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PEDAGOGICAL CONDITIONS FOR DEVELOPING GLOBAL COMPETENCE OF FUTURE ENGLISH LANGUAGE TEACHERS THROUGH AN INTERCULTURAL COMMUNICATIVE APPROACH

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Abstract. The article examines the pedagogical conditions required for developing global competence among future English language teachers through an intercultural communicative approach. It clarifies the concept of pedagogical conditions within professional teacher education and identifies the key conditions that support the development of global competence. Particular attention is given to integrating intercultural content into the educational process, creating opportunities for interactive intercultural communication, using authentic materials and problem-based communicative tasks, developing reflective skills, and ensuring learners' active participation. The article emphasizes the interconnected nature of these conditions and their role in preparing future English language teachers to understand cultural diversity, consider multiple perspectives, communicate effectively across cultures, and respond appropriately to global challenges.

Keywords: global competence, future English language teachers, pedagogical conditions, intercultural communicative approach, intercultural communication, teacher education, cultural diversity, reflection.

Аннотация. В статье рассматриваются педагогические условия развития глобальной компетентности будущих учителей английского языка на основе межкультурного коммуникативного подхода. Уточняется содержание понятия «педагогические условия» применительно к профессиональной подготовке будущих педагогов. Обосновывается необходимость создания образовательной среды, обеспечивающей межкультурное взаимодействие, развитие критического мышления, открытости к культурному разнообразию и способности рассматривать различные точки зрения. Выделяются и характеризуются основные педагогические условия: интеграция межкультурного содержания в образовательный процесс, организация интерактивного межкультурного взаимодействия, использование аутентичных материалов и проблемно-коммуникативных заданий, развитие рефлексивных умений и обеспечение субъектной позиции обучающихся. Определяется взаимосвязь

выделенных условий и их значение для формирования глобальной компетентности будущих учителей английского языка.

Ключевые слова: глобальная компетентность, будущий учитель английского языка, педагогические условия, межкультурный коммуникативный подход, межкультурная коммуникация, профессиональная подготовка, культурное разнообразие, рефлексия.

Annotatsiya. Maqolada bo‘lajak ingliz tili o‘qituvchilarining global kompetentligini madaniyatlararo kommunikativ yondashuv asosida rivojlantirish uchun zarur bo‘lgan pedagogik shart-sharoitlar ko‘rib chiqiladi. Pedagogik shart-sharoit tushunchasining bo‘lajak o‘qituvchilarni kasbiy tayyorlash jarayonidagi mazmuni aniqlashtiriladi. Ta’lim jarayoniga madaniyatlararo mazmunni integratsiya qilish, interfaol madaniyatlararo muloqotni tashkil etish, autentik materiallar va muammoli-kommunikativ topshiriqlardan foydalanish, refleksiv ko‘nikmalarni rivojlantirish hamda talabalarning faol subyekt sifatidagi ishtirokini ta’minlash asosiy pedagogik shart-sharoitlar sifatida belgilanadi. Mazkur shart-sharoitlarning o‘zaro bog‘liqligi va bo‘lajak ingliz tili o‘qituvchilarining madaniy xilma-xillikni anglash, turli nuqtayi nazarlarni hisobga olish va turli madaniyat vakillari bilan samarali muloqot qilish qobiliyatlarini rivojlantirishdagi ahamiyati asoslanadi.

Kalit so‘zlar: global kompetentlik, bo‘lajak ingliz tili o‘qituvchisi, pedagogik shart-sharoitlar, madaniyatlararo kommunikativ yondashuv, madaniyatlararo kommunikatsiya, kasbiy tayyorgarlik, madaniy xilma-xillik, refleksiya.

Introduction. Contemporary processes of globalization, internationalization, migration, digitalization, and intercultural interaction are transforming the requirements placed on foreign language teachers. English is no longer viewed exclusively as a means of communication between speakers of different languages; it increasingly functions as a global language that enables individuals to participate in international academic, professional, social, and cultural interactions. These changes require future English language teachers to possess not only a high level of linguistic and communicative competence but also the ability to understand cultural diversity, interact respectfully with people from different cultural backgrounds, recognize alternative perspectives, evaluate global issues critically, and participate responsibly in an interconnected world. In this context, the development of global competence becomes an important objective of teacher education. For future English language teachers, global competence is particularly significant because their professional activity directly involves language, culture, communication, and the formation of students’ attitudes toward cultural diversity.

