

Methodology of Selecting Integrative Forms of Education Aimed at Forming Communication Culture of Pupils in Primary English Language Classes

Dilova Nargiza Gaybullaevna ¹, Kuldosheva Nigorahon Avezmurodovna ²

¹ Doctor of pedagogical sciences (DSc), associate professor

² Doctoral student at Bukhara State Pedagogical, Institute and teacher at the department of Foreign Languages

Abstract:

This paper examines the crucial role of educational forms in cultivating communication culture among pupils. Effective communication skills are essential for personal, academic, and professional success. The study delves into various pedagogical approaches and techniques that educators can employ to enhance pupils' communication abilities. It explores the significance of interactive methods, such as group discussions, debates, role-playing, and collaborative projects, in fostering effective communication. Additionally, the paper discusses the integration of modern technologies and multimedia tools to enrich the learning experience and facilitate meaningful interaction. Furthermore, it highlights the importance of creating a supportive and inclusive learning environment that encourages active participation and respect for diverse perspectives. Through a comprehensive analysis of educational practices, this study provides insights into optimizing instructional strategies to promote the development of communication culture among pupils.

Keywords: teaching methods, communicative culture, intercultural competence, assessment, cultural sensitivity, cross-cultural interactions, pedagogical approaches and techniques.

Introduction.

Communicative culture refers to the shared patterns of communication, interaction, and behavior within a particular social group or community. It encompasses the ways in which individuals within that group express themselves, convey meaning, and engage with others through language and other forms of communication. Communicative culture involves not only linguistic aspects, such as language use, vocabulary, and grammar, but also non-verbal communication cues, social norms, values, and customs. These elements shape how communication is understood and interpreted within a given cultural context. Understanding communicative culture is essential for effective communication, as it influences the expectations, norms, and conventions that guide interactions between individuals. It also plays a crucial role in intercultural communication, as individuals from different communicative cultures may interpret messages differently or have different communication preferences. Communicative culture reflects the complex interplay between language, culture, and communication practices within a society, and integrating this process in teaching is also beneficial as research indicates that integrating cultural content into language lessons enhances pupils' language learning experiences by providing meaningful context and promoting cultural awareness (Byram, 1997) so it is the only way for navigating social interactions and building meaningful connections within and across cultural boundaries[1].

Integrating a variety of methods is essential for teaching communicative culture skills in primary English language classes as a second language for several reasons as diverse learning styles which involve pupils with different learning styles and preferences. Teaching communication strategies that consider cultural differences helps learners navigate intercultural interactions more successfully, leading to smoother communication and reduced misunderstandings (Gudykunst and Kim, 2003) [2]. Integrating various methods, such as visual aids, interactive activities, and hands-on exercises, accommodates these differences and ensures that all pupils have opportunities to engage with the material effectively. And also it provides with active engagement of communicative culture skills, including listening, speaking, reading, and writing, are best developed through active engagement. Incorporating activities such as group discussions, role-plays, and games encourages pupils to actively participate and apply their language skills in authentic contexts. Holistic learning is also crucial for taking into consideration that involves not only linguistic competence but also cultural understanding and social interaction. By integrating a variety of methods, teachers can address the diverse aspects of language acquisition and help pupils develop a comprehensive understanding of communicative culture. Moreover, utilizing a range of methods keeps lessons dynamic and engaging, which helps maintain pupils' motivation and interest in learning English as a second language. When pupils are actively involved in the learning process and enjoy the activities, they are more likely to make progress and develop their communicative skills effectively. Last but not least effective communication skills are essential for success in various real-world contexts. By incorporating authentic materials and tasks into the curriculum, such as role-playing scenarios or simulated conversations, teachers can help pupils practice using English in situations they may encounter outside the classroom, thereby promoting the development of communicative culture skills.

Methods and results.

In the course of our research, we managed to increase the attractiveness of English language classes and increase pupils' activity by making them interested in science, using a number of integrative educational methods that help to ensure the formation of communication culture of primary school pupils (See figure 1).

