

**THE INTERCULTURAL APPROACH AND ITS ROLE IN
TEACHING PROFESSIONAL ENGLISH
(USING THE EXAMPLE OF LOGISTICS)**

Samijonova N. M., student

Scientific supervisor – Botirova P. X., PhD, associate professor

Foreign languages department

Namangan Civil Engineering Institute

Namangan, Republic of Uzbekistan

The processes of globalization have a significant impact on all aspects of the global economy and social life. In particular, the intensification of international cooperation and commercial ties has increased the importance of intercultural communication skills for logistics professionals. The modern business environment requires effective interaction with representatives of different cultures, which implies not only language proficiency, but also the ability to understand cultural differences and adapt to them.

The use of an intercultural approach in teaching professional English provides future logistics specialists with the opportunity to develop their communicative competence. In addition, this approach helps to reduce the number of misunderstandings that may arise in international business [1].

As Deardorff notes, intercultural competence includes not only language knowledge, but also the ability to understand cultural differences and apply this knowledge in professional activities [2].

Therefore, the integration of linguistic knowledge with an intercultural approach in teaching professional English is an urgent methodological task.

The present study is aimed at analyzing the role and importance of an intercultural approach in teaching professional English to students of logistics fields. The study examines the effectiveness, practical application and development prospects of this approach.

The study is based on a mixed method combining qualitative and quantitative methods of analysis. The main research methods include:

- literature review: analysis of leading scientific sources on professional English and intercultural competence;

- questionnaire: the study of the views of students of logistics specialties in Uzbekistan on intercultural competence;
- interviews: conversations with specialists working in international logistics companies.

The results of the study showed that for specialists in the field of logistics, not only English language skills are important, but also the developed skills of intercultural communication. As D. Thomas emphasizes, understanding and adapting to cultural differences strengthen trust in international business relations and increase operational efficiency [1].

The survey showed that students trained using an intercultural approach demonstrate a better command of professional English and a higher willingness to apply their knowledge in real business situations. In particular, real-world examples of cultural differences and interactive classes were highly appreciated by students.

Interviews with specialists from logistics companies have confirmed that most professionals consider intercultural competence to be a key factor in effective interaction with international clients and partners. This competence minimizes misunderstandings and helps optimize business processes when working with representatives of different cultures [3;4].

However, the study revealed certain problems, including an insufficient number of teaching materials on intercultural differences and a lack of practical classes. Students and specialists emphasized the need to introduce interactive lessons, educational programs based on international experience, as well as specialized trainings for the development of practical competencies.

In general, the results of the study show that the use of an intercultural approach in teaching professional English in logistics contributes not only to the development of language skills, but also to improving the effectiveness of international business and cooperation.

This approach ensures the successful work of specialists in the international communication environment and increases their competitiveness. In the future, research should be aimed at studying the impact of an intercultural approach in various languages and professional fields [5].

Teaching professional English using an intercultural approach in logistics contributes to the development of international cooperation and efficiency. The results of the study show that the development of intercultural competence should be a priority for students and specialists.

References

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