An intercultural communicative approach provides an appropriate methodological basis for addressing this objective. It places communication between people from different cultural backgrounds at the centre of language education and encourages learners to interpret cultural meanings, compare perspectives, negotiate meaning, and reflect on their own cultural assumptions. However, the implementation of such an approach requires appropriate pedagogical conditions. The effectiveness of global competence development depends not only on the content of education but also on the organization of learning activities, the

learning environment, teaching methods, authentic materials, opportunities for intercultural interaction, and students' reflective involvement. Therefore, the purpose of this article is to identify and theoretically substantiate the key pedagogical conditions for developing global competence of future English language teachers through an intercultural communicative approach.

The Concept of Pedagogical Conditions for Global Competence Development.

Pedagogical conditions can be understood as a set of educational circumstances, organizational arrangements, methodological principles, and instructional factors that create the necessary environment for achieving a particular educational objective. In the context of global competence development, pedagogical conditions should ensure that students have systematic opportunities to acquire relevant knowledge, interact across cultures, analyze global issues, examine different perspectives, engage in meaningful communication, and reflect on their own experiences. For future English language teachers, such conditions should be closely connected with their future professional responsibilities. Students should not simply learn about cultures; they should develop the ability to use intercultural knowledge and communication skills in real and professionally relevant situations.

The pedagogical conditions can therefore be conceptualized as an interconnected system:

Intercultural and global content → Interactive communication → Practical activity → Critical analysis → Reflection → Development of global competence

This sequence demonstrates that global competence cannot be formed through theoretical knowledge alone. It requires the integration of knowledge, values, communication skills, practical experience, critical thinking, and reflection.

2. Key Pedagogical Conditions for Developing Global Competence

2.1. Integration of Global and Intercultural Content into the Educational Process

The first important condition is the systematic integration of global and intercultural content into English language education. Traditional language instruction may focus primarily on grammar, vocabulary, pronunciation, and functional communication. Although these elements remain essential, they should be complemented by content that enables learners to explore cultural diversity and global issues.

Global and intercultural content may include:

- cultural values and traditions;
- cultural identities;
- intercultural differences and similarities;
- global education;
- migration and mobility;
- environmental challenges;
- social inequality;
- sustainable development;
- international cooperation;
- cultural stereotypes and prejudice;
- human rights;

- global citizenship;
- digital intercultural communication.

Such content allows future teachers to connect language learning with authentic social and cultural contexts.

Importantly, the integration of global content should not result in the replacement of national or local cultural perspectives with foreign cultural models. On the contrary, effective intercultural education should establish a dialogue between local, national, and global perspectives. Future English teachers should therefore develop an understanding of their own cultural identity while simultaneously learning to recognize and respect other cultural perspectives. This balance between local identity and global openness is an essential characteristic of meaningful global competence.

2.2. Creation of an Interactive Intercultural Communication Environment

The second condition is the creation of an educational environment in which students have regular opportunities for meaningful interaction.

Global competence develops most effectively when learners are actively involved in communication rather than simply receiving information about other cultures.

An interactive intercultural environment can be created through:

- pair and group discussions;
- intercultural dialogues;
- role plays;
- simulations;
- debates;
- collaborative projects;
- presentations;
- problem-solving activities;
- intercultural case studies;
- online international communication;
- virtual exchange activities.

Such activities allow students to experience situations in which different viewpoints, values, and interpretations may emerge.

For future English teachers, this environment is particularly important because it simultaneously develops their own intercultural competence and provides them with experience of teaching techniques that they can later apply in their professional practice. The teacher in such an environment should function not only as a source of information but also as a facilitator who creates opportunities for dialogue, encourages respectful disagreement, supports perspective-taking, and guides students toward critical reflection.

2.3. Use of Authentic Materials and Problem-Based Communicative Tasks

The third condition involves the systematic use of authentic materials and problem-based communicative tasks.

