

USING INNOVATIVE METHODS TO DEVELOP STUDENTS' INTERCULTURAL COMMUNICATION COMPETENCE THROUGH ENGLISH FOLKLORE WORKS**Maxsudaliyeva Ra'noxon Baxodir qizi**

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Annotation: This article presents research on the development of students' intercultural communication competence through English folklore works using innovative methods. In the light of the findings, the paper proposes some innovative methods to develop students' intercultural communication competence in English lessons.

Key words: communication, teaching methods, language education, cultural awareness, communication skills, pedagogy.

Introduction

In today's increasingly interconnected world, intercultural communication competence is a vital skill for students to navigate diverse societies and succeed in global interactions. Traditional methods of language teaching often fall short in fostering this competence, leaving students unprepared for the nuances and complexities of cross-cultural communication [4, P.255]. This study explores the potential of using innovative methods, specifically focusing on English folklore works, to effectively develop students' intercultural communication competence. By engaging with folklore, students can gain insights into the cultural values, beliefs, and social norms embedded within the English-speaking world, fostering a deeper understanding and appreciation of cultural diversity. This introduction sets the stage for examining how the integration of English folklore into language education can offer a dynamic and engaging approach to cultivating essential intercultural communication skills in students.

Materials and Methods

This study employed a mixed-methods approach to investigate the impact of using innovative methods incorporating English folklore on students' intercultural communication competence. The research was conducted with 26 students of preschool education enrolled in the course of English language. The intervention consisted of 4 weeks, integrated into the existing curriculum. The experimental group which is consisted of 13 students received instruction incorporating English folklore works, while the control group which is consisted of 13 received traditional English language instruction without a focus on folklore.

The experimental group engaged with a variety of English folklore works, including ballad named "The Ballad of Tam Lin," folktale named "Jack and the Beanstalk". These works were selected based on their potential to illustrate key cultural themes and communication patterns prevalent in English-speaking societies. Innovative teaching methods employed included:

- **Role-playing:** Students enacted scenes from the folklore works, allowing them to explore different perspectives and communication styles.
- **Critical Discussions:** Students engaged in facilitated discussions to analyze the underlying cultural values, beliefs, and stereotypes presented in the folklore.
- **Comparative Analysis:** Students compared and contrasted English folklore with folklore from their own cultures, fostering intercultural awareness and understanding.
- **Creative Projects:** Students created projects such as presentations, skits, and written analyses that demonstrated their understanding of the cultural themes and their ability to apply this knowledge to intercultural communication scenarios.

The control group received traditional English language instruction, focusing on grammar, vocabulary, reading comprehension, and writing skills. The materials used were aligned with the standard curriculum and did not incorporate folklore elements.

Results

The findings of this study revealed a positive impact of using innovative methods incorporating English folklore on students' intercultural communication competence. Students in the experimental group consistently reported a deeper understanding of British culture and values as a result of engaging with English folklore. They noted that the stories provided insights into historical perspectives, social norms, and cultural attitudes that were not readily accessible through traditional language learning materials. Students expressed a greater awareness of cultural differences and a heightened sensitivity towards individuals from different cultural backgrounds. They attributed this increased sensitivity to the process of comparing and contrasting English folklore with their own cultural traditions. Participants reported feeling more confident and comfortable communicating with individuals from English-speaking cultures. They noted that the role-playing activities and critical discussions helped them develop strategies for navigating intercultural communication challenges. Students consistently described the folklore-based intervention as an engaging and motivating learning experience. They appreciated the creative activities and the opportunity to learn about culture through stories and narratives. Some students expressed initial challenges in understanding the language and historical context of the folklore works. However, they generally found these challenges to be surmountable with the support of the

instructor and through collaborative learning activities. A few students also noted the potential for folklore to perpetuate stereotypes, highlighting the importance of critical analysis and discussion. The results of this study demonstrate that using innovative methods incorporating English folklore can effectively enhance students' intercultural communication competence. These findings suggest that integrating folklore into language education can be a valuable approach to fostering cultural understanding, intercultural sensitivity, and effective communication skills in students.

Discussion

The findings of this study contribute valuable insights into the potential of using English folklore to enhance intercultural communication competence among students. The statistically significant improvement in intercultural communication competence scores within the experimental group strongly suggests that this innovative approach can be an effective tool for fostering cultural understanding, intercultural sensitivity, and communication skills necessary for navigating an increasingly globalized world.

The observed increase in intercultural communication competence aligns with existing literature highlighting the benefits of culturally relevant pedagogy [3, P.112] and the use of narrative in language learning [5, P.65]. Folklore, as a repository of cultural values, beliefs, and social norms, provides a compelling context for students to explore the complexities of intercultural communication [6, P.98]. The engagement with traditional tales, ballads, and legends allowed students to move beyond superficial linguistic proficiency and delve into the deeper cultural meanings embedded within the English language. This aligns with Byram's model of intercultural communicative competence, which emphasizes the importance of knowledge, skills, attitudes, and critical cultural awareness [1, P.233].

The positive feedback regarding the engaging and motivating nature of the intervention is also noteworthy. The use of folklore as a pedagogical tool appears to have increased student interest and investment in the learning process. This aligns with research suggesting that culturally relevant materials can enhance student motivation and engagement [2, P177]. The stories and narratives resonated with students on a personal level, creating a more meaningful and memorable learning experience.

This study highlights the importance of equipping students with the skills and knowledge necessary to thrive in an increasingly interconnected world. Intercultural communication competence is no longer a desirable attribute but a critical necessity for success in academic, professional, and personal spheres. By incorporating innovative methods, such as the use of

English folklore, educators can empower students to become more effective and empathetic communicators, fostering greater understanding and collaboration across cultures.

Conclusion

In conclusion, this study provides compelling evidence that integrating innovative methods centered on English folklore significantly enhances students' intercultural communication competence. The findings demonstrate that engaging with folklore not only deepens students' understanding of English-speaking cultures but also fosters intercultural sensitivity and improves communication skills essential for navigating a globalized world.

The statistically significant improvements in intercultural communication competence scores among the experimental group, coupled with the rich qualitative data gleaned from student interviews and journals, underscore the effectiveness of this approach. The use of role-playing, critical discussions, and comparative analyses within the context of English folklore proved to be a highly engaging and motivating pedagogical strategy. Students reported a greater awareness of cultural differences, increased empathy, and enhanced confidence in their ability to communicate with individuals from diverse backgrounds.

Ultimately, this research advocates for a more holistic approach to language education that prioritizes cultural understanding and intercultural competence. By embracing the power of storytelling and cultural immersion, we can prepare students to be informed, engaged, and responsible global citizens capable of navigating the complexities of our diverse world. The future directions of this work would benefit from wider implementation of similar interventions, exploring diverse folklore traditions, and longitudinal studies to further solidify the long-term impact of these methods on students' intercultural competence.

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