Lola Erkinova – teacher

Uzbekistan State World Language University (Tashkent, Uzbekistan)
E-mail: xayrulloyeva_lola1995@mail.ru
ORCID: https://orcid.org/0009-0003-6289-594X

TEACHING CULTURAL INTELLIGENCE VIA LANGUAGE WITH THE HELP OF INNOVATIVE METHODS

Abstract. The state's need to produce competitive experts who are prepared to sustain an intercultural discussion in their professional sector determines the study's relevance. The creation of cutting-edge integrated courses that allow students to expand their subject knowledge and develop the skills necessary to use it on a global scale is the primary objective of contemporary language education. This article views English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL) as viable approaches to integrative education. A culture-based course created in English was chosen as the subject of the study since numerous methodologists and linguists have demonstrated the efficacy of teaching other languages and cultures in tandem. According to the study, digital archives, online art collections, "Virtual Visit" audio, and video resources are useful sources of real content that may be utilized in the process of teaching English with a professional focus.

Key words: integration, culture, English for Specific Purposes, Content and Language Integrated Learning, professional foreign language competence, learning effectiveness, digital tools

Lola Erkinova – o'qituvchi
O'zbekiston davlat jahon tillari universiteti (Toshkent, O'zbekiston)

INNOVATSION METODLAR YORDAMIDA MADANIY INTELLEKTNI TIL ORQALI O'QITISH

Annotatsiya. Davlatning o'z kasbiy sektorida madaniyatlararo munozarani davom ettirishga tayyor bo'lgan raqobatbardosh ekspertlarni yetishtirishga bo'lgan ehtiyoji tadqiqotning dolzarbligini belgilaydi. Talabalarga fan bo'yicha bilimlarini kengaytirish va undan global miqyosda foydalanish uchun zarur bo'lgan ko'nikmalarni shakllantirish imkonini beradigan zamonaviy integratsiyalashgan kurslarni yaratish zamonaviy til ta'limining asosiy maqsadi hisoblanadi. Ushbu maqola maxsus maqsadlar uchun ingliz tili (ESP) va Content and Language Integrated Learning (CLIL) integrativ ta'limning hayotiy yondashuvlari sifatida ko'rib chiqiladi. Tadqiqot mavzusi sifatida ingliz tilida yaratilgan madaniyatga asoslangan kurs tanlandi, chunki ko'plab metodologlar va tilshunoslar boshqa tillar va madaniyatlarni tandemda o'qitish samaradorligini ko'rsatdilar. Tadqiqotga ko'ra, raqamli arxivlar, onlayn san'at to'plamlari, "Virtual tashrif", audio va video resurslar ingliz tilini professional tarzda o'qitish jarayonida ishlatilishi mumkin bo'lgan haqiqiy kontentning foydali manbalari hisoblanadi.

Kalit so'zlar: integratsiya, madaniyat, maxsus maqsadlar uchun ingliz tili, kontent va tilni integratsiyalashgan o'rganish, professional chet tili kompetensiyasi, o'rganish samaradorligi, raqamli vositalar.

Лола Эркинова – преподаватель
Узбекский государственный университет мировых языков (Ташкент, Узбекистан)

ОБУЧЕНИЕ КУЛЬТУРНОМУ ИНТЕЛЛЕКТУ ПОСРЕДСТВОМ ЯЗЫКА С ИСПОЛЬЗОВАНИЕМ ИННОВАЦИОННЫХ МЕТОДОВ

Анноцация. Актуальность исследования определяется потребностью государства в подготовке конкурентоспособных специалистов, готовых поддерживать межкультурный диалог в своей профессиональной сфере. Создание передовых интегрированных курсов, позволяющих студентам расширять свои знания по предмету и развивать навыки, необходимые для их применения в глобальном масштабе, является основной целью современного языкового образования. В данной статье рассматриваются английский язык для специальных целей (ESP) и интегрированное обучение содержанию и языку (CLIL) как жизнеспособные подходы к интегративному образованию. В качестве предмета исследования был выбран курс, основанный на культуре и разработанный на английском языке, поскольку многочисленные методологи и лингвисты продемонстрировали эффективность обучения другим языкам и культурам в сочетании с другими. Согласно исследованию, цифровые архивы, онлайн-коллекции произведений искусства, “виртуальные визиты”, аудио- и видеоресурсы являются полезными источниками реального контента, который может быть использован в процессе обучения английскому языку с профессиональной направленностью.