Authentic materials provide learners with exposure to real language use and diverse cultural perspectives. They may include:

- news articles;

- interviews;
- podcasts;
- videos;
- documentaries;
- social media content;
- blogs;
- advertisements;
- websites;
- speeches;
- literary texts;
- educational resources created for international audiences.

However, authentic materials alone do not automatically develop global competence. Their educational value depends on how they are used. Therefore, authentic materials should be combined with tasks requiring students to analyze, interpret, compare, evaluate, and discuss cultural information.

For example, students may be asked to analyze how the same global issue is represented in different countries, identify cultural assumptions in a media text, compare approaches to a social problem, or discuss how a particular situation could be interpreted differently by people from different cultural backgrounds.

Problem-based communicative tasks are particularly effective because they require students to use language for meaningful purposes while simultaneously engaging in critical and intercultural thinking.

2.4. Development of Critical Thinking and Perspective-Taking

The fourth pedagogical condition is the systematic development of critical thinking and the ability to consider multiple perspectives. Global competence requires more than awareness of cultural differences. Learners need to understand that their own interpretation of a situation represents only one possible perspective.

Future English teachers should therefore be encouraged to ask questions such as:

- Why do people from different cultures interpret this situation differently?
- What cultural assumptions influence this perspective?
- What evidence supports this position?
- Are stereotypes involved?
- How might another person understand the same situation?
- What alternative explanations are possible?
- How can cultural differences be discussed without judging one culture as superior to another?

Such questions help learners move from superficial cultural comparison toward deeper intercultural understanding.

Perspective-taking is especially important because intercultural communication may involve misunderstanding, ambiguity, disagreement, and conflicting expectations. Future teachers should learn to interpret such situations constructively rather than immediately evaluating unfamiliar behaviour according to their own cultural norms. Critical thinking

therefore functions as an important mechanism connecting intercultural knowledge with responsible communication.

2.5. Formation of a Reflective Position of the Future Teacher

Reflection represents another essential condition for global competence development.

Students may acquire knowledge about other cultures without necessarily changing their attitudes or becoming more aware of their own assumptions. Reflection allows learners to examine their experiences and understand how their beliefs, values, cultural background, and previous experiences influence their interpretations.

Reflective activities may include:

- reflective journals;
- learning diaries;
- self-assessment;
- intercultural incident analysis;
- reflective essays;
- post-discussion reflection;
- peer feedback;
- portfolio activities.

For example, after an intercultural discussion, students may reflect on what surprised them, what assumptions they initially had, whether their opinion changed, and how they would respond to a similar situation as future teachers.

Reflection also contributes to professional development. Future teachers learn not only to evaluate their own intercultural behaviour but also to consider how they can create inclusive and culturally responsive learning environments for their future students. Thus, reflection transforms intercultural experience into meaningful personal and professional learning.

2.6. Ensuring the Active and Subjective Position of Learners

The sixth condition is the active participation of students in the educational process.

Global competence cannot be effectively developed when learners remain passive recipients of information. Students should act as active participants who formulate opinions, make decisions, collaborate with others, solve problems, and take responsibility for their learning.

A learner-centred environment may involve:

- student-led discussions;
- collaborative decision-making;
- project-based learning;
- independent research;
- peer teaching;
- group problem-solving;
- student presentations;
- intercultural projects;
- portfolio development.

Such activities provide opportunities for learners to exercise autonomy and responsibility.

For future English teachers, this condition has an additional professional dimension. Experiencing learner-centred approaches as students helps future teachers understand how similar methods can be implemented in their own classrooms. Consequently, the development of global competence becomes simultaneously a process of personal development and professional preparation.

3. Interrelationship of the Pedagogical Conditions

The identified conditions should not be considered independent elements. Their effectiveness depends largely on their integration within a coherent methodological system. Global and intercultural content provides the knowledge base. Interactive communication transforms this knowledge into experience. Authentic materials and problem-based tasks provide meaningful contexts for applying knowledge and language skills. Critical thinking enables students to analyze cultural information and recognize different perspectives. Reflection allows learners to evaluate their experiences and attitudes. Finally, active participation ensures that students become subjects of their own learning.

