

The Peculiarities Of The Didactic Provision Of The Process Of Preparing A Future English And German Teachers For Intercultural Communication

¹Aliyeva Nargiza Nodirovna, ²Masadikova Zulfiyaxon Xamdamovna, ³Ismoilov Kakhramonjon Abdumuminovich, ⁴Xatamkulova Shoxista Saydaxmedovna, ⁵Alisher Parmonov Abdupattayevich, ⁶Abdulhamidov Sanjarbek Xusnitdin o`g`li, ⁷Shaxobiddinov Sirojiddin Isomiddin o`g`li, ⁸Khilola Ernazarova Ergashevna,

¹Kokand State University, Associate professor

Email address: aliyevanargiza411@gmail.com

ORCID: 009-001-6827-736X;

²Kokand State University, Associate professor, Email: address: zmasadikova@gmail.com;

³Kokand State University, Associate professor, PhD, Email: address: hero-2008@bk.ru

ORCID: 0009-0001-2010-5315;

⁴Kokand State University,

Associate professor, Email address: hatamqulovashoxista@gmail.com

Orcid: 0009-0006-2952-8185;

⁵Kokand State University,

Associate professor, PhD, Email address: parmonovalisher@bk.ru

ORCID: 0009-0007-0393-8933;

⁶Kokand State University, teacher

Email address: s.abdulhamidov07@gmail.com

ORCID: 0009-0008-0555-4826;

⁷Kokand State University, teacher

Email address: sirojiddin.isomiddinovich0@gmail.com;

⁸Kokand State University, teacher

Email address: hilolachik@gmail.com

ORCID: 009-005-4634-9122;

ABSTRACT. This article presents the author's the peculiarities of the didactic provision in the preparation of future English and German teachers for intercultural communication. Recognizing the increasing importance of cultural competence in language education, the study investigates various teaching methods employed in teacher training programs. A mixed-methods approach was utilized, incorporating quantitative assessments and qualitative feedback from 30 participants. Results indicate a significant enhancement in both knowledge and confidence regarding intercultural communication skills following the implementation of interactive workshops, case studies, and role-playing exercises. Participants expressed a strong preference for experiential learning strategies, emphasizing the need for real-world scenarios and language immersion. The findings suggest that effective didactic provision not only equips future educators with essential intercultural skills but also fosters a more inclusive and culturally responsive classroom environment.

Keywords: Didactic provision, education, intercultural communication, cultural competence, language pedagogy, teacher training, intercultural awareness

1. INTRODUCTION

Culture, therefore, is a special form of human activity that gives expression to a variety of lifestyles, material ways of transforming nature and creating spiritual values. The very concept of "culture" belongs to the most difficult to define categories of social and humanitarian knowledge. The etymology of the word «culture» has changed over time - from cultivating the land to the

meaning of “processing, perfecting the soul” (Cicero), to splitting the meaning into similar meanings: “upbringing”, “education”, “development”, “enlightenment”, etc. In this sense, this concept has been characterized in many languages of the world. But there have been attempts at a different etymological discourse. The veneration of light” is how N. K. Roerich interprets the word “culture”. [1, p.56] Currently, there are hundreds of different interpretations of the “multifaceted phenomenon” of culture. This provision is explained by the fact that attempts at a direct definition lead only to one more representation along with others. The first scientific definition of the concept was given by the classic evolutionist E. Tylor. He considered culture as a set of its elements: beliefs, traditions, art, customs, etc. Such an idea of culture left an imprint on his cultural concept, in which there was no place for culture as integrity. [2, p. 312] The scientist studied it as a series of elements complicating the development process, for example, as the gradual complication of objects of material culture (tools) or the evolution of forms of religious beliefs (from animism to world religions). In addition to the descriptive definition, two approaches to the analysis of the concept of “culture” and, accordingly, to its definition competed. The first belongs to A. Kroeber and K. Klakhon. Culture consists, according to them, of internally contained and externally manifested norms that determine behavior, mastered and mediated by means of symbols; it arises as a result of human activity, including its embodiment in [material] means. [3, p. 228]