Ключевые слова: интеграция, культура, английский язык для специальных целей, интегрированное обучение содержанию и языку, профессиональная иностранная языковая компетенция, эффективность обучения, цифровые инструменты.

INTRODUCTION

The dynamic trends that define contemporary global society are powerfully reflected in the Uzbek educational system. Globalization, the rise in face-to-face interactions in professional communication, and the growth of chances for the description of the primary goals and purposes of higher education is altered by academic mobility and professional advancement in the global market (including the use of various digital tools and communication means). University graduates should possess “the ability to communicate in oral and written forms in Uzbek and foreign languages in order to solve problems of interpersonal and intercultural interaction” according to the Russian legal system of education regulations (FSES, 2015). The state’s educational requirements for a number of subject areas incorporate this concept. Therefore, creating novel learning models is the primary responsibility of researchers, methodologists, educators, and pedagogical designers. These models’ primary objective is to produce competitive, aspiring professionals with thorough subject-matter expertise and the capacity to impart their knowledge to specialists from other nations. One of the most important aspects that employers focus on is the capacity to sustain cross-cultural communication and provide the intended outcomes. For this reason, teaching foreign languages with a professional focus is a novel approach to the evolution of the contemporary educational system.

Many researchers consider the prospect of multidisciplinary “integration” in an attempt to reconsider how the education system actually operates in accordance with the demands of the state and the development tendencies of contemporary society. As a workable solution to the problems of contemporary society, “the process of unification, synthesis, or cooperation that occurs or is carried out in education regarding the objects of different nature” (Skvortsov, 2014) can greatly increase the effectiveness of training future specialists.

LITERATURE REVIEW

The following distinctive prerequisites for the development of interdisciplinary courses were found after examining the writings of contemporary integration process researchers (Skvortsov V. N., Brazhnik E. I., Solomin V. P., etc.): Acknowledging the existence of two or more disciplines that were not previously thought to be potential parts of a single integrated course; -the existence of clear prerequisites for these disciplines’ or their component elements’ unification;

-the potential to develop a comprehensive, rational, and integrated course; -the potential to

incorporate the final integrated course into the learning process; -the potential for additional course development to boost training efficacy.

The three elements that Brazhnik E. I. highlights in her work should be combined in interdisciplinary courses that are designed within the framework of an integrative approach and suit the demands of current society:

-cultural (introducing students to the cultural legacy of both their home country and the nation where they are learning the language); -linguistic (acquiring skill in a foreign language); -communicative (developing students' communication abilities by involvement in various conferences, seminars, discussions, contests, etc.) (Brazhnik, 2005).

The methodological models of Content and Language Integrated Learning (CLIL) and English for Specific Purposes (ESP), where a foreign language serves as "a means of forming professional knowledge and skills" (Almazova, Baranova, Khalyapina, 2017) and "a means of systematic professional knowledge enrichment" (Matukhin, 2011), are the most popular and successful ways to incorporate the integrative approach into the educational system. These methods have been a crucial component of technical and humanitarian initiatives in Russia and Europe for a number of decades. It should be mentioned that these models are not limited to the higher education system; integration tendencies may be found in preschool, primary, and secondary education, among other educational levels.

These days, teaching pupils English, the language of intercultural communication, is one of the primary objectives of teaching foreign languages. The process of intercultural communication, which entails the ability of interlocutors to use the full linguistic potential of a global language (English) to represent various national cultures on the global stage, is given special importance in life and education in the era of "neo-globalization". In this sense, it is impossible to ignore the long-standing prejudice and unfavorable perceptions that representatives of some countries have about others. As a result, it becomes crucial to dispel these misconceptions and use English, which is currently the global language of communication, to showcase one's own nation and culture to the outside world (Kabakchi, Beloglazova, 2017).

Today, teaching foreign languages is "impossible without cross-disciplinary approach, integration, which act as the main methodological prerequisites for learning the surrounding reality' (Kostina, 2015). We put the integrated course "St. Petersburg History and Culture in English" to the test in this setting, and it proved to be a fruitful addition to the curriculum.

Nonetheless, the purpose of this article is to highlight the characteristics of a culture-integrated English language course in general and to provide activities that are based on the use of real digital tools and significantly contribute to students' development of professional foreign language competency. Many researchers consider that not only innovative methods and techniques can lead for maintaining cultural intelligence through language learning. Since we are conducting foreign language learning, we may face various points of cultural perception.