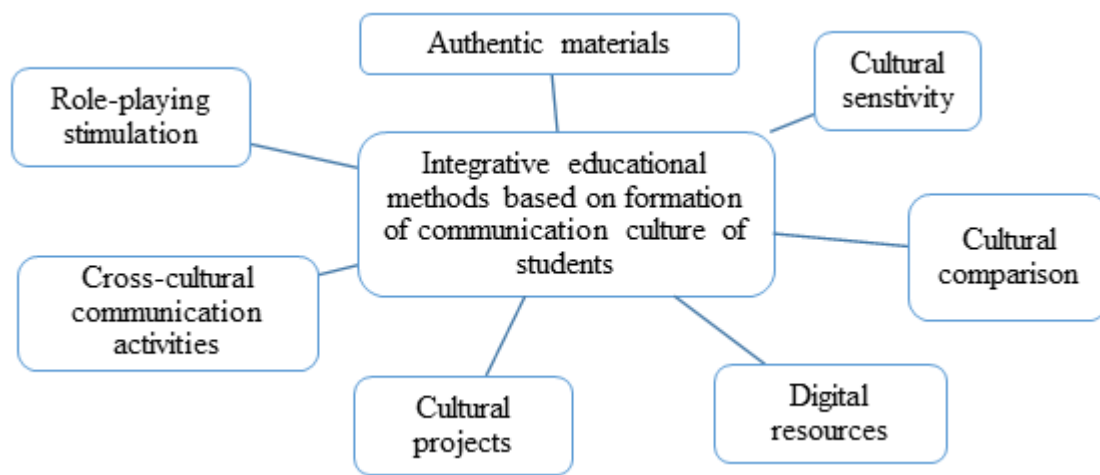


Figure 1. Integrative educational methods based on formation of communication culture of primary school pupils.

These educational methods are selected based on the goals and objectives of each English language lesson and are used based on the pedagogical skills and professional competence of the teacher.

The integration variety of methods in primary English language classes as a second language is crucial for fostering active engagement, addressing diverse learning styles, promoting holistic learning, maintaining motivation and interest, and facilitating real-world application of communicative culture skills, studies have shown that developing pupils' intercultural competence, which includes communicative culture skills, improves their ability to adapt to diverse cultural contexts and communicate successfully with speakers of other languages (Deardorff, 2006) [3].

We present examples of these integrative methods below.

1. Cultural content integration: Integrating cultural content into language lessons through storytelling, videos, songs, and games that expose pupils to cultural aspects of English-speaking countries and other English-speaking communities.
2. Authentic materials: Utilizing authentic materials such as children's literature, folktales, and cultural artifacts to provide pupils with exposure to real-life language use and cultural practices. Using authentic materials such as videos, articles, and cultural artifacts in language instruction has been found to improve pupils' cultural knowledge, language skills, and motivation (Brown, 2007) [4].
3. Role-playing and simulation: Engaging pupils in role-playing and simulation activities that simulate real-life communication scenarios, such as ordering food in a restaurant, greeting others, or asking for directions, they develop language and cultural competence. Experiential learning approaches, such as simulations, role-plays, and study abroad programs, have been shown to enhance pupils' cultural sensitivity and adaptability in communication (Jackson, 2011) [5].
4. Cultural comparisons: Encouraging pupils to compare and contrast cultural practices, traditions, and customs between their own culture and English-speaking cultures, promotes cultural awareness and understanding.
5. Cross-cultural communication activities: Organizing cross-cultural communication activities, such as pen pal exchanges, virtual classroom partnerships, or multicultural celebrations, facilitate interactions between pupils from different cultural backgrounds and promote intercultural communication skills.

6. Cultural projects: Assigning cultural projects that require pupils to research and present on topics related to English-speaking cultures, such as holidays, festivals, historical figures, or traditional foods, promoting language learning and cultural understanding simultaneously.
7. Digital resources: Utilizing digital resources, such as online videos, interactive websites, and virtual tours, to supplement classroom instruction and providing pupils with additional exposure to English language and culture.
8. Cultural Sensitivity Training: Provide cultural sensitivity training to pupils, teaching them about cultural differences, norms, and values to enhance their ability to communicate respectfully and effectively in multicultural contexts.
9. Reflective practices: Incorporate reflective practices, such as journaling, group discussions, and self-assessment activities, to encourage pupils to reflect on their own cultural perspectives, biases, and communication experiences, fostering cultural self-awareness and growth.

By incorporating these methods into primary English language classes, educators can effectively teach communicative culture skills as a second language and help pupils develop the language proficiency and cultural competence needed for successful communication in diverse contexts.

As a result of purposeful and effective use of the interactive methods mentioned above during the lesson, pupils' interest in the English language will increase. Additionally, both their oral and written proficiency will improve, enabling them to engage in mutual dialogue, friendly cooperation, and communication. Furthermore, their active participation in learning will be encouraged, leading to the gradual development of literary speech norms and communication skills.

We also should analyze the effectiveness of teaching communicative culture skills in primary English language classes for several crucial reasons. First of all, for cultural competence as it helps students understand the cultural nuances and contexts behind language use, fostering cultural competence from a young age. Then, we have to take into consideration effective communication, teaching communicative culture skills enhances pupils' ability to communicate effectively in diverse cultural settings, preparing them for real-world interactions. Language acquisition is also essential for cultural understanding can facilitate language acquisition by providing meaningful contexts for language use and comprehension. Finally, for developing communicative culture skills encourages students to become global citizens who appreciate and engage with cultural diversity, contributing to a more inclusive society.