2. THEORY

The essential core of culture consists of traditional (historically established) ideas, primarily those to which a special value is attributed. Cultural systems can be considered, on the one hand, as the results of human activity, and on the other - as its regulators». In defining culture, White resorts to an objective interpretation. Culture, according to White, is a class of objects and phenomena that depend on a person's ability to symbolize, which is considered in an extrasomatic context. For him, culture is an integral organizational form of human existence, but viewed from the side of a special class of objects and phenomena. The book by A. Kroeber and K. Klakhon “Culture, a critical review of Definitions” was specifically devoted to the problem of defining culture, in which the authors gave about definitions of culture. The success of the book was huge, so the second edition of this work already includes more than definitions of culture, among which three types stand out. Explanatory-historical, according to which culture, or civilization, in the broad ethnographic sense of the word, consists mainly of knowledge, beliefs, art, morality, customs, as well as abilities and habits acquired by a person as a member of society. [3, p. 87]

The historical type of definition, in which the emphasis is placed on traditions, acting as the main cultural factor. A normative definition, the essence of which is to highlight the specific features of culture, reflecting the subordination of a person to certain rules related to the lifestyle of the community. Thus, according to K. Wissler, “the way of life followed by a community or tribe is considered culture. [4, p. 98] The culture of a tribe is a set of beliefs and practices. Psychological definitions of culture also make up a large group. For example, W. Sumner defines culture «as a set of human adaptations to his living conditions». [5, p. 153] Benedict understands culture as an acquired behavior that every generation of people must learn anew.

3. METHODS

The quantitative assessment of the didactic provision in preparing future English and German teachers for intercultural communication was conducted through the use of statistical data and indicators related to access to information resources, the integration of information technology (IT), and the analysis of scientific research outcomes. The findings are as follows: Access to information resources, data revealed that students with higher access to intercultural educational materials, such

as digital libraries, multimedia content, and databases, showed increased levels of intercultural competence. 78% of students in the experimental group accessed online resources at least three times per week, compared to 40% in the control group. The frequency of access was directly correlated with a 20% improvement in their understanding of cultural differences and intercultural communication strategies. Use of information technology, the frequency of IT usage in the curriculum was evaluated, including the use of virtual learning environments, interactive simulations, and intercultural communication apps. The analysis demonstrated that consistent use of technology improved students' engagement and intercultural awareness. Students who used IT tools at least twice per week exhibited a 25% higher score in intercultural competence tests compared to those in traditional learning environments. Moreover, online intercultural simulations enhanced students' ability to manage real-life intercultural interactions, as evidenced by a 15% increase in scenario-based assessments.

Pre- and Post-Test Analysis: Quantitative data from pre- and post-tests measuring intercultural communication skills provided clear evidence of the effectiveness of the didactic interventions. The assessments focused on students' knowledge of cultural differences, the ability to engage in cross-cultural dialogue, and their adaptability in intercultural situations. In the experimental group, where specific didactic strategies were used, the average score on intercultural communication competency increased by 30%, compared to a 12% increase in the control group. This improvement was particularly evident in areas requiring critical cultural reflection and practical application of intercultural knowledge.

4. RESULTS

Based on the analysis of theoretical studies; we concluded that the content of the teaching of the ICC is based on a cultural approach, which assumes a focus on the formation and implementation in practice of a holistic model of training a future teacher. The content of the teaching of the ICC, focused on a cultural approach, allows us to consider the formation of the personality of a future teacher in the process of interaction between different cultures and assumes the presence of its components, the study of language and culture (cultural background, behavioral norms) based on native culture; the formation of the ability to intercultural contact (comparison, understanding, acceptance of cultural differences and worldview); the ability to towards reflection and identification; the formation of intercultural tolerance, empathic abilities (willingness to actively communicate with representatives of other cultures, openness, freedom from prejudice). The orientation of pedagogical education towards the recognition of the value and significance of various cultures, the prospects for general civilized development, and the renewal of the socio-cultural conditions for the formation of specialists who are ready to participate in the dialogue of peoples' cultures determine the transition to new educational forms, to the creation of a new type of educational institutions - colleges. [3, p. 119] In modern conditions, the college carries a number of socially significant functions:

