

## A METHODOLOGY FOR IMPROVING THE INTERCULTURAL COMMUNICATION COMPETENCE OF FUTURE ENGLISH TEACHERS IN THE PROCESS OF DIGITAL TRANSFORMATION

Ismatova Maxfuza Akmalovna

**Abstract.** *This article examines methodological approaches to developing intercultural communication competence among future English teachers within the context of ongoing digital transformation in education. The research analyzes contemporary pedagogical frameworks and digital tools that facilitate intercultural competence development, proposing an integrated methodology that combines theoretical foundations with digital pedagogical practices.*

**Keywords:** *intercultural communication competence, digital transformation, digital pedagogy, cultural awareness, language teaching methodology*

**Аннотация.** *В данной статье рассматриваются методические подходы к развитию межкультурной коммуникативной компетентности будущих учителей английского языка в контексте продолжающейся цифровой трансформации образования. В исследовании анализируются современные педагогические подходы и цифровые инструменты, способствующие развитию межкультурной компетентности, и предлагается комплексная методология, сочетающая теоретические основы с цифровыми педагогическими практиками.*

**Ключевые слова:** *межкультурная коммуникативная компетентность, цифровая трансформация, цифровая педагогика, культурная осведомленность, методика преподавания языка.*

**Annotatsiya.** *Ushbu maqolada ta'limning raqamli transformatsiyasi sharoitida kelajakdagi ingliz tili o'qituvchilarining madaniyatlararo kommunikativ kompetensiyasini rivojlantirishning metodologik yondashuvlari ko'rib chiqiladi. Tadqiqotda madaniyatlararo kompetensiyani rivojlantirishga yordam beradigan zamonaviy pedagogik yondashuvlar va raqamli vositalar tahlil qilinadi va nazariy asoslarni raqamli pedagogik amaliyotlar bilan birlashtirgan keng qamrovli metodologiya taklif etiladi.*

**Kalit so'zlar:** *madaniyatlararo kommunikativ kompetensiya, raqamli transformatsiya, raqamli pedagogika, madaniy xabardorlik, til o'qitish usullari.*

**Introduction.** The transformation of education towards digital ways of learning has been a global phenomenon and the very foundation upon which language teacher training has been built, mostly in terms of teaching intercultural communication skills to future English teachers [1]. With the global competition becoming more and more fierce and digital technologies being the main factor that tools are all over the world, the educators' skill of being able to move through different cultural situations and to

do that via the digital platforms has gained the status of a necessary skill for the language teachers [2]. The modern-day English teacher, therefore, is expected to be not only a linguistically proficient person with good teaching methods but also a person who is highly interculturally aware and capable of using tech tools to improve communication between different cultures in their students. On the other hand, in most cases, the cultural and technological competency aspect of teacher education is the one that gets neglected the most and that is the reason why there is a mismatch between the skills that new teachers have and the competencies that are needed in classrooms that are full of students with different backgrounds and that rely heavily on technology [3].

**Methodology and Literature Review.** The proposed methodology development is supported by detailed analysis of current studies on intercultural communication competence, digital pedagogy, and language teacher education. Byram's model of intercultural communicative competence highlights the complexity of intercultural skills which consist of five components: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness [4]. This model, therefore, is instrumental in pinpointing the qualifications that the future English teachers on a global scale have to get trained in. Besides that, the technological pedagogical content knowledge framework uncovers how digital technologies can be integrated into teacher education in a meaningful way, thus pointing out that the proper use of technology necessitates an awareness of the intricate relationship among content, pedagogy, and technology [5].

Research on digital transformation in education indicates that successful integration of technology in teacher preparation requires moving beyond mere tool adoption toward fundamental reconceptualization of pedagogical approaches that leverage digital affordances for enhanced learning outcomes [6]. Research conducted in Uzbekistan on foreign language teaching methodology demonstrates the significant importance of digital technologies in developing intercultural competence, particularly emphasizing the necessity of integrating modern pedagogical approaches with the specific characteristics of the national education system in the process of training English language teachers [7]. Scientific work carried out by pedagogical universities in the republic specifically highlights the importance of coordinating traditional teaching methods with digital tools for developing intercultural communicative competence, and adapting international experiences while taking into account the cultural context of the Uzbek educational environment [8].

