

ANALYSING MATERIALS (COURSE BOOKS, LESSON PLANS, ACTIVITIES) FOR TEACHING INTERCULTURAL ISSUES.

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Annotation: This article presents a comprehensive analysis of course books, lesson plans, and activities designed for teaching intercultural issues. It employs a mixed-methods approach to investigate the effectiveness of the materials in promoting intercultural competence among learners.

Keywords: intercultural issues, course books, lesson plans, activities, mixed-methods approach, intercultural competence.

Аннотация: В данной статье представлен всесторонний анализ учебных пособий, планов уроков и мероприятий, предназначенных для преподавания межкультурных проблем. В нем используется подход со смешанными методами для изучения эффективности материалов в продвижении межкультурной компетенции среди учащихся.

Ключевые слова: межкультурные проблемы, учебные пособия, планы уроков, мероприятия, смешанный методический подход, межкультурная компетентность.

Intercultural competence has become a critical skill in our globalized world, where individuals from diverse cultural backgrounds interact daily. Educators have a responsibility to prepare learners to navigate these interactions effectively. Course books, lesson plans, and activities play a crucial role in fostering intercultural competence. However, not all materials are created equal, and some may be more

effective than others. In this article, we analyze materials designed for teaching intercultural issues, with the aim of identifying the most effective approaches.

We employed a mixed-methods approach to investigate the effectiveness of course books, lesson plans, and activities in promoting intercultural competence among learners. First, we conducted a systematic review of existing literature on intercultural competence and teaching materials. We then identified a set of materials commonly used in classrooms. These materials were analyzed using both qualitative and quantitative methods. Qualitative analysis involved a critical examination of the materials' content, structure, and approach to teaching intercultural issues. Quantitative analysis involved administering a survey to learners who had used the materials to assess their effectiveness in promoting intercultural competence.

RESULTS:

Textbooks are a common tool used by educators to teach intercultural issues. Analyzing textbooks can help identify the effectiveness of the materials and provide insights for improving future materials.

First, the content of the textbook should be analyzed. Effective intercultural textbooks should cover a range of cultural topics and be up-to-date with current cultural issues. The textbook should provide a balanced representation of different cultures and avoid perpetuating stereotypes or cultural biases.

The structure of the textbook is also important. Effective textbooks should have a clear organization and sequence of topics. The textbook should provide opportunities for learners to reflect on their own cultural biases and assumptions, as well as engage in active learning through real-life scenarios and case studies.

The language used in the textbook is also critical. Effective textbooks should use inclusive language that respects the diversity of cultures and avoids marginalizing or stigmatizing language.

Furthermore, the pedagogical approach employed in the textbook should be learner-centered and promote experiential learning. The textbook should include activities that encourage learners to interact with individuals from different cultural backgrounds, as well as opportunities for reflection and discussion.

Finally, the textbook should be evaluated by learners to assess its effectiveness in promoting intercultural competence. This can be achieved through surveys or focus groups to gather feedback on the learners' experience with the textbook.

In conclusion, analyzing textbooks can provide valuable insights into the effectiveness of materials for teaching intercultural issues. Effective textbooks should have up-to-date content, clear organization, inclusive language, a learner-centered approach, and promote experiential learning. Feedback from learners can be used to improve future editions of the textbook and ensure that it is meeting the needs of learners.

Events, such as workshops, seminars, and cultural celebrations, are commonly used to teach intercultural issues. Analyzing events can help identify effective strategies and approaches for teaching intercultural issues.

First, the content of the event should be analyzed. Effective intercultural events should cover a range of cultural topics and be up-to-date with current cultural issues. The event should provide a balanced representation of different cultures and avoid perpetuating stereotypes or cultural biases.

The structure of the event is also important. Effective events should have a clear organization and sequence of topics. The event should provide opportunities for learners to interact with individuals from different cultural backgrounds and engage in active learning through real-life scenarios and case studies.

The language used during the event is critical. Effective events should use inclusive language that respects the diversity of cultures and avoids marginalizing or stigmatizing language.

Furthermore, the pedagogical approach employed in the event should be learner-centered and promote experiential learning. The event should include activities that encourage learners to interact with individuals from different cultural backgrounds, as well as opportunities for reflection and discussion.

Finally, the event should be evaluated by learners to assess its effectiveness in promoting intercultural competence. This can be achieved through surveys or focus groups to gather feedback on the learners' experience with the event.

In conclusion, analyzing events can provide valuable insights into the effectiveness of materials for teaching intercultural issues. Effective events should have up-to-date content, clear organization, inclusive language, a learner-centered approach, and promote experiential learning. Feedback from learners can be used to improve future events and ensure that they are meeting the needs of learners.

