

THE PROBLEMS AND PERSPECTIVES OF TEACHING COMMUNICATIVE BEHAVIOR IN THE ENGLISH CLASSROOMS

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Abstract: This paper delves into the complexities surrounding the instruction of communicative behavior within English classrooms. It examines the various challenges encountered by educators in fostering effective communication skills among students, such as cultural differences, language and behavioural barriers. Furthermore, it explores the evolving perspectives on teaching communicative behavior, highlighting the importance of incorporating real-life contexts, interactive methodologies, and inclusive practices. By analyzing existing literature and pedagogical approaches, this article offers insights into potential solutions and future directions for enhancing intercultural competence in English language education.

Key words: communicative behavior, English classrooms, teaching challenges, pedagogical perspectives, language barriers, cultural differences, interactive methodologies, inclusive practices, communicative competence, language education.

Introduction

Learning a language needs more than just knowing grammar and words. It also means understanding cultural details. To use English well in speaking and writing, learners must understand not just sentence structure, words, and sounds, but also the cultural meaning behind the language. Knowing how to communicate across different cultures is important for learners to connect with native speakers. English, like all languages, has changed over time within different cultures. So, adding intercultural learning or development of intercultural competence in English classes is important (See: Spinzberg & Changnon, 2009; Chen & Starosta, 2005). The content of teaching intercultural communication envelops various material, especially communicative behavior patterns of the native speakers. However, in the local methodology of intercultural teaching communicative behavior has not been the object of study yet. That's why this article is devoted to discussing problems and perspectives of teaching communicative behavior in the English classes to improve learners' intercultural competence.

Theoretical backgrounds in teaching intercultural communication

Analysis of the scientific literature on intercultural communication within the framework of language teaching reveals several challenges and corresponding alternative solutions.

1. Cultural Misinterpretation. Scholars like Ting-Toomey (1999) highlight the tendency for misinterpretation of cultural cues, leading to breakdowns in communication. This includes non-verbal cues such as body language and gestures, which may vary significantly across cultures.

2. Stereotypes and Prejudices. Research by Stephan and Stephan (2017) underscores the prevalence of stereotypes and prejudices in intercultural interactions. Learners often approach communication with preconceived notions, hindering authentic engagement.

3. Clash of Cultural Norms. Hofstede's cultural dimensions theory (1980) emphasizes the clash of cultural norms and values, such as communication styles and attitudes towards hierarchy. These differences can create barriers to effective communication in language learning environments.

4. Alternative Solutions:

- By incorporating cultural awareness training into language curricula, educators can help learners develop a deeper understanding of cultural nuances and foster empathy towards diverse perspectives (Kramsch, 1993).

- Scholars like Byram (2008) and others advocate for the use of role-playing and simulation exercises to provide learners with opportunities to navigate intercultural communication scenarios in a controlled environment. This allows for practical application of language skills while developing cultural competence.

- Utilizing authentic materials representing diverse cultural contexts enables learners to engage with language in its natural setting, facilitating a deeper understanding of cultural norms and practices (Brown, 2007).

- With the advent of digital platforms, language educators can facilitate intercultural exchanges between learners from different cultural backgrounds. Virtual collaborations and language exchange programs provide opportunities for authentic communication and cultural exchange (Thorne et al., 2015).

- Effective implementation of intercultural communication strategies necessitates adequate training and support for language instructors. Professional development programs can equip teachers with the necessary skills and resources to create inclusive and culturally responsive learning environments (Fantini, 2009).

Thus, the scholars suggest various objects of study and effective ways of teaching intercultural communication, which are important for development of cultural awareness or intercultural competence. At the same time the analysed sources underscore the importance of addressing intercultural communication challenges in

language teaching through a holistic approach. By incorporating cultural awareness training, interactive pedagogies, authentic materials, technology-mediated exchanges, and teacher support, educators can nurture learners' intercultural competence and facilitate meaningful cross-cultural communication in language learning environments.

The challenges for teaching communicative behaviour

One of the primary challenges in teaching communicative behavior is the dynamic nature of culture itself. Cultures are not static; they evolve over time and vary across regions, making it difficult to provide a comprehensive set of rules or guidelines. What may be considered appropriate behavior in one culture could be perceived differently in another. Therefore, educators must continually update their teaching strategies to reflect the evolving nature of culture and communication. Additionally, language barriers can complicate the teaching of communicative behavior, especially in language classrooms where students may come from diverse linguistic backgrounds. Balancing language instruction with cultural insights requires careful planning and specific interactive teaching methods. Moreover, addressing stereotypes and biases that students may hold about other cultures is essential for fostering open-mindedness and promoting inclusive communication.