The relationship can therefore be represented as follows:

Global and intercultural content



Intercultural interaction



Communicative and problem-based activity



Critical thinking and perspective-taking



Reflection and self-assessment



Development of global competence

This system demonstrates that global competence is a complex educational outcome resulting from the interaction of cognitive, affective, communicative, behavioural, and reflective dimensions.

4. The Role of the Intercultural Communicative Approach

The intercultural communicative approach provides the methodological foundation that connects the identified pedagogical conditions. Unlike approaches that treat culture primarily as factual information, an intercultural communicative approach focuses on learners' ability to interact with people whose cultural perspectives may differ from their own. Within this approach, communication is understood not simply as the exchange of linguistic information but as a process of interpreting meanings, negotiating differences, and constructing mutual understanding. For future English language teachers, this approach is particularly relevant because they will be expected to prepare their own students for communication in culturally diverse contexts.

The intercultural communicative approach contributes to global competence by:

1. developing awareness of cultural diversity;
2. encouraging comparison of different perspectives;
3. promoting tolerance and respect;
4. developing intercultural communication skills;
5. encouraging critical examination of stereotypes;
6. supporting perspective-taking;
7. strengthening learners' ability to negotiate meaning;
8. encouraging reflection on one's own cultural identity.

Therefore, intercultural communication can be viewed as one of the central mechanisms through which global competence is developed in foreign language teacher education.

5. Implications for the Professional Preparation of Future English Teachers

The identified pedagogical conditions have important implications for teacher education institutions, as the development of global competence requires systematic changes not only in individual teaching practices but also in curriculum design, instructional organization, assessment, and the professional development of teacher educators. Since future English language teachers are expected to prepare their own learners for communication in culturally and linguistically diverse environments, their university education should provide them with both theoretical understanding and practical experience of intercultural and globally oriented teaching.

First, teacher education curricula should incorporate global and intercultural dimensions systematically rather than treating them as additional or optional topics. Global competence should be reflected in the content of language, methodology, pedagogy, and professional training courses. Topics related to cultural diversity, global issues, intercultural communication, cultural identity, stereotypes, global citizenship, sustainability, social responsibility, and international cooperation can be integrated into existing subjects. Such integration would allow students to understand that language learning is closely connected with cultural, social, and global contexts. At the same time, global perspectives should be balanced with local and national cultural content. Future teachers need to understand their own cultural identity and be able to present it in intercultural communication while remaining open to alternative cultural perspectives. This balance can help prevent both cultural isolation and uncritical adoption of external cultural models.

Second, methodological courses should provide future teachers with practical experience of intercultural communicative activities. Students should learn not only what global competence means but also how it can be developed in the classroom through appropriate pedagogical strategies. Teacher education programmes can therefore incorporate discussions, debates, role plays, simulations, case studies, collaborative projects, problem-solving tasks, intercultural incidents, and reflective activities. Importantly, these activities should be experienced by future teachers as learners before they are expected to use them as teachers. Such experiential learning enables students to understand the pedagogical potential of particular activities, identify possible difficulties, and develop confidence in adapting them to different groups of learners and educational contexts.

Third, teacher educators should create opportunities for future teachers to participate in authentic intercultural communication. Direct interaction with people from different cultural and linguistic backgrounds can provide learning experiences that cannot be fully reproduced through textbooks. Digital technologies, virtual exchange, international online projects, collaborative platforms, video conferencing, and international educational networks can provide additional opportunities for students to communicate with speakers and learners from different cultural backgrounds. These experiences can expose future teachers to different communication styles, perspectives, values, and interpretations and can help them develop flexibility in intercultural interaction. At the same time, such activities should be accompanied by preparation and subsequent reflection so that students can critically analyze their experiences rather than simply participate in intercultural encounters.