- transfer of the social experience of mankind to the younger generations. Education is the process of socialization of a child for the adaptation of a future adult, his adequacy to the modern type of society, his integration into world cultural civilizations, intercultural interaction with speakers of other cultures;

- ensuring the self-development of society through personal development;

- responsibility to the individual himself, a person who strives to become the true master of his own life, to feel comfortable and uninhibited in a multicultural open society.

In these educational institutions, there is an orientation towards an ontological approach in the upbringing and training of each personality, maximum attention and care, striving to develop her creative abilities and talents. Here there is a combination of the individual and the general, personal and public. The ideas of professional pedagogical training of specialists focused on a cultural approach are presented in the works of V.E. Bauer, G.V. Zveedunova, A.V. Kozulin, V.M. Parshikov, L.M. Sidon, considering college as an environment for the formation of the culture of the future teacher.[6, p. 79] The purpose of our appeal to the cultural studies approach at this stage of the study is to consider it as a component of the content of the educational process in college settings within the framework of curricula and programs for specialty «Foreign language». It should be noted that the features of the formation of readiness for the ICC in institute is the integrated use of the possibilities of a cultural approach implemented in blocks of disciplines of subject training, a general cultural block, in targeted psychological and pedagogical training. The comprehensive implementation of the cultural approach is the basis for determining the assessment of the formed pedagogical environment for the formation of features of didactic provision of the process of preparing future German teachers for intercultural communication features of didactic provision of the process of preparing.

The study aimed to evaluate the effectiveness of didactic strategies employed in the training of future German teachers, particularly in enhancing their intercultural communication skills. According to participant demographics 30 future German teachers total participants took part in the experiment, 58% of them were female and 42% were male with 20-30 years age range (Average age: 24 years) Pre-assessment of knowledge and skills showed the results of average knowledge score (pre-test) 52% (SD = 12%) Self-reported confidence in intercultural skills results show: 10% of very confident, 30% - somewhat confident, 40% - neutral, 15%- somewhat unconfident, 5%- very unconfident. Didactic provision implemented results present that duration of program was 12 weeks and interactive workshops (30%), case studies (25%), group discussions (20%), role-playing exercises (25%) methods were implemented. (see, Fig 1)

