

STAGES, FORMS, AND METHODS OF IMPROVING INTERCULTURAL
COMMUNICATIVE COMPETENCE

Sarvarova Gulshan Israfilovna

Teacher of the Department of Integrated course of English language №3
Uzbekistan State World Languages University
gulshansarvarova@gmail.com

Abstract: Intercultural communicative competence (ICC) has become a fundamental skill in today's globalized society. This article examines the stages of ICC development, various forms it can take, and effective methods for its enhancement. By analyzing current pedagogical practices and theoretical frameworks, we offer insights into how learners and educators can systematically cultivate intercultural awareness, attitudes, and communication skills.

Keywords: intercultural competence, communicative competence, intercultural education, language learning, cultural awareness, teaching methods

In a world increasingly connected by migration, technology, and international collaboration, the ability to communicate effectively across cultures is critical. Intercultural communicative competence (ICC) extends beyond mere language proficiency – it involves understanding and appropriately responding to the values, norms, and behaviors of people from different cultural backgrounds. This article explores the conceptual foundation of ICC and addresses how it can be developed through distinct stages, shaped by various forms, and enhanced by specific pedagogical methods.

Intercultural communicative competence, as defined by Byram (1997), encompasses the ability to interact effectively and appropriately with people from other cultures. It integrates linguistic competence, sociolinguistic competence, and intercultural awareness. It includes:

- **Attitudes:** Curiosity and openness toward other cultures
- **Knowledge:** Understanding of social groups, cultural norms, and practices
- **Skills:** Interpretation, discovery, and interaction
- **Critical cultural awareness:** Ability to evaluate cultural practices critically

Stages of Developing Intercultural Communicative Competence. The development of intercultural communicative competence (ICC) is a progressive and often nonlinear process, marked by evolving awareness, attitudes, and behaviors in relation to cultural diversity.

In the ethnocentric stage, individuals tend to interpret and judge other cultures solely through the lens of their own cultural norms and values. At this stage, people may be unaware of their own cultural biases and often perceive cultural differences as strange, incorrect, or threatening. Communication with culturally different others may result in misinterpretation, discomfort, or even rejection. In an educational context, students at this stage may resist exposure to unfamiliar perspectives or dismiss alternative worldviews as inferior. The pedagogical challenge lies in gently confronting these implicit biases while fostering curiosity rather than defensiveness.

As learners progress to the transitional stage, they begin to recognize the legitimacy of cultural difference and show a willingness to engage with alternative perspectives. This stage is characterized by a cognitive and emotional shift from passive tolerance to active exploration of intercultural experiences. Students start to move beyond stereotypes and may engage more critically with their own cultural assumptions. However, their understanding may still be superficial or inconsistent, leading to occasional cultural misunderstandings. Educators can play a crucial role here by providing structured opportunities for guided reflection, cultural comparison, and dialogue that help learners bridge conceptual gaps.

Finally, in the ethnorelative stage, individuals develop a more sophisticated intercultural worldview. They are capable of empathizing with others, adapting their behavior to fit different cultural contexts, and engaging in meaningful intercultural dialogue. This stage involves not only cognitive awareness but also affective flexibility – the ability to emotionally accept ambiguity and navigate intercultural tension constructively. Individuals at this stage often act as cultural mediators or bridge-builders, capable of functioning effectively in multicultural environments. Achieving ethnorelativism is not merely an educational outcome but a lifelong pursuit, requiring continual self-reflection, intercultural engagement, and openness to learning.

Intercultural communicative competence (ICC) is a multidimensional construct that encompasses various capacities essential for effective interaction across cultures. It is not limited to language use but extends to knowledge, attitudes, emotions, and behaviors. To better understand how ICC functions in real-world contexts, it can be categorized into several interrelated forms. These forms – verbal and non-verbal communication, cognitive, affective, and behavioral – together provide a comprehensive framework for assessing and developing intercultural abilities. The table below outlines each form, highlighting its core characteristics and practical examples.

