



THE IMPORTANCE OF INTERCULTURAL PROFESSIONAL COMMUNICATION COMPETENCE IN LEGAL EDUCATION

Salimjonova Nodira Baxramovna

PhD student, "TIAME" National Research University

Email: n.salimjonova212@gmail.com

Abstract: Communicative competence plays essential role in mastering any language. This article is aimed at defining the role of Intercultural Professional Communication Competence in teaching English to Law students. The study emphasizes the issue of students' ability to communicate effectively and strategically in English-speaking professional settings.

Key words: communicative competence, intercultural communication, challenges, methods, cultural training, legal education.

INTRODUCTION

In today's globalized world, legal professionals often encounter diverse cultural contexts that demand effective communication skills. For law students, acquiring intercultural professional communication competence (IPCC) is essential to navigate legal systems, mediate disputes, and foster international collaboration. Teaching foreign languages in law programs offers a unique avenue to develop these skills. This paper explores strategies and methodologies to integrate IPCC into foreign language curricula for law students.

In the context of developing international cooperation, an important professional quality of a modern specialist is the ability to engage in professional communication in a foreign language with representatives of other countries. This communication cannot be effective without knowledge of the rules, norms, and techniques of intercultural communication. Therefore, preparing students for



intercultural communication by developing intercultural competence in foreign language education at universities has become a necessity of the times, a prerequisite for future professional success, and a factor in graduates' competitiveness in the international job market.

DATA COLLECTION AND ANALYSIS

The concept of intercultural communication has become a fundamental principle of the modern approach to foreign language education, as reflected in numerous works by foreign scholars (M.A. Akopova, N.I. Almazova, N.V. Bagramova, N.V. Baryshnikov, E.M. Vereshchagin, A.V. Vartanov, D.B. Gudkov, G.V. Elizarova, V.G. Kostomarov, A.I. Surygin, P.V. Sysoev, S.G. Ter-Minasova, I.I. Khaleeva, L.M. Barna, M. Byram, E.T. Hall, G. Hofstede, G. Neuner, and others).

How do people understand one another when they do not share a common cultural experience? This is the first fundamental question posed in editor Milton J. Bennett's Basic Concepts of Intercultural Communication. The ideas contained in this collection have been assembled from time-tested classics and more contemporary viewpoints. Bennett has selected and ordered the articles in developmental sequence to generate a coherent conceptual picture of how to successfully communicate with other cultures.

The notion of intercultural communication has garnered significant attention among Uzbek scholars. Researchers from Bukhara State University A.Yunusova and Z. Djalilova wrote an article on the topic "Developing Intercultural Competence Through A Project Approach," investigating how project-based learning can enhance intercultural competence in foreign language classrooms in Uzbekistan. A senior lecturer at USWLU Ismailova Z.A. explored methods to develop intercultural communication competence among non-philology students, including the use of podcasting technology. Z.Bakhramova, N.Saitmurodova, researchers of Djizzakh branch of The National University of Uzbekistan, co-authored "The Importance of Learning Intercultural Competence in Communication," discussing the critical role of intercultural communicative competence in foreign language learning.



Dealing with intercultural discomforts defined as interactions ‘in which the individual experiences an inconsistency between the observed behavior of a particular, culturally different individual and the stereotype held of the latter’s cultural group’ (Bernstein & Salipante, 2017, p. 3), such as language barriers, inefficient communication system and different norms of familiar and accepted, are widely seen as desirable in the development of intercultural communicative competence (ICC).

Intercultural competence involves understanding and respecting cultural differences, while professional communication competence requires the ability to convey information effectively within a legal framework. When combined, IPCC enables law students to:

- Understand legal nuances across jurisdictions.
- Build rapport with clients and colleagues from diverse backgrounds.
- Enhance their ability to negotiate and mediate in international settings.

