

THE ROLE OF COMMUNICATIVE METHOD AND CLIL IN DEVELOPING CROSS-CULTURAL COMPETENCE AND EFFECTIVE LANGUAGE ACQUISITION

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Abstract:

The methodology of foreign language teaching is a critical pedagogical direction aimed at effectively organizing the language learning process and developing students' linguistic and communicative competence. In modern educational contexts, various methods and approaches are employed to prioritize practical language acquisition. Language learning is not only about mastering a new linguistic system but also understanding the cultural values, worldview, and communication norms of the speakers of that language. The Communicative Approach, which emerged in the 1970s as an alternative to traditional grammar-based methods, emphasizes developing communicative competence. This approach underlines that language cannot be separated from its cultural context, and every word, phrase, or expression is linked to the mentality, values, customs, and social relationships of the community that speaks it. Moreover, the CLIL (Content and Language Integrated Learning) method, developed in the 1990s by David Marsh, combines content learning with language acquisition, facilitating not only linguistic development but also cultural understanding. This paper explores the significance of the communicative method and CLIL in the development of cross-cultural competence, motivating students by using language in real-life contexts, and preparing them for effective global communication.

Keywords: Foreign language teaching, communicative method, CLIL, language acquisition, cross-cultural competence, communicative competence, cultural understanding, real-life contexts, global communication, pedagogical methods.

Introduction

The methodology of foreign language teaching is one of the most important pedagogical areas related to the effective organization of the language learning process and the development of students' linguistic and communicative competence. Language learning is not only about mastering a new linguistic system but also about understanding the cultural values, worldview, and communication norms of the society where the language is spoken [4]. The Communicative Approach emerged in the 1970s as a reaction to traditional grammar-based teaching methods, emphasizing communication as the primary goal of language learning. This approach integrates language learning with the social, psychological, and cultural contexts of communication [12]. The CLIL (Content and Language Integrated Learning) methodology, developed by David Marsh in the 1990s, combines content learning and language acquisition, fostering both linguistic and cultural competence [9]. This study investigates the role of these two methodologies in developing cross-cultural competence and enhancing language acquisition, particularly through real-world applications.

Methods

This study utilizes a qualitative analysis of existing literature on the communicative method and CLIL methodology. Various texts on these teaching methods were analyzed to explore their significance in the development of cross-cultural competence and effective language acquisition. The study also examines examples of how language and cultural norms are taught through the communicative method, along with how CLIL fosters both language skills and cultural understanding by integrating content from various disciplines.

1. **Communicative Method:** The communicative approach focuses on interaction and the practical use of language in real-life contexts. It involves teaching students not only the grammar and vocabulary of a language but also how to use the language appropriately within cultural and social contexts [3]. Examples from English, Japanese, Arabic, and French cultures were analyzed to highlight the role of culture in communication.
2. **CLIL (Content and Language Integrated Learning):** CLIL involves learning subject content (such as history or biology) in a foreign language. It integrates language learning with academic subject learning, providing students with a context to use language meaningfully while developing both

linguistic and cultural competence. Key features of CLIL as described by Marsh were explored, showing how this approach benefits both content knowledge and language skills simultaneously.

Results

Both the communicative approach and CLIL significantly contribute to the development of students' cross-cultural competence and linguistic abilities. Students exposed to the communicative method gain practical language skills that enable them to engage effectively in real-life communication. This is achieved by contextualizing language use, allowing learners to experience cultural differences in communication [2]. Tasks based on intercultural scenarios within the communicative method foster cultural awareness and encourage students to adopt appropriate communication strategies across cultures [6].

Similarly, CLIL has proven effective in enhancing students' understanding of both content and language simultaneously. By engaging with subjects like history or geography in a foreign language, students improve their language skills while gaining insights into the culture associated with that language. This dual focus helps students to communicate more effectively in the global context, preparing them for real-world interaction [5].

Discussion

Both the communicative method and CLIL are highly effective in developing cross-cultural competence and fostering language acquisition [10]. The communicative method encourages students to learn language as a tool for real communication and to understand it within its cultural context, significantly enhancing their ability to engage with speakers from different cultural backgrounds [8]. By using language in practical, real-life scenarios, students not only learn linguistic structures but also understand how those structures reflect social relationships, values, and customs [11].

CLIL, on the other hand, offers a unique opportunity to integrate content learning with language learning [7]. This approach has gained popularity worldwide, demonstrating its effectiveness in fostering multilingualism and cultural awareness. Through CLIL, students acquire subject-specific knowledge while simultaneously improving their language skills, thereby enhancing their ability to communicate effectively in a globalized world.

The combination of these two approaches contributes significantly to the preparation of students for successful participation in the global community. By emphasizing both language and culture, the communicative method and CLIL ensure that learners are well-equipped to navigate the complexities of cross-cultural communication.

Conclusion

The communicative method and CLIL are essential methodologies in the modern foreign language teaching landscape. They play crucial roles in developing linguistic competence and cross-cultural awareness, ensuring that students are equipped to communicate effectively in diverse cultural contexts. The communicative method fosters a deeper understanding of language as a tool for communication within its cultural and social framework, while CLIL offers an integrated approach that combines content and language learning. Together, these methods not only enhance students' language proficiency but also prepare them for success in the global community, where intercultural competence is increasingly important.

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