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## **THE PROBLEM OF INTERCULTURAL COMMUNICATION IN FOREIGN LANGUAGE EDUCATION**

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### **Abstract**

The structural components related to the content of the educational process, as a social phenomenon, are manifested as a methodological aspect of teaching theory in linguodidactics, which is connected to the nature of language and communication. Linguodidactics, when studying issues related to analyzing, managing, and modeling the processes of language acquisition, refers to the mechanisms of learning both the native and foreign languages, describing and explaining the processes that form the internal structure.

Intercultural communication is a process related to understanding and accepting the cultural stereotypes (patterns of behavior) of representatives from other cultures. Intercultural communication has become a relevant issue studied in the field of everyday communication, as it involves the necessity of understanding communication models, cultural stereotypes, values, symbols, and images.

Language is a mirror of culture through which the process of human understanding of existence, mentality, national character, lifestyle, customs, value system, and ethics is expressed. Language is a treasure, a repository of culture. Language preserves cultural values-vocabulary, grammar, expressions, proverbs, folklore, and literary works-through both written and spoken speech. One of the main tasks of language is to spread, integrate, and pass down culture from generation to generation.

The issue of the interconnection between language and culture is a complex and multi-dimensional matter. In studying and teaching this issue, the field of linguocultural studies comes to the aid, as it serves to convey specific knowledge related to the culture of a people through language and to understand their cultural characteristics. In foreign language education, developing intercultural competence



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is of significant importance for enhancing communication effectiveness through understanding the cultural context associated with language. Intercultural competence is the ability to understand and respect the culture, values, and social norms of another nation while communicating in a foreign language. It goes beyond just learning language rules and lexical units, encompassing a deep understanding of the worldview, customs, and traditions of the people whose language is being learned.

"Intercultural competence in the Arabic language reflects not only its rich grammatical system and lexical resources but also its cultural dimension. In Arabic language teaching, the Islamic worldview, closely tied to the religion of Islam and the traditions of the Arab people, is reflected in expressions such as the greeting السلام عليكم ورحمة الله وبركاته (Peace and blessings be upon you) and its response, which symbolize respect and the preservation of cultural customs in communication. Additionally, proverbs like الوقت كالسيف إن لم تقطعه قطعك ('Time is like a sword; if you do not cut it, it will cut you') emphasize the value of time and encourage its efficient use. Through the study of such sayings and proverbs, cultural components related to the way of life, traditions, and religious beliefs of the Arab people are explored."

Additionally, the teaching of Arabic poetry and songs is of significant importance. By understanding the phrase يا زهرة المدائن ('O Flower of the Cities') in the songs of the famous Lebanese singer Fairuz, one can grasp the religious and cultural significance of the city of Jerusalem in the Arab world. Through learning and teaching Arabic riddles, the daily life, nature, and cultural characteristics of the people are explored. For example, the riddle شيء يمشي بلا قدمين ويكي بلا عينين ('It walks without feet, cries without eyes (answer: cloud)') clarifies the people's worldview related to nature. To correctly understand idiomatic expressions such as يد بيضاء ('white hand') commonly used in the daily life of the people, one must comprehend the cultural significance of generosity in Arab culture.

As methods for developing intercultural competence in foreign language education, it is appropriate to use audiovisual materials, ensure the participation of language learners in cultural events, organize lessons based on tasks that promote culture, and apply the language in accordance with cultural or social contexts.



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By using audiovisual materials, studying cultural context through Arabic films, songs, and cartoons can be achieved. Analyzing the cultural features of dialogues in famous Arabic films helps, and participating in Arabic-language conferences or cultural events provides an opportunity to gain real-life intercultural communication experience.

When discussing the importance of linguocultural studies in foreign language education, it is essential to use elements such as folklore (stories, proverbs, riddles), national values and holidays, language patterns used in various cultural contexts, idiomatic expressions that carry cultural components, metaphors, or terms with national characteristics, and analyze them during the lesson process.

According to A.M. Akopyants, if modern forms of language are used as teaching materials in the educational process, the quality indicators of students' communicative skills in the foreign language will significantly improve. This, in turn, provides future specialists with the opportunity to participate in real intercultural communication, which corresponds to the three functional-stylistic registers of speech communication (formal, neutral, informal).

Communicative competence in content consists of the following structural components: knowledge in the field of communicative sciences, communication and organizational skills, empathy, self-regulation ability, and the culture of verbal and nonverbal cooperation. Foreign language teaching content involves the development of practical foreign language skills within the scope of professional activity, primarily focusing on mastering professional terminology. This necessitates the development of specific methods and approaches for learning foreign languages within the professional field. 'In solving any task related to language, only a consistent linguistic approach guarantees success.

Understanding intercultural differences is of significant importance in the foreign language teaching process. When communicating with individuals from different cultures, providing assistance, understanding needs, and using contextually appropriate expressions may reflect a certain form of social etiquette in one country, which could be different elsewhere. Understanding and applying literacy, respect, and the differences in communication is crucial.



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Intercultural communication is essential in foreign language education. For language acquisition to be effective and accurate, it is necessary to teach students to understand other cultures, take into account the social context, and be aware of how various conditions and differences in society influence language. This helps make communication meaningful. Developing communication not only improves the quality of education but also facilitates effective communication between representatives of different cultures in the era of globalization.

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