Fourth, assessment practices should be reconsidered to reflect the multidimensional nature of global competence. Assessment should consider not only linguistic achievement but also students' ability to interpret cultural perspectives, communicate respectfully, demonstrate openness toward cultural diversity, analyze global issues, recognize stereotypes and assumptions, negotiate meaning, and reflect on their own learning and behaviour. Both formative and summative assessment can be used for this purpose. Reflective journals, portfolios, project work, self-assessment, peer assessment, observation, performance-based tasks, and intercultural case analyses can complement traditional tests and examinations. Such assessment practices can provide a more comprehensive understanding of students' development and encourage them to take greater responsibility for their own learning.

Fifth, teacher education institutions should provide opportunities for interdisciplinary learning. Global issues rarely belong to a single academic field; therefore, global competence development can benefit from connections between language education and areas such as social sciences, environmental studies, media literacy, education, international relations, and cultural studies. Future English teachers can explore global problems from several perspectives and subsequently transform these issues into meaningful language-learning tasks. This interdisciplinary orientation can strengthen students' ability to connect linguistic knowledge with broader social and professional contexts.

Sixth, attention should be given to the development of digital and media literacy as an important dimension of contemporary global competence. Future English teachers increasingly encounter intercultural communication through digital environments, where information, opinions, cultural representations, and stereotypes circulate rapidly. Teacher education should therefore prepare students to critically evaluate online information, identify biased representations, distinguish reliable sources from misinformation, and communicate responsibly in digital intercultural spaces. Digital competence in this context should be understood not simply as the technical ability to use educational technologies but also as the ability to participate ethically and critically in global digital communication.

Seventh, teacher educators should model the principles they expect future teachers to implement. An inclusive, dialogic, respectful, and reflective educational environment can itself serve as an example of intercultural pedagogy. Teacher educators should demonstrate respect for different opinions, encourage constructive disagreement, avoid cultural

stereotyping, and create opportunities for students to express and negotiate diverse perspectives. The personal and professional behaviour of teacher educators can significantly influence how future teachers understand intercultural communication and subsequently reproduce these principles in their own classrooms.

Finally, the development of global competence should be viewed as a continuous process rather than a fixed learning outcome that can be achieved through a single course or teaching intervention. Teacher education institutions should establish continuity between theoretical preparation, methodological training, teaching practice, and subsequent professional development. Future teachers should progressively move from understanding global and intercultural concepts to applying them in communicative activities, analyzing their own experiences, and independently designing learning tasks aimed at developing global competence among school students.

Thus, the pedagogical implications extend beyond the introduction of individual intercultural activities. They require a comprehensive transformation of the educational environment in which future English language teachers acquire knowledge, communicate, teach, reflect, and develop professionally. The integration of global and intercultural content, experiential learning, authentic communication, innovative assessment, digital and media literacy, interdisciplinary learning, and reflective teacher education can create a sustainable foundation for developing teachers who are linguistically competent, culturally responsive, critically minded, and prepared to participate in and facilitate communication in an increasingly interconnected world.

Conclusion

The development of global competence among future English language teachers requires more than the inclusion of isolated cultural topics in foreign language education. It requires a systematic pedagogical environment in which learners acquire intercultural knowledge, participate in meaningful communication, analyze global issues, consider alternative perspectives, reflect on their experiences, and actively construct their own learning.

The analysis presented in this article identifies six major pedagogical conditions for developing global competence through an intercultural communicative approach:

- 1. integration of global and intercultural content;**
- 2. creation of an interactive intercultural communication environment;**
- 3. use of authentic materials and problem-based communicative tasks;**
- 4. development of critical thinking and perspective-taking;**
- 5. formation of a reflective position;**
- 6. ensuring the active and subjective position of learners.**

These conditions are interconnected and should be implemented as an integrated methodological system. Their combination creates opportunities for future English teachers to develop not only knowledge about cultures but also the ability to communicate effectively, critically interpret diverse perspectives, demonstrate respect for cultural diversity, and act responsibly in global and professional contexts. The intercultural communicative approach provides an appropriate methodological foundation for integrating these conditions because it

connects language learning with authentic intercultural interaction, critical interpretation, dialogue, and reflection.

The theoretical findings of the article can serve as a basis for further development of a structural-content model of global competence development, as well as for determining its criteria, indicators, levels, and diagnostic tools in future research.

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