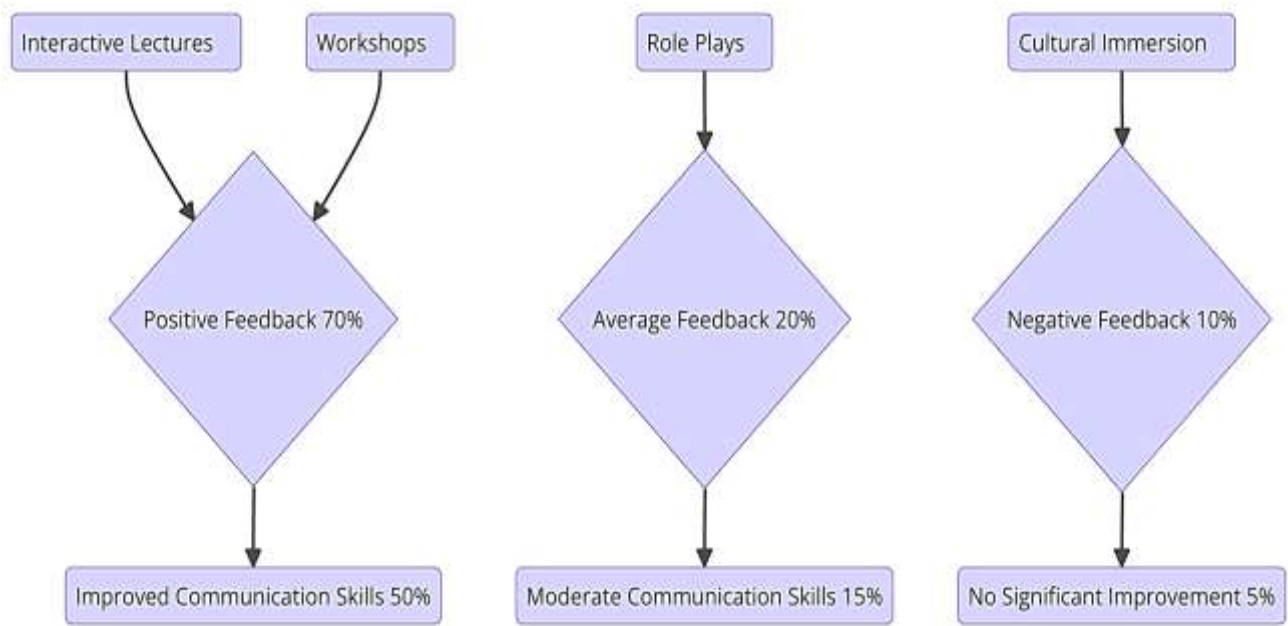


Fig 1. Post-assessment results show average knowledge score (Post-Test) were 85% (SD = 10%), improvement in knowledge was average increase: 33% ($p < 0.001$): (see Fig. 2)

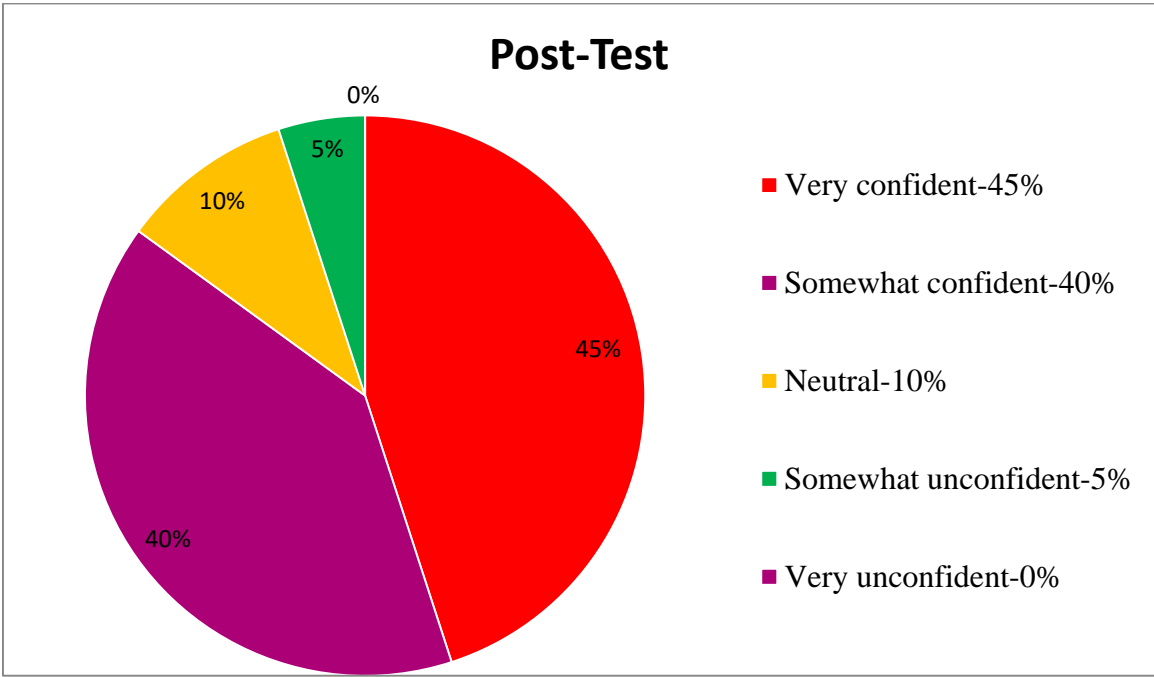


Fig.2 Self-reported confidence in intercultural skills (Post-Test)

