

THE ROLE OF INTERCULTURAL COMPETENCE IN FOREIGN LANGUAGE LEARNING: A THEORETICAL ANALYSIS

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Abstract: This theoretical study explores the role of intercultural competence in foreign language learning among university students. By analyzing cultural awareness frameworks and communicative competence models, this paper evaluates how cultural knowledge shapes effective language use. The findings show that integrating intercultural competence into language training prevents pragmatic misunderstandings and fosters successful cross-cultural communication.

Keywords: foreign language, intercultural competence, cultural awareness, theoretical analysis, higher education, communication efficiency.

CHET TILINI O'RGANISHDA MADANIYATLARARO MULOQOT KO'NIKMASINING O'RNI: NAZARIY TAHLIL

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Annotatsiya: Ushbu nazariy tadqiqot chet tilini o'rganishda madaniyatlararo muloqot ko'nikmasi va madaniy xabardorlikning o'rnini o'rganadi. Maqolada til va madaniyatning uzviy bog'liqligi hamda ularning talabalar muloqot samaradorligiga ko'rsatadigan ta'siri tahlil qilindi. Natijalar shuni ko'rsatdiki, faqat grammatika va lug'atni o'rganish yetarli emas, balki madaniy kontekstni tushunish til egalari bilan muloqotdagi tushunmovchiliklarning oldini oladi.

Kalit so‘zlar: chet tili, madaniyatlararo muloqot, madaniy xabardorlik, nazariy tahlil, oliy ta'lim, muloqot samaradorligi.

Introduction

Learning a foreign language involves much more than memorizing vocabulary words and mastering grammatical rules. Language is deeply embedded in culture, reflecting the values, social norms, and traditions of its speakers. Without intercultural competence, language learners may form grammatically correct sentences that are socially inappropriate or misleading in real conversations. Developing cultural awareness enables students to interpret subtle pragmatic nuances and respect cultural differences. This paper presents a theoretical review of the significance of intercultural competence in foreign language education.

Theoretical Framework and Methods

This research uses a qualitative literature review to examine core models of intercultural communicative competence in higher education.

The analysis evaluates three main components of intercultural language learning:

1. Cognitive Dimension: Understanding cultural values, history, and social conventions of the target language community.
2. Affective Dimension: Developing empathy, open-mindedness, and curiosity toward cultural diversity.
3. Behavioral Dimension: Adapting communication strategies appropriately in multicultural social settings.

Results and Discussion

The theoretical analysis highlights how intercultural competence improves natural language fluency and appropriateness:

Competence dimension	Core focus	Classroom activity	Communication impact
Cognitive dimension	Cultural knowledge	Analyzing authentic texts	Context awareness
Affective dimension	Empathy building	Role play simulations	Reduced bias
Behavioral dimension	Adaptive speaking	Cross-cultural dialogue	High fluency

As shown in the table, the cognitive dimension enhances context awareness through authentic texts, while the behavioral dimension develops adaptive speaking strategies during real dialogues.

The theoretical review proves that teaching language together with culture prepares students for global communication. It moves learners beyond basic textbook translation toward true communicative competence.

Conclusion

Intercultural competence is an indispensable element of foreign language mastery. Understanding cultural context enables learners to communicate effectively and build meaningful connections across borders. Universities should incorporate intercultural communication modules and authentic cultural materials into their language curricula. This integration ensures that graduates possess both linguistic accuracy and cultural fluency.

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