about the multi-nationality of the United States, American history, cities and their attractions, the Constitution is used in the lessons of the media "America's Bill of Rights". At the end of the lesson, students draw a parallel with the teacher's help to found the difference between the information received about the United States and your country. Another means of teaching aspect of intercultural communication is mass information exposure. The Internet plays a huge role. Students are given the opportunity to communicate not only with representatives of their country's culture, but also with the countries of the language they are learning. Thus, the knowledge acquired in the classroom and in extracurricular activities will find practical application in real communication situations. Actual communication states contribute to the development of their cultural communication skills and the development of intercultural communication skills.

In intercultural communication, the principle of protecting one culture from the total impact of another is very important. It is important for any culture to prevent its own erosion as a result of foreign aggressive cultural influence. Here, the idea of cultural cooperation should be submitted to taking into account only the positive side of such a non–aggressive impact – educational and cognitive. It is in this educational context that mass information impact is valuable in teaching the structure and content of linguistic culture.

Conclusion. We described the competence of intercultural communication as follows: competence of intercultural communication is the ability of a person conducting communication in a foreign language to be aware of the national – cultural characteristics of the social and speech behaviour of language owners, their customs, rules of treatment, history and culture, and to be able to successfully communicate with representatives of other cultures using. Indeed, in order for English words to be used correctly in speech, learners must first have an idea and understanding of it. Intercultural communication is in some way "the interaction with speakers of other languages on equal terms and with respect for their personalities". Personality and culture are also studied in the discipline of communication to analyze how globalization affects the way of thinking, beliefs, values and identity in and between cultural environments. In our opinion, along with the change in culture and communication, social changes and theories must take into account the social transformation of society.

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