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SIGNIFICANT POINTS IN THE FORMATION OF INTERCULTURAL COMPETENCE

Feruza K. Kurbanova

Doctoral student

Chirchik State Pedagogical University

Chirchik, Uzbekistan

E-mail: k.feruza22051987@gmail.com

ABOUT ARTICLE

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Abstract: This article touches upon the formation of intercultural competence of students. The article underlines all necessary aspects of the formation of intercultural competence in students and studies prevailing methods for studying this problematic issue more deeply. The article looks into the sociolinguistic peculiarity of the young people as the main part of intercultural competence. The different technologies as: projects, discussions, brainstorming and roles games were used for the formation of the intercultural competence. The results proved the effectiveness of competence-based approach in the formation of intercultural competence of future specialists. Intercultural competence's no longer an objective found only in specific courses, it is now often one of the specific goals of education.

INTRODUCTION

Today, competences are proved to be a critical tool in various fields of application, for example, education, human resource and performance management, as well as vocational training. However, the research community and practitioners have not agreed upon a commonly accepted definition of the term due to its multiple interpretations. There are various approaches and definitions of the concept of competence. In the context of vocational training and workplace one of the proposed and accepted definitions is such: “Competence is the capability to perform; to use knowledge, skills and attitudes that are integrated in the professional repertoire of the individual”. There are various approaches and definitions of the concept of intercultural competence. One of the most quotable

definitions states; Intercultural competence is the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioral orientations to the world. These orientations will most commonly be reflected in such normative categories as nationality, race, ethnicity, tribe, religion, or region. To a large extent, therefore, intercultural interaction is tantamount to intergroup interaction".

Based on the results of the literature review, the empirical study and the focus groups, A. Portera suggests that intercultural competence "could be defined as a set of abilities, knowledge, attitudes and skills, that allow one to appropriately and effectively manage relations with persons of different linguistic and cultural backgrounds". At the time being the principles of the achievement and development of all nations depends on the peaceful life, steadiness of interrelations and endurance of people concerning to the ethno cultural and national groups living there. It is the duty of each citizen to respect the culture of other nations, to appreciate their national values and traditions, to keep their cultural heritage for the next generation. Furthermore, the aim of all higher educational institutions is to recruit the specialists who possess high professionalism, knowledge, expertise and are fluent in foreign languages. It is knowledge, expertise and the acquisition foreign languages that can meet all the criteria of competence. "...One more important aim of ours is to help to develop the language, culture, traditions and customs of the nationalities and ethnic groups living in Uzbekistan, to expand the conditions and opportunities provided for them. The duty of each of us is to keep peace and stability between nationalities through this and to preserve it as an apple of our eye.

MATERIALS AND METHODS

Intercultural competence gives opportunity to participate in the relations at all degrees. In spite of this not all the aspects of it are thoroughly studied. Various principles of intercultural competence (IC) (sometimes defined as cross cultural or multicultural competence) and its models can be found in some books.

Intercultural competence is the collection of knowledge and ideas which are formed through skills that provide successful communication system with the representatives of other cultures, arrangements and behavior models. It presents competence in the course of mutual relations with the representatives of other cultures. In this article we discuss knowledge and skills related to intercultural competence and the processes of successful communication.

In social psychology it is formed in socio-perceptive, communicative and interactive aspects of communication. Intercultural competence has three forms: perceptive, communicative and interactive. These three components are closely interconnected and the development of one of them results in the development of the other two aspects. The great interest to the problem of formation the intercultural communication in the modern world is obvious. It is connected with the processes of global integration, the expansion of the information space and enriching personal contacts. Our

country enters the world community and this necessitates new approaches in teaching foreign language to students of the university. The problem of formation of intercultural competence of future teachers is connected with the real process of intercultural communication and requires not only a high level of professional and communicative competence, but also the ability for independent reflexive mastering of their own norms of behavior for intercultural communication.

In the process of intercultural communication even those specialists who are fluent in a foreign language are still experiencing great difficulties in understanding the meaning of foreign professional communication. This happens due to ignorance of the norms and cultural values of another country, the lack of personal behavioral qualities necessary for effective communication in an intercultural environment. Therefore, the search for ways to organize the formation of intercultural professional competence is one of the topical areas of pedagogical research aimed at optimizing higher education. There is a real need to determine appropriate conditions for the formation of intercultural competence among students of universities. Language and verbal knowledge of an English language specialists are the following:

The students must observe certain speech etiquette for expressing various communicative intentions. The latter may include greeting or farewell, acquaintance, self-presentation, establishing contact, asking questions, searching for necessary information, expressing a request, indicating, completing a conversation. The logical and compositional skills in solving problems of foreign language communication of the teacher include the ability of structuring the sentences correctly, taking into account relationships and sequence patterns, also style and the register of professional communication. It is worth while to highlight the ability to compose a professionally significant message or statement, in particular a report on the institution's work, the situation of the meeting in the club/classes, the presentation of the topic, the advertisement of the vacancy, the interview.