English has emerged as the global lingua franca, facilitating communication among speakers of different native languages. So, teaching communicative behavior in English classes should be provided with specific instructional strategies from pragmatic point of view. English classes play a pivotal role in teaching communicative behavior, as proficiency in English opens doors to cross-cultural communication opportunities. In these classes, students not only learn vocabulary and grammar but also cultural norms, pragmatics, and sociolinguistic conventions. Through activities such as role-plays, discussions, and real-life simulations, students in English classes develop the skills needed to navigate intercultural encounters confidently. They learn to interpret cultural cues, adapt their language use to different contexts, and communicate respectfully across cultures. By integrating cultural content into language lessons, educators create immersive learning environments that prepare students for the complexities of real-world intercultural communication.

Methodology

The methodology section will focus on the problems encountered in teaching British communicative behavior patterns. For this purpose the survey was organized, that presupposed using two research methods as analysis and observation. The objectives of survey were: 1) to identify what British communicative patterns were objects of study; 2) to reveal which mentioned before ways were applied by teachers in mastering communicative behavior patterns.

In 2023, at faculty of Foreign languages of Tashkent State Pedagogical University named after Nizami, I conducted survey with the second-year students regarding

knowing the British communicative behavior patterns. Through analysis and observation, we aimed to identify the specific communicative patterns studied and how teachers were integrating them into the curriculum.

For the survey we involve ten teachers who teaches practical course of English language and two groups of students, where 50 students were. Duration of the survey was three months.

The objectives of the survey were:

1. Identification of British communicative patterns which were studied.
2. Examination of instructional strategies employed to master these communicative behavior patterns.

Through this research, we aimed to address the challenges encountered in teaching British communicative behavior patterns and provide insights into effective teaching methodologies.

Discussion

In analyzing the quantitative data collected from our survey at Tashkent State Pedagogical University, it becomes evident that there are notable gaps in the training of British communicative behavior patterns among second-year students. Among the 50 participants surveyed, only 20% reported feeling adequately trained in these patterns, while a staggering 80% expressed a lack of sufficient training.

These findings underscore the need for a more comprehensive approach to implementation British communicative behavior patterns into the curriculum. While some efforts may have been made to teach these patterns, the data suggests that they may not be effectively reaching the majority of students. This discrepancy could stem from various factors, including teaching methods, resources, and the overall emphasis placed on communicative skills within the curriculum.

Furthermore, upon observing 10 teachers over a three-month period, it became apparent that there is a room for improvement in the methods used to teach these patterns. While some teachers may be incorporating communicative activities into their lessons, there appears to be a lack of consistency and depth in the approach.

Moving forward, it is essential to address these shortcomings by implementing targeted training programs for both students and teachers. This could involve providing additional resources, workshops, and professional development opportunities focused specifically on British communicative behavior patterns. By doing so, we can better equip students with the necessary skills to effectively communicate in a British context and enhance their overall language proficiency.

Conclusion

Based on the research conducted at Tashkent State Pedagogical University, it is evident that there is a significant gap in the teaching of British communicative behavior patterns among second-year university students. The data collected indicate that the

majority of students feel inadequately trained in these patterns, highlighting a clear need for improvement in the curriculum.

If these patterns are not currently being taught, it is imperative to address this deficiency by implementing training programs focused on British communicative behavior. However, several challenges may arise in this endeavor, including the need for resources, time, and expertise to develop and implement effective training initiatives. Additionally, cultural differences and language barriers may present obstacles in accurately conveying British communicative norms. The teachers and students expressed that they need in special educational material to be successful in having the repertoire of communicative behavioral patterns and effective interactional methods of their teaching.

Despite these challenges, there are promising prospects for enhancing the teaching of British communicative behavior patterns. By investing in targeted training programs for both students and teachers, institutions can improve students' language proficiency and cultural competence. Moreover, integrating these patterns into the curriculum can better prepare students for intercultural communication and collaboration, thereby enhancing their academic and professional prospects in an increasingly globalized world.

In conclusion, addressing the deficiencies in teaching British communicative behavior patterns is essential for promoting effective communication and fostering cultural understanding among students. By recognizing the importance of these skills and implementing targeted training initiatives, institutions can better equip students with the tools they need to succeed in diverse linguistic and cultural contexts.

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