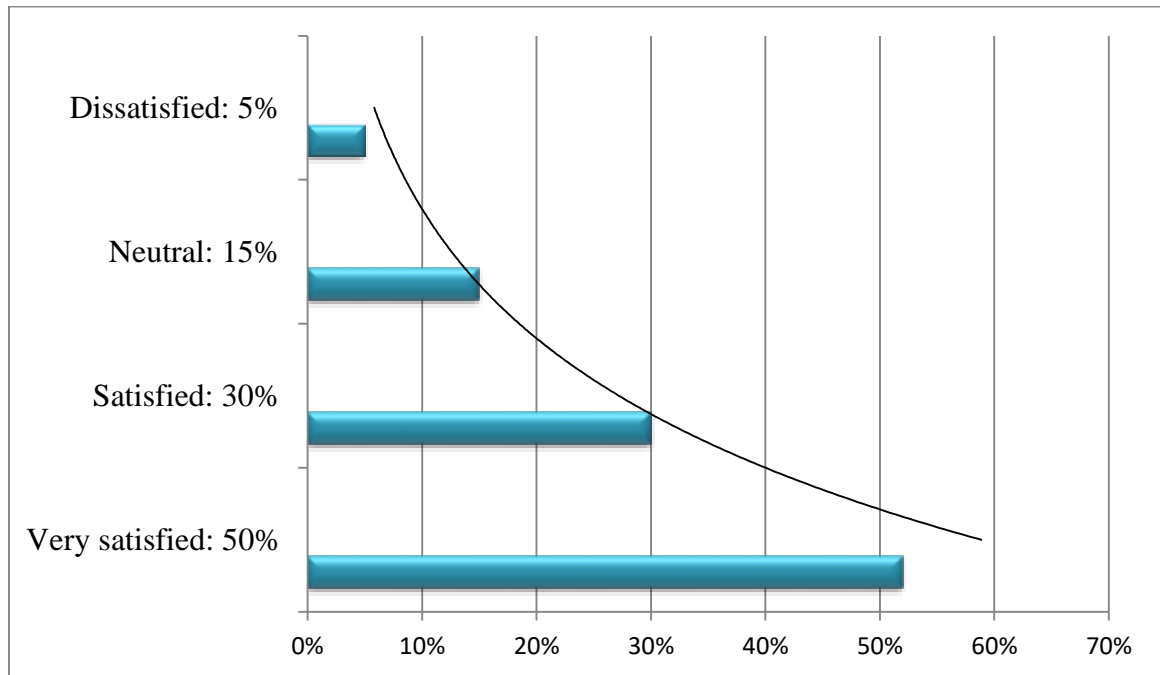


Fig.3 shows feedback on didactic methods and participant satisfaction with program.