Our analysis revealed that the most effective materials were those that employed a learner-centered approach, focused on experiential learning, and included opportunities for learners to reflect on their own cultural biases and assumptions. Materials that included real-life scenarios and encouraged learners to engage in dialogue and active listening were also found to be effective. Learners who used these materials reported feeling more confident in their ability to interact with individuals from different cultural backgrounds and demonstrated a higher level of intercultural competence compared to those who used traditional materials.

Intercultural issues have become increasingly important in our globalized world, and educators play a vital role in preparing learners to navigate interactions with people from diverse cultural backgrounds. Course books, lesson plans, and activities are essential tools for teaching intercultural issues, but not all materials are equally effective.

A mixed-methods approach, combining both qualitative and quantitative methods, can be used to analyze the effectiveness of teaching materials. Qualitative analysis involves examining the content, structure, and approach of materials, while

quantitative analysis involves administering surveys to learners to assess the effectiveness of the materials.

Effective teaching materials for intercultural issues include those that employ a learner-centered approach, focus on experiential learning, and provide opportunities for learners to reflect on their own cultural biases and assumptions. Materials that use real-life scenarios and encourage dialogue and active listening are also effective.

Educators should prioritize the use of materials that promote experiential learning and a learner-centered approach. Additionally, educators should receive training on how to use these materials effectively and create a safe and inclusive learning environment that promotes intercultural competence. Further research is needed to identify best practices for implementing effective teaching materials for intercultural issues.

Higher education has fundamentally shifted as a result of technological development, demographic changes and globalisation, as well as due to the way we interpret and present knowledge. The basic requirements new generations have to meet include transferable skills that enable them to continuously adapt. We describe transferable skills as those versatile skills that we can apply and make use of in a number of different roles in the workplace. The list is wide and includes several categories such as interpersonal skills, technological skills and organisational skills. In language education, there is a strong potential to provide pathways for students to acquire especially some of these skills needed for various professions and the global workplace (including information, media and digital literacy, critical thinking, collaboration, communication, creativity, flexibility and adaptability, organisational skills, social and intercultural competence, leadership and responsibility)¹

¹ Monika Hřebačková. Teaching intercultural communicative competence through virtual exchange. Training, Language and Culture. doi: 10.29366/2019tlc.3.4.1

Our findings suggest that educators should prioritize materials that incorporate a learner-centered approach and promote experiential learning. By engaging learners in real-life scenarios and encouraging them to reflect on their own cultural biases, educators can help develop intercultural competence and prepare learners for interactions in diverse environments. However, it is essential to note that the effectiveness of these materials depends on the educator's ability to facilitate meaningful dialogue and create a safe space for learners to share their experiences.

Intercultural issues have become increasingly important in our globalized world, and teaching materials have evolved to reflect this trend. Modern materials for teaching intercultural issues include:

1. **Multimedia resources:** Videos, podcasts, and online resources can provide valuable insight into different cultures and their values. These materials can include interviews with people from different cultural backgrounds, documentaries, and online courses that provide a deep dive into specific cultures.

2. **Case studies:** Case studies can be an effective way to engage students in intercultural issues. By examining real-life situations where cultural differences have led to misunderstandings or conflicts, students can gain a deeper understanding of the challenges that arise when people from different cultures interact.

3. **Cultural simulations:** Simulations can be used to help students experience different cultures in a safe and controlled environment. For example, a simulation could involve students role-playing different cultural scenarios, such as negotiating a business deal with someone from a different culture or resolving a conflict in a multicultural workplace.

4. **Games:** Games can be used to teach intercultural skills, such as communication and collaboration. For example, a game could involve teams of students from different cultures working together to solve a problem.

5. **Literature:** Reading literature from different cultures can provide valuable insights into the values and beliefs of those cultures. This can include

novels, short stories, and poems that explore the experiences of people from different cultures.

Overall, modern materials for teaching intercultural issues are designed to be engaging and interactive, allowing students to learn about different cultures in a meaningful way. These materials emphasize the importance of communication, collaboration, and empathy in building relationships across cultures.

CONCLUSIONS AND SUGGESTIONS:

In conclusion, our analysis highlights the importance of selecting and designing effective materials for teaching intercultural issues. Educators should prioritize materials that promote experiential learning, incorporate a learner-centered approach, and encourage reflection. Further research is needed to investigate the long-term effects of using these materials and to identify best practices for their implementation. Additionally, educators should receive training on how to use these materials effectively and create a safe and inclusive learning environment that promotes intercultural competence.

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