Analyzing the effectiveness of teaching communicative culture skills in primary English language classes involves several steps:

1. Set learning objectives: The teacher should clearly define the communicative culture skills are aimed to develop in pupils, such as cultural awareness, intercultural competence, and adaptability in communication.
2. Assessment tools: Developing or selecting assessment tools aligned with the learning objectives, such as rubrics, checklists, self-assessment surveys, and performance tasks, measure pupils' progress in acquiring communicative culture skills.
3. Observation and feedback: the teacher should observe pupils' interactions during communicative activities and provide constructive feedback on their use of language, nonverbal communication, and awareness of cultural norms.
4. Portfolio assessment: Encouraging pupils to compile portfolios showcasing their learning experiences, reflections, and evidence of their communicative culture skills development, such as cultural projects, presentations, and written reflections.

5. Assessment of cultural understanding: Using pre and post assessments, quizzes, or interviews gauge pupils' understanding of cultural concepts, customs, and perspectives covered in the curriculum.
6. Peer and self-assessment: Incorporating opportunities for peer and self-assessment, where pupils evaluate their own and their peers' communicative culture skills based on established criteria, foster metacognitive awareness and accountability.
7. Authentic performance tasks: The teacher designs authentic performance tasks, such as role-plays, debates, and collaborative projects, that require pupils to apply their communicative culture skills in real-life contexts and assess their performance based on established criteria.
8. Data analysis and reflection: Analyzing assessment data and reflect on teaching practices identify strengths, areas for improvement, and adjustments needed to enhance the integration of communicative culture skills into primary English language classes.
9. Continuous improvement: Continuously refining teaching strategies, instructional materials, and assessment practices based on ongoing assessment data and feedback optimize the development of communicative culture skills in pupils over time.

Analyzing the effectiveness of teaching communicative culture skills in primary English language classes helps educators tailor their approaches to better meet the needs of pupils and maximize the benefits of language learning.

The findings underscore the need for a multifaceted approach to communication education, wherein various forms complement each other to cultivate a holistic skill set among pupils. Educators must adapt their pedagogical strategies to accommodate evolving communication trends and technological advancements. Furthermore, fostering a supportive learning environment that encourages experimentation and risk-taking is essential for nurturing confident communicators.

Conclusion

In conclusion, teaching communicative culture skills is essential for fostering effective communication and cultural understanding in language learning contexts. By integrating cultural content, promoting intercultural competence, and providing authentic communication experiences, educators can help pupils develop the language proficiency and cultural awareness necessary to navigate diverse social and professional environments. Through experiential learning, reflective practices, and cross-cultural interactions, pupils can acquire the skills and knowledge to communicate respectfully and effectively across cultural boundaries. By prioritizing the teaching of communicative culture skills, educators empower pupils to become competent and confident communicators in today's globalized world, promoting mutual understanding, respect, and collaboration across cultures.

Reference:

1. Byram, M. (1997). "Teaching and assessing intercultural communicative competence."
2. Gudykunst, W. B., and Kim, Y. Y. (2003). "Communicating with strangers: An approach to intercultural communication."
3. Deardorff, D. K. (2006). "Identification and assessment of intercultural competence as a student outcome of internationalization."
4. Brown, H. D. (2007). "Principles of language learning and teaching."
5. Jackson, J. (2011). "Intercultural re-entry: Conceptualizing and assessing the experience of individuals returning to their native country after living abroad."
6. Bennett, J. M. (2008). "Transformative training: Designing programs for culture learning."

7. Дилова Н.Г. (2018). Важность совместного обучения в повышении эффективности начального образования. International scientific review of the problems and prospects of modern science and education. С. 90-91.
8. Дилова Н.Г. (2021). Вспользование интерактивных методов в школьном обучении. Вестник интегративной психологии. № 21, С. 51-54.
9. Дилова Н.Г. (2021). Бошланғич таълимда ўқувчиларда шахслараро муносабатларга киришиш кўникмаларини шакллантириш имкониятлар. Science and Education. Vol. 2, Issue 10, 524-533 бетлар.
10. Dilova N.G. (2021). O'qituvchi-o'quvchi hamkorligini vujudga keltirishning pedagogik ahamiyati. Science and Education. Vol. 2, Issue 10, 567-576 betlar.
11. Kuldosheva Nigorahon. "INGLIZ VA O'ZBEK TILLARI ARO SINXRON TARJIMANING LINGVOMADANIY ASOSLARI." O'ZBEKISTON MILLIY UNIVERSITETI XABARLARI, 2022, [1/10] ISSN 2181-7324.
12. Shaxnoza, S. (2023). The Concept of "Dream" in the English and Uzbek Worldwide. Miasto Przyszłości, 33, 190–192. Retrieved from <https://miastoprzyszlosci.com.pl/index.php/mp/article/view/121>
13. Shakhnoza S. TO OVERCOME LANGUAGE DIFFICULTIES FOR THE PRIMARY SCHOOLS //Лучшие интеллектуальные исследования. – 2023. – Т. 9. – №. 3. – С. 45-53.