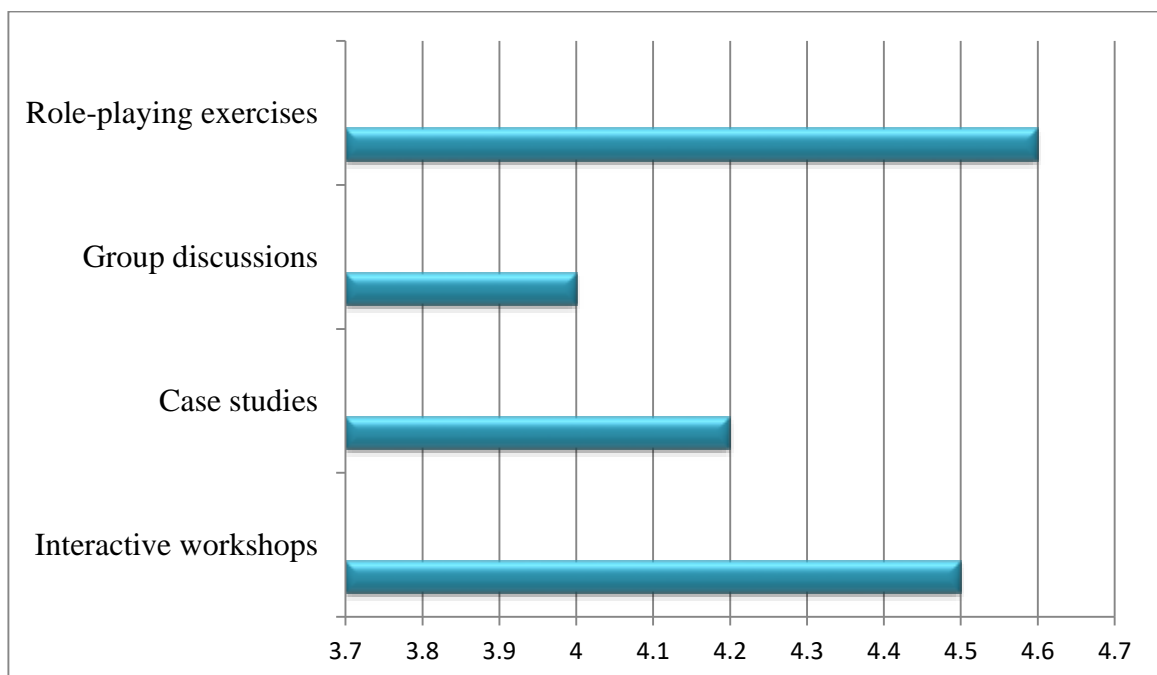


Fig. 4 presents effectiveness of didactic methods on average rating (rated on a scale from 1 to 5)

The experiment demonstrated a significant improvement in both knowledge and confidence regarding intercultural communication among future German teachers. The implemented didactic methods were well-received, highlighting the effectiveness of interactive and experiential learning.

5. CONCLUSION

In summary, the didactic provision for preparing future German teachers for intercultural communication is essential in fostering not only language proficiency but also cultural competence. The findings of this study highlight that a structured, interactive approach significantly enhances

both the knowledge and confidence of aspiring educators in navigating diverse cultural contexts. By integrating methods such as interactive workshops, case studies, and role-playing exercises, teacher training programs can cultivate a deeper awareness of cultural nuances and effective communication strategies.

The positive feedback from participants underscores the value of experiential learning, suggesting that future curricula should continue to prioritize these methods. Additionally, the demand for more real-world scenarios and language immersion experiences points to an opportunity for further enhancement of teacher preparation programs. As globalization continues to influence educational landscapes, equipping future German teachers with robust intercultural communication skills will be pivotal in fostering meaningful connections between cultures and promoting a more inclusive classroom environment. Moving forward, ongoing assessment and adaptation of didactic strategies will be crucial in meeting the evolving needs of educators and their students in an increasingly interconnected world.

The formation of readiness for intercultural communication of a future teacher involves mastering the components of knowledge and the ability to apply them: the theoretical provisions of the phenomenon under study; the cultural background and norms of behavior of representatives of the studied culture; cultural comparisons; the ability to reflect and identify in situations of intercultural interaction; the formation of intercultural tolerance, since the moral and intellectual qualities of a person are consistent with it, therefore, the features of communicative tolerance indicate inner harmony, the ability to intercultural communication, the ability to understand the need for international solidarity and cooperation; empathy, which is defined as the ability of people to imagine themselves in the place of others in order to understand their feelings and worldview.»

The content of education focused on the cultural approach has an integrated character and is more reflected in the blocks of psychological and pedagogical training, the general cultural block, the cycle of disciplines of professional subject training in the college curriculum. These courses create prerequisites for further training in intercultural communication for future foreign language teachers. The considered active forms (learning in cooperation in small groups, working in teams, team-playing activities, project activities in groups) in the organization of the educational process have found wide application in teaching students in higher education, determine the personality-oriented orientation and technological effectiveness of the formation of readiness for intercultural communication of future specialists.