Form	Description	Key Aspects	Examples
Verbal and Non-verbal Communication	This form involves spoken and written language, as well as body language, facial expressions, gestures, and other non-verbal signals that convey meaning. Effective communication across cultures depends on both verbal clarity and sensitivity to non-verbal cues.	- Language proficiency- Pragmatic awareness- Cultural interpretation of non-verbal signals	- Adjusting speech based on formality- Understanding that eye contact norms vary by culture
Cognitive	Refers to the mental processes related to cultural knowledge, understanding of social norms, and the ability to analyze and interpret intercultural situations.	- Cultural awareness- Analytical skills- Metacognition	- Recognizing that time perception differs across cultures- Understanding indirect communication styles
Affective	Involves emotions, attitudes, values, and openness toward other cultures. This form determines how individuals feel and react emotionally in intercultural situations.	- Empathy- Emotional resilience- Openness and tolerance	- Staying calm during misunderstandings - Showing curiosity about others' beliefs and values
Behavioral	The outward, observable actions taken in intercultural interactions, including the ability to adapt, communicate appropriately, and resolve conflicts.	- Flexibility- Conflict resolution skills- Cultural adaptability	- Adjusting tone in multicultural meetings- Using culturally appropriate greetings

Conclusion. The development of intercultural communicative competence is essential in fostering effective communication and mutual understanding in a globalized world. It evolves through distinct stages, from ethnocentric views to ethnorelative adaptability, and is expressed through multiple forms—cognitive, affective, behavioral, and communicative. Educators, trainers, and institutions play a crucial role in guiding learners through this developmental process by applying diverse, experiential, and reflective teaching methods. A comprehensive approach to ICC not only enhances language learning but also prepares individuals to engage constructively and respectfully in diverse cultural contexts.

References:

1. Byram, M. (1997). Teaching and Assessing Intercultural Communicative Competence. Multilingual Matters.
2. Bennett, M. J. (1993). Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In R. M. Paige (Ed.), Education for the Intercultural Experience (pp. 21–71). Intercultural Press.
3. Uktamovna, B. G. (2024). Sportning Inson Hayot Tarziga Ta'sir Effektlari. Miasto Przyszłości, 55, 541-543.
4. Furqat o'g'li, E. S., & Shuxrat o'g'li, M. S. (2025). O'ZBEKISTON SPORTCHILARINING SPORT SOHASIDA ERISHGAN YUTUQLARI. Лучшие интеллектуальные исследования, 39(1), 127-131.
5. Gofurova, G. (2025). SIMPLIFYING MEDICAL INFORMATION FOR THE GENERAL PUBLIC. International Journal of Artificial Intelligence, 1(2), 1789-1791.
6. Tukhtaeva, K. (2023). Formation of Lexical Combinations in Media Texts. Finland International Scientific Journal of Education.
7. Xamdamovna, I. M. (2022). Stylistic features of the use of asinetone in languages of different systems. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036, 11, 30-33.
8. Ibrakhimovna, K. G. (2024). GAMES AS AN EFFECTIVE WAY OF DEVELOPING YOUNG LEARNERS' COMMUNICATIVE SKILLS. International Journal of Pedagogics, 4(03), 97-104.
9. Мунинова, Н. А. (2016). Эстетическое воспитание студентов посредством народного искусства. Образование и воспитание, (4), 6-7.
10. Хакимов, М. Ш., Маткулиев, У. И., Ашуоров, Ш. Э., & Кодирова, Г. Р. (2022). Новый взгляд на оценку тяжести кровотечения из варикозно расширенных вен пищевода (Doctoral dissertation, Узбекистан).
11. Yuldasheva, D. (2022). Communicative approach in teaching a foreign. UIF-2022, 8.
12. Гафуров, Б. З. (2021). АНАЛИЗ ЛИНГВОСТАТИСТИЧЕСКОЙ ХАРАКТЕРИСТИКИ АКЦЕНТНЫХ ФОНОВАРИАНТОВ ИМЕН СУЩЕСТВИТЕЛЬНЫХ РУССКОГО ЯЗЫКА. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА, 4(1-1).
13. Гафуров, Б. З. (2009). Роль сокращения фонемного состава слова в образовании сегментных фоновариантов существительных русского, узбекского и английского языков. Современные гуманитарные исследования, (6), 124-126.
14. Tursunovich, S. E. (2021). Speech acts of refusals: Challenging the challenges. ACADEMICIA: An International Multidisciplinary Research Journal, 11(10), 2063-2067.

INTERNATIONAL MULTIDISCIPLINARY JOURNAL FOR RESEARCH & DEVELOPMENT

SJIF 2019: 5.222 2020: 5.552 2021: 5.637 2022:5.479 2023:6.563 2024: 7,805
eISSN :2394-6334 <https://www.ijmrd.in/index.php/imjrd> Volume 12, issue 06 (2025)

15. Sadikov, E. T. (2021). Teaching pragmatic skills and abilities through activities. *ISJ Theoretical & Applied Science*, 11(103), 1139-1141.
16. Tursunovich, S. E. (2022). Student engagement activities for captivating a classroom in teaching interactive and pragmatic skills. *Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes*, 104-106.
17. Deardorff, D. K. (2006). The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. *Journal of Studies in International Education*, 10(3), 241–266.