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TEACHING CULTURAL COMPETENCE THROUGH ENGLISH- LANGUAGE MOVIES: STRATEGIES AND IMPLEMENTATION IN HIGH SCHOOL CLASSES

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Abstract

This article explores the strategies and implementation of teaching cultural competence through English-language movies in high school classes. It examines the potential of films as a medium to enhance cultural understanding and empathy among students. By integrating movies into the curriculum, educators can provide a dynamic and engaging way to discuss and reflect on diverse cultural perspectives and social issues. The article highlights practical methods for selecting films, structuring discussions, and aligning these with educational objectives to foster a comprehensive understanding of global cultures. This approach not only enriches students' linguistic skills but also broadens their worldviews, making them more informed and empathetic global citizens. The global interconnectedness of today's world demands an educational approach that not only teaches language but also instills cultural competence. The integration of English-language movies into the high school curriculum represents a novel approach to address this need, aligning with the Republic of Uzbekistan's educational reforms and international standards like the CEFR.

Key words: Cultural competence, English-language films, high school education, intercultural learning, movie-based learning, educational strategies, global awareness, empathy development



The globalization of societies and the increasing diversity within school populations underscore the importance of teaching cultural competence to students. English-language movies offer a unique and potent tool for educators aiming to enhance students' understanding of different cultures and perspectives. This article discusses effective strategies and methodologies for using films to teach cultural competence in high school settings.

Strategies for teaching cultural competence. Integrating experiential education techniques such as role-plays, simulations, and field experiences can effectively develop cultural competence by allowing students to actively engage with diverse cultures (Dsw, H. 1998). Utilizing online platforms creatively through blogging, recorded lectures, and social media can help instill cultural competence in distance education students, providing them with cultural immersion experiences and interactive opportunities to learn about diverse cultures (Arbour, M., Kaspar, R., & Teall, A. 2015). Implementing a 'not-knowing' stance, which emphasizes reflection, humility, and dealing with cultural otherness, can guide trainees in psychotherapy to navigate complex cultural issues effectively (Watson, P., Raju, P., & Soklaridis, S. 2017).

Selection of appropriate films: Choosing films that accurately and respectfully represent various cultures is crucial. Educators should opt for movies that offer genuine insights into the lifestyles, values, and conflicts of different communities. Utilizing a blended learning model, specifically the flipped classroom approach, can be effective. This involves students preparing for movie viewings at home and using class time for discussion and activities that deepen their understanding of the cultural themes presented in the films (Popova, S., Karandeeva, L., & Ulyanov, S. 2021). Films help improve not just cultural competence but also language skills like vocabulary, listening, and speaking. Teachers should choose films that provide authentic cultural insights and colloquial expressions, making the learning experience more comprehensive (Wardhany, D. 2022). When using films to teach culture, it's important to give clear instructions, consider the film's length, use engaging materials, and ensure that online tools used are appropriate for the class's needs. Feedback and student participation should be encouraged to maximize the educational impact (Yugsi LLano et al., 2022). Assign students to research the cultural background of the movie's setting or the historical context related to the movie. This prepares them with a basic understanding before viewing.

Below is a table outlining various strategies for teaching cultural competence using English-language movies in high school classes. This table organizes the strategies into categories, providing a clear framework for educators to follow (Hofstede, G. 1991).:



category	strategy	implementation
film selection	<i>choose culturally diverse and appropriate films</i>	- select films that represent a variety of cultures and perspectives -ensure films are age-appropriate and engaging -preview films to prepare for sensitive content.
pre-viewing preparation	<i>provide background information and context</i>	- discuss the cultural, historical, and social context of the film -introduce key vocabulary and concepts related to the film -address any potential stereotypes shown in the film.
viewing	<i>optimize the viewing experience</i>	- ensure high-quality audio and visuals - use subtitles if necessary to aid understanding - create a comfortable and inclusive viewing environment.
post-viewing discussion	<i>facilitate reflective and analytical discussions</i>	- encourage open dialogue about the film's content and its cultural implications -use guided questions to spark deep thinking -allow students to share diverse perspectives.
integration with curriculum	<i>link film content to curriculum objectives</i>	- connect themes from the film with subjects like English, history, or social studies -use films to complement and enhance the existing curriculum.
assessment and feedback	<i>evaluate understanding and gather feedback</i>	- assign projects, essays, or presentations to assess comprehension -use quizzes and discussions to gauge insights gained -collect student feedback to improve future teaching strategies.
continued engagement	<i>encourage further exploration and learning</i>	- provide additional resources related to the film's themes and cultures



		<i>-recommend other films, books, and articles for extended learning</i> <i>-encourage participation in cultural events.</i>
professional development	<i>train educators on effective film-based teaching</i>	<i>- offer workshops and training sessions on the use of films in education</i> <i>-share best practices for handling cultural content sensitively</i> <i>-promote ongoing learning about cultural competence.</i>

Contextual preparation: Before viewing, students should be given a background on the cultural, historical, and social contexts of the movie. This preparation sets the stage for deeper understanding and engagement. Guided discussions: Post-viewing discussions are essential. Questions should be designed to elicit students' reflections on the cultural issues presented in the film, encouraging critical thinking and empathy. Integration with curriculum: Films should be integrated into the broader curriculum to enhance their educational value. Connections with literature, history, and social studies can enrich students' learning experiences.