**Results and Discussion.** Based on the analyzed literature and theoretical foundations, this study proposes an integrated methodology for developing intercultural communication competence among future English teachers that comprises several interconnected components operating within digitally enhanced learning environments. The methodology emphasizes systematic progression through

three primary developmental stages: foundational cultural awareness building, guided intercultural interaction and reflection, and autonomous intercultural pedagogical practice. This stage establishes essential knowledge bases regarding cultural differences in communication styles, values, educational traditions, and social practices that influence teaching and learning contexts. The second stage introduces structured intercultural interactions facilitated through digital platforms, where future teachers participate in virtual exchanges with peers, educators, and students from diverse cultural backgrounds, engaging in collaborative projects that require negotiation of cultural differences and development of shared understanding across cultural boundaries. These interactions are systematically coupled with reflective activities utilizing digital journaling platforms, video reflection assignments, and online discussion forums where participants analyze their intercultural experiences, identify challenges in cross-cultural communication, and develop strategies for managing cultural differences effectively.

The methodology incorporates specific digital tools selected for their capacity to support intercultural learning objectives, including video conferencing platforms for synchronous intercultural dialogue, collaborative document editing systems for joint project work across cultural contexts, digital storytelling applications for sharing cultural narratives, and learning management systems that structure guided progression through intercultural competence development activities. The final stage transitions future teachers toward autonomous application of intercultural competence in their emerging teaching practice, utilizing digital platforms to design culturally responsive lesson materials, create inclusive virtual classroom environments, and develop assessment approaches that recognize and value cultural diversity.

**Conclusion.** The proposed methodology represents a comprehensive approach to preparing future English teachers for the complex demands of intercultural communication within digitally transformed educational contexts. By systematically integrating cultural awareness development, structured intercultural interactions, reflective practice, and pedagogical application through carefully selected digital platforms and tools, this methodology addresses the critical gap between traditional teacher preparation and the competencies required for effective teaching in increasingly diverse, technology-mediated environments. The approach recognizes that developing intercultural communication competence among future teachers requires more than exposing them to cultural information or providing access to technology; rather, it demands intentional pedagogical design that creates opportunities for authentic intercultural engagement, supports critical reflection on cultural assumptions and experiences, and guides progressive development of sophisticated cultural awareness and communication skills.





## References

1. Guth, S., & Helm, F. (2010). Developing multiliteracies in ELT through telecollaboration. *ELT Journal*, 64(1), 42-51.
2. Byram, M., Golubeva, I., Hui, H., & Wagner, M. (2017). From principles to practice in education for intercultural citizenship. *Multilingual Matters*.
3. Kozar, O., & Lum, J. F. (2021). Developing intercultural competence in pre-service English language teachers through virtual exchange. *Language Learning & Technology*, 25(3), 82-99.
4. Byram, M. (1997). Teaching and assessing intercultural communicative competence. *Multilingual Matters*.
5. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
6. Tondeur, J., van Braak, J., Sang, G., Voogt, J., Fisser, P., & Ottenbreit-Leftwich, A. (2012). Preparing pre-service teachers to integrate technology in education: A synthesis of qualitative evidence. *Computers & Education*, 59(1), 134-144.
7. Jalolov, J. J., & Mahkamova, G. T. (2015). Chet til o'qitish metodikasi [Foreign language teaching methodology]. Tashkent: O'qituvchi.
8. Begimqulov, U. Sh. (2019). Talabalarning madaniyatlararo kommunikativ kompetensiyasini shakllantirish texnologiyalari [Technologies for forming students' intercultural communicative competence]. *Xorijiy tillar ta'limi: metodika va innovatsiyalar* [Foreign Language Education: Methodology and Innovations], 3(5), 45-52.