The student should be able to produce typical samples of professional communication, adequately transmit models of speech behavior and ways of communicating in the professional field. It is also necessary to have intercultural awareness and ideas about the ways to reflect values of the future profession.

The student, who is mastering how social factors and relations between educational partners influence the choice of language units, can increase the success of professional communication in general. Foreign language communicative competence of the student performs as a general, elusive in learning short time aim. It implies such language proficiency that approaches to the language of native speakers by its linguistic parameters; therefore, oral and written forms of training should differ in correctness, disengagement, stylistic adequacy, accordance to the situation of communication.

RESULTS AND DISCUSSION

In order to achieve the goal set in the following methods were used: to study and analyze domestic and foreign literature on the research problem; monographic method solid research experience in foreign language teaching students in higher school; observation, conversation method; study products of the educational activities of students, teaching experiment (diagnostic, formative, stages of a control). In this research were used different methods that can qualify as productive educational activities for students. They were directed to choose the ones that allow successfully forming the intercultural competence of students in the process of teaching a professionally oriented foreign language course.

Roles games provide conditions for the integrated application of existing knowledge, improving the foreign language skills of students. Project method is based on recreating a social interaction in a small group during the educational process. It creates conditions that contribute not only to increasing the amount of knowledge of foreign language among students in training, but also has an impact on their mobility, creativity, autonomy. As a student solves creative tasks for the implementation of the project he also acquires knowledge. With the activities done on the way to perform a successful project presentation, students use a variety of forms and methods of work, which indicates the flexibility of thinking, the development of creativity, independence and intellectual activity in future profession. In a professionally oriented foreign language course, this technology can be effectively used at all stages of training, but its role at the stage of mastering the language in the field of a particular specialty is quite significant.

Case-study is a method of active learning of life situations, based on the organization of discussions on the specific issues. Trainees are encouraged to understand the situations of professional activities, which need the solution of a problem. The case method is particularly successfully used only in combination with other methods of teaching foreign languages (modeling, system analysis, mental experiment, problem method, classification method, game methods, brainstorming and discussion).

The method of brainstorming encourages intellectual-creative and cognitive abilities of students. Its purpose is to organize collective cognitive activity of students in order to find the greatest number of non-traditional ways of solving the problems by releasing the participants from the inertia of thinking and stereotypes; to stimulate creative activity; to demonstrate the benefits of the collective search of complex problems' solutions and etc. These methods give students the opportunity to:

- Directly participate in team work because the methods under discussion involve a high number of students in the learning process. It is practically impossible to find a student who does not take an active participation in the work.

- Develop social and personal skills, learn to make decisions together and respect different points of view, thereby revealing leadership qualities. In addition, it also touches upon developing critical thinking and creativity.

- To learn how to organize their speeches, formulate the main points with illustrative examples in a graphic or collisional form. They start prioritizing, highlighting the main ideas from the less relevant parts. Students also practice creating logical chains and attracting the attention of the audience, which contributes to the development of oratory skills and the ability to represent their own opinions and creative ideas.

The use of interactive methods of teaching include the following components of professionally communicative orientation:

- Substantial (special vocabulary, texts (including audio and video text) associated with the profession);

- And procedural (games, situations, discussions, which close to the realistic action and reality, associated with future teachers' revealing their professional communicative competence).

Thus, we can identify the several advantages of the interactive methods of teaching of English language:

- Interactive methods of teaching can easily be integrated with the content of education into the educational process and they help to achieve the educational goals in language more effectively than while using only traditional teaching methods;

- Interactive methods of teaching are humanistic in nature, because they provide not only a successful learning, but also the intellectual, creative development, as well as the activity and independence;

- Interactive methods of teaching promote the realization of communicative function in the process of learning English. These methods of teaching have great pedagogical potential, which is aimed at forming intercultural competence of future specialists in the process of learning English. By using role-plays and other simulation activities we had the number of unconfident in the process of communication students.

CONCLUSION

Intercultural education is based on the advantages of transcultural as well as multicultural education, and takes into consideration processes of change in cultural systems. "Since intercultural education takes into consideration both the common objectives of all human beings and specific peculiarities, it transcends the mere acknowledgement of equal dignity of all people of the world, regardless of skin color, language and religion (basic principles of transcultural education), respect for differences (right to have the same opportunities though being different) or peaceful coexistence

(basic principles of multi-cultural education, which is a desirable goal when we consider wars and injustices in many parts of the world)”. It emphasizes importance of real interaction, dialogue and relationship, direct exchange of ideas, principles and behaviors. On an epistemological level, intercultural education accepts scientific principles of general, social and comparative education, transcultural and social psychology, sociology, cultural anthropology, ethology, and communication sciences. Intercultural competences are gained through experience, training and self-reflection, and they must be clarified, taught, promoted and enacted. Understanding of intercultural competence and development of intercultural competences in institutions is a complex multilevel task and a challenge for trainers as well as for learners.

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