METHODS

We employed theoretical techniques that represent the idea of a methodical approach to the examination of the phenomenon under study, taking into consideration the particular of the research problem: analysis, comparison, synthesis, and generalization. Publications in the areas of interdisciplinary integration, the interaction between language and culture, teaching English for Specific Purposes, and Content and Language comprise the methodological foundation of this study: integrated learning incorporates digital tools and real materials into the teaching process. Thus, analysis through comparison will be effective for summarizing views at integrating. It will be enabled in the article to reach final purpose via generalization of how cultural intelligence can be included in language learning and teaching.

DISCUSSION

One of the most crucial tenets of cutting-edge interdisciplinary courses meant to apply personality-oriented technology is authenticity. According to Ginaya et al. "improving communicative competence of students" and "creating innovative, creative, collaborative, cooperative learning through facilitation of learning that is capable of generating critical thinking, supporting each other (sharing ideas), problem solving

skills, the ability to negotiate (negotiating), provide service orientation, and have cognitive rigidity with a high level of critical thinking" are two benefits of using authentic materials (Ginaya et al., 2019). In the meantime, authentic materials are not just written texts; many oral texts and real-world activities are used extensively in today's integrated courses.

A classic foundation for an English-language, culture-based course could be found in the British educational resource "Career Paths", "Career Paths: Museum Management & Curatorship", "Career Paths: Art & Design", "Career Paths: Tourism" and other educational resources are available through this resource. Russian student books like "English and World Culture" can also serve as the foundation for an integrated culture-based study. exercises and lectures. English for art historians (Alaeva O. V.), "How to Speak about Art in English" (Falkovich M. M., Lebedinskaya E. M., etc.), "A manual on art history" (Getmanskaya A. V.), etc.

In addition to Russian and British student books, museums all over the world offer a variety of digital resources. According to Getmanskaya, a modern museum is an international communicative space that fosters "the formation of a creative multicultural linguistic personality interested in mutual enrichment and mutual understanding of the world nations and in preserving the values of global culture as a whole" (Getmanskaya, 2019). Leading the way in contemporary language instruction, the communicative approach is also a feature of the contemporary museum sector. The idea of "understanding museology" is growing in popularity; it suggests a respectful approach to the opinions of all those involved in museum communication (creators, critics, experts, guides, visitors, etc.), "overcoming feelings of irritation from redundancy, insufficiency, or dissimilarity of other cultures, fostering tolerance for foreign cultures, awakening interest and respect for them" (Ter-Minasova, 2000).

As a result, one of the primary objectives for the creators of contemporary culture-based English courses is to thoroughly examine the available digital tools and choose the finest ones. These digital tools can be utilized as a useful authentic resource to help students improve their professional communicative ability in other languages. They enhance the educational process by providing more chances to plan engaging and dynamic classes, which maintains students' motivation and fosters their capacity for creativity and inquiry.

The most important legitimate digital tools are found on the museum's official websites, social media accounts, and other online platforms, according to the examination of various digital tools. We will examine digital technologies in accordance with the language skills they create (listening, speaking, reading, and writing), keeping in mind the integrated language skills formation idea that permeates the modern language education system.

Numerous museums worldwide offer a range of audio resources that can be utilized in the teaching process to enhance students' listening abilities, such as audio guide tracks, podcasts, recordings of previous lectures and conferences, audio explanations of museum masterpieces, etc. A brief textual description or a photograph of a museum object is frequently included with these audio recordings, serving as an extra spoken comprehension trigger. Trip to the town museums, historical places and local people living areas like bazars, streets can also be authentic sample for discovering the result of the research. During these projects, students are asked to make and create their creative tasks related to the course criteria like preparing video show or audio TV program with cultural acknowledges.

CONCLUSION

Modern language instruction heavily relies on a variety of digital resources in order to stay current with worldwide trends. Higher education institutions' culture-based English courses are no different. Numerous special options, including digital archives, online art collections, audio and video resources, "Virtual Visit" and more, are available on the official websites of museums worldwide. Museums' social media accounts, especially, Instagram, as well as other internet resources are excellent sources of real content that may be utilized in the process of teaching foreign languages with a professional focus. Students' development of professionally focused foreign language proficiency is greatly aided by the digital tools examined in this article, which

enhance all language abilities (speaking, listening, reading, and writing) and provide a wealth of professional vocabulary. Additionally, students' interest in the subject matter is sustained by these real materials, which also help them develop their creative and research skills and get ready to engage in cross-cultural interactions in the workplace.

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