Teaching intercultural professional communication competence presents several challenges due to linguistic, cultural, and contextual differences among learners. One major hurdle is overcoming language barriers, as varying levels of language proficiency can affect comprehension and expression in professional settings. Additionally, cultural differences influence communication styles, norms, and expectations, making it difficult to establish universally accepted guidelines. Implicit biases and stereotypes may also hinder effective learning, as students might struggle to recognize and adapt to diverse cultural perspectives. Furthermore, the rapidly evolving global business environment requires continuous updates to course content, ensuring relevance to real-world intercultural interactions. Lastly, the lack of immersive experiences in some educational settings can limit students' ability to practice and refine their intercultural communication skills, emphasizing the need for innovative teaching strategies such as simulations, case studies, and virtual exchanges.

RESULT AND DISCUSSION

Developing IPCC among law students involves overcoming several challenges:



1. Resistance to Cultural Topics in Legal Studies

In legal education, some students may perceive intercultural training as secondary to core legal studies. This resistance can stem from a belief that legal practice is primarily about statutes, case law, and procedural rules rather than cultural awareness. However, understanding cultural differences is crucial for effective legal practice, especially in an increasingly globalized world.

Reasons for resistance		
Perceived Lack of Relevance	Time Constraints	Overconfidence in Objectivity
Students may believe that cultural studies are more suited for social sciences rather than law. They may prioritize subjects like contract law, constitutional law, and litigation strategies over intercultural training.	Law school curricula are often packed with intensive coursework. Students may feel that cultural awareness should be secondary to learning substantive legal principles.	Some students may assume that legal principles are universally applied and that cultural nuances do not significantly impact legal reasoning or courtroom proceedings.

Some students may initially resist intercultural training. That is why integrating cultural competence into legal education enhances students' ability to practice law effectively in diverse settings. For instance: teachers can incorporate Cultural Case Studies. When they show real-world examples of legal cases influenced by cultural factors they can highlight the relevance of these topics. Besides, Guest Speakers can be invited into the classroom. Bringing in practicing lawyers who deal with intercultural issues can demonstrate the practical necessity of cultural competence. Other ways of engaging learners in intercultural language learning are Simulations and Role-Playing. Interactive exercises where students engage in negotiations or client counseling with cross-cultural considerations can enhance engagement and understanding.

2. Language barriers are a common challenge in group activities, particularly when students have varying levels of proficiency in a foreign language.



This disparity can lead to communication difficulties, misunderstandings, and uneven participation, ultimately affecting the overall effectiveness of collaborative learning.

3. Ensuring contextual relevance in legal language education is crucial, yet it presents significant challenges. Legal contexts are highly specialized, requiring precise language, cultural sensitivity, and situational appropriateness. When developing cultural scenarios and language exercises for legal professionals or law students, it is essential to align them with real-world legal situations while maintaining cultural and linguistic authenticity.

Overcoming challenges in teaching intercultural professional communication competence requires a multifaceted approach. Following table illustrates the methodologies for developing IPCC:

Methodologies for Developing IPCC	1. Integrative Curriculum Design	Contextualized Language Learning: Using legal documents, case studies, and mock negotiations in the target language.
		Scenario-Based Learning: Creating simulations that mirror real-world legal interactions, such as client consultations or courtroom proceedings.
	2. Collaborative Learning Approaches	Group Projects: Assign students from different cultural backgrounds to collaborate on legal problems.
		Peer Teaching: Allow students to teach each other about legal concepts and cultural norms in the target language.
	3. Technological Integration	Virtual Exchange Programs: Facilitate interactions with law students or professionals abroad.
		Language Apps with Legal Modules: Use platforms tailored to legal terminology and intercultural scenarios.
	4. Reflective Practices	Encourage students to maintain journals documenting cultural insights and communication challenges.
		Use reflective essays to connect language learning to their legal studies.

CONCLUSION



In general, teaching law students intercultural professional communication skills through foreign language instruction is essential for meeting the challenges of contemporary legal practice. By utilizing innovative teaching methods, collaborative strategies, and technology, educators can effectively develop these crucial competencies.