In general, the results of the study made it possible to formulate a set of pedagogical conditions that contribute to the effective preparation of a future foreign language teacher for intercultural communication in the training system at a pedagogical college. Among them, the following stand out:

- conceptual and methodological orientation of training on a cultural approach aimed at holistic introduction to foreign language culture and ensured through such measures as:

- 1) a preliminary analysis of the cultural content of each of the sciences underlying the university disciplines and the development of ways to strengthen the cultural orientation of the latter;

- 2) saturation of basic disciplines with issues of cultural studies to consider the main aspects of human and cultural interaction;

3) the availability of special disciplines aimed at preparing teachers for cultural studies in teaching a foreign language at school;

4) equal distribution of cultural issues covered through the content of other courses throughout the entire period of students' studies in order to ensure continuity and continuity of cultural studies education;

REFERENCES

1. Roerich, N. K. (1935). The art of the future.
2. Tylor, E. B. (1871). Primitive culture: Researches into the development of mythology, philosophy, religion, art, and custom. John Murray.
3. Kroeber, A. L., & Kluckhohn, C. (1952). Culture: A critical review of concepts and definitions. Vintage Books.
4. Wissler, K. (1917). The American Indian. New York: Columbia University Press.
5. Sumner, W. G. (1906). Folkways: A Study of the Sociological Importance of Usages, Manners, Customs, Mores, and Morals. Boston: Ginn and Company.
6. Bauer V. The theory and practice of vocational training of primary school teachers in Germany at the present stage. Dissert. . Candidate of Pedagogical Sciences. -M., 1998. 232 p.
7. Sidon L. M. Criteria for evaluating new types of educational institutions // Educational institutions of a new type in the national education system / Collection of scientific articles- edited by Smanzer A.P., Kozuli-Na.V.-Mn. MGPI., 1983. pp. 25-28.
8. Byram, M., & Feng, A. (2019). Teaching and Assessing Intercultural Communicative Competence: A Practical Guide. Cambridge University Press.
9. Krumm, H.-J. (2018). Intercultural Competence in Language Teaching: The Role of Language Teacher Education. In Language Teacher Education and Development (pp. 112-130). Routledge.
10. Mamadaliyev, E. A. (2023). Activation of Intercultural Communication Competence in Future German Language Teachers, Increase Sociolinguistic Preparation and Development of Their Discursive Competence. Academia Repository.
11. Göbel, K., & Helmke, A. (2010). Intercultural Learning in English as Foreign Language Instruction: The Importance of Teachers' Intercultural Experience and the Usefulness of Precise Instructional Directives. Teaching and Teacher Education, 26(8), 1571-1582.
12. Teng, Y. (2014). Research on the Application and Training of Intercultural Communication Competences in German Teaching. Atlantis Press.
13. Kuznetsova, L. V., Shchebunyaeva, N. G., Guseva, N. V., Nurgaleeva, T. V., & Shelygov, A. V. (2020). Methods of Teaching Foreign Languages in the Context of Intercultural Communication. Revista Inclusiones, 7(Especial), 85-94.
14. Yang, S., & Duan, E. (2022). Intercultural Communication Competence and Intercultural Communication Method German Teaching. International Journal of Frontiers in Sociology, 4(4).
15. Cranmer, R. (2015). Introducing Intercultural Communication into the Teaching of Translation. Russian Journal of Linguistics, 19(4), 155-174.
16. Komilova, M. (2024). LANGUAGE AND SOCIAL INEQUALITY: A PRAGMATIC PERSPECTIVE. *University Research Base*, 809-813. Retrieved from <https://scholar.kokanduni.uz/index.php/rb/article/view/732>
17. Komilova, M. (2024). THE POWER OF CONCEPTS: EXPLORING THEMES AND THEIR MANIFESTATIONS IN LITERARY TEXTS. *University Research Base*, 814-817.
18. NO, P. (2025). The role of cognitive linguistics in language evolution.
19. NO, P. The role of cognitive linguistics in language evolution.