Assessment of understanding: Evaluate students' learning through reflective essays, projects, and presentations that explore the cultural themes and personal impacts of the films. Implementation in high school classes, implementing movie-based learning in high school requires thoughtful planning and flexibility. Teachers should consider their students' maturity and sensitivity levels when selecting films and designing activities. Collaborating with colleagues in other departments can enhance the interdisciplinary benefits of movie-based cultural education.

Implementing a program to teach cultural competence through English-language movies in high school classes involves several key steps to ensure effectiveness and relevance. Here's a detailed guide on how to execute this initiative (Kramer, E. M. 2012).:

1. **Curriculum integration:** The first step is integrating film studies into the existing curriculum without disrupting the core educational objectives. Teachers need to align the films with the goals of subjects like English, Social Studies, and World History. For example, a film depicting historical events can be used in both history and language classes to deepen understanding and enhance language skills simultaneously.
2. **Selecting films:** Select films that are not only culturally informative but also age-appropriate and engaging for high school students. It's important to choose films that represent a variety of cultures and perspectives, including those of marginalized or less commonly represented groups. Teachers should preview films to ensure they are suitable and prepare to address sensitive topics.



3. **Pre-viewing activities:** Before showing the film, conduct pre-viewing activities to provide students with necessary background information. This might include discussions about the country where the film was produced, common stereotypes, and the historical and cultural context of the story. Providing vocabulary lists and key phrases can also help students understand and engage with the film more deeply.
4. **Viewing setup:** Arrange a comfortable viewing environment in the classroom. Ensure that all students have a good view of the screen and that the audio is clear. Consider using subtitles to aid comprehension, especially for films with heavy accents or dialects.
5. **Guided discussions:** After viewing the film, conduct guided discussions to delve into the themes, cultural elements, and conflicts presented. Encourage students to express their thoughts and feelings about the film and discuss different characters' perspectives. This can be done through open discussions, small group talks, or even structured debates.
6. **Interactive and reflective assignments:** Assign interactive projects or essays where students can explore a particular aspect of the film in greater detail. This could involve researching the historical background, comparing the film's depiction of culture with real-world facts, or reflecting on how the film's themes apply to contemporary issues.
7. **Feedback and evaluation:** Gather feedback from students about their learning experience. What did they find most insightful? Was anything particularly challenging? Use this feedback to adjust the program for future classes. Also, evaluate students' understanding through assessments that may include essays, presentations, or creative projects.
8. **Continued learning and resources:** Provide students with resources for further exploration, such as books, articles, documentaries, and even follow-up films. Encourage students to continue learning about the cultures explored in class and to seek out their own film selections for personal growth and understanding.
9. **Professional development for teachers:** Offer training sessions for teachers to help them effectively use films as a teaching tool. This could cover topics like sensitive handling of cultural issues, facilitating discussions, and integrating films with different subjects.

By following these steps, high school teachers can effectively implement a program that uses English-language movies to teach cultural competence, enhancing students' understanding of global cultures and fostering a more inclusive and empathetic school environment. Using English-language movies as a pedagogical tool offers a dynamic approach to teaching cultural competence. This method supports the development of critical thinking, enhances linguistic skills, and fosters a greater understanding and appreciation of global diversity.



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THE PROBLEM OF CORRESPONDING FUNCTIONAL AND PRAGMATIC CHARACTERISTICS TO BASIC COMPONENTS OF COMMUNICATION

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Annotation: *This article explores the concept of language contact within the context of globalization. It examines the causes, effects, and implications of language contact as the world becomes more interconnected. The article highlights the various forms that language contact can take, such as bilingualism, code-switching, and the emergence of pidgin and creole languages. The causes of language contact in globalization are discussed, including migration and diaspora communities, international trade and business, and travel and tourism. These factors contribute to sustained interactions between speakers of different languages, leading to linguistic influences, borrowing of words, and the creation of hybrid linguistic forms. The effects of language contact are explored, emphasizing the borrowing of words and expressions, code-switching, and the potential for language shift and endangerment. The article also emphasizes the importance of linguistic diversity and the role of language technology in facilitating global communication. The implications and challenges of language contact are addressed, including the need for language policy and planning to accommodate multilingual societies.*