REFERENCES

1. Bernstein R. S., & Salipante, P. (2017). Intercultural comfort through social practices: Exploring conditions for cultural learning. *Frontiers in Education*,
2. Boqieva, M. (2024). Developing Speaking Skills of ESP Students. *Conference Proceedings: Fostering Your Research Spirit*, 169-171. <https://doi.org/10.2024/m8q71280>
<https://jainkwellpublishing.com/index.php/conferences/article/view/375>
3. Boqiyeva , M. O. qizi. (2024). Features of the Role-Playing to Form Communicative Skills of Learners. *GOLDEN BRAIN*, 2(1), 590–594. Retrieved from <https://researchedu.org/index.php/goldenbrain/article/view/6055>
4. Ergashova, S., Yadgarova, L., Ziyodulloeva, M., Norova, F., & Yuldashova, N. (2022). The principles of using computer technologies in the formation and development of students' language skills. *Journal of Pharmaceutical Negative Results*, 13(Special Issue 6). <https://www.pnrjournal.com/index.php/home/article/view/2116>
5. <https://dictionary.cambridge.org/>
6. <https://doi.org/10.3389/feduc.2017.00031>
7. <https://universalpublishings.com/index.php/cusr/article/view/831>
8. *International Journal of Multidisciplinary Research*, 11(12), 36–38. Retrieved from <https://www.eijmr.org/index.php/eijmr/article/view/2217>
9. Ismoilova Zarifa Abdukaxxorovna. (2024). NON-PHILOLOGICAL ORIENTATION, THE ABILITY TO DEVELOP INTERCULTURAL COMMUNICATION COMPETENCE OF STUDENTS. *Ethiopian*



10. Milton J. Bennett. Basic Concepts of Intercultural Communication: Selected Readings Paperback – July 1, 1998
11. THE IMPORTANCE OF LEARNING INTERCULTURAL COMPETENCE IN COMMUNICATION. (2023). "Conference on Universal Science Research 2023", 1(5), 69-71.
12. Tuxtayevich, K. I. ., Ahmatovna, P. S. ., Turgunbayevna, M. N., Rasulovna, R. M. ., Qizi, T. F. R. ., & Qizi, Y. N. A. . (2024). Different Approaches to Enhance Critical Thinking in Digital Education. *SPAST Reports*, 1(7).
<https://spast.org/ojspath/article/view/5086>
13. Vakhobova.F, Musayeva.N, Madaminova.S, Bakhronova.M., Ziyadulloyeva.M, Yuldashova.N and Ergasheva.S. Linguocultural study of anthroponyms in irrelative languages (on the material of English and Uzbek epics) E3S Web Conf., 420 (2023) 10029
<https://doi.org/10.1051/e3sconf/202342010029> https://www.e3s-conferences.org/articles/e3sconf/abs/2023/57/e3sconf_ebwff2023_10029/e3sconf_ebwff2023_10029.html
14. Yuldashova, N. A. Q., Ziyodulloeva, M. S. Q., Khudayberganova, M. A., Madaminova, S. A. Q., & Bakhronova, M. A. (2022). Peculiarities of using game activities for raising students' socio-cultural competence. *Webology*, 19(1).
<https://www.webology.org/2022/v19n1/a339> <https://www.webology.org/data-cms/articles/20220123023838pmWEB19339.pdf>
15. Yuldashova, N., Choriyeveva, S., Ziyadulloyeva, M., Shadiyeva, D., & Umirova, M. (2024). Role of harnessing green technologies and innovation for sustainable development. *BIO Web of Conferences*, 141, 04014.
<https://doi.org/10.1051/bioconf/202414104014>
16. Yunusova, A., & Djalilova, Z. (2024). Developing Intercultural Competence Through A Project Approach. *Comparative Linguistics, Translation, and Literary Studies*, 1(1), 48–59. <https://doi.org/10.70036/cltls.v1i1.9>