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## A SYSTEM OF EXERCISES FOR THE FORMATION OF STUDENTS' INTERCULTURAL COMMUNICATION COMPETENCIES

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### ABOUT ARTICLE

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**Abstract:** The current article is devoted to the particular theoretical views from the foreign language teaching methodology course that every language lesson is conducted as an intercultural dialogue. The main tasks of the lesson should be aimed at increasing the effectiveness of intercultural communication of language learners. In order to teach students about intercultural communication, the foreign language teacher is required to choose and present exercises in accordance with the age and interest of the language learners, and such exercises should improve the knowledge, skills and abilities of the students from a foreign language. Along with improving their skills, it is necessary to focus on forming their communicative competences. As well as there are different approaches for the exercises including variety of cultural components to improve social and cultural knowledge of language learners.

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### INTRODUCTION

It is known that knowledge is a complex and active process reflected in the human consciousness of an objective existence, which has been proven theoretically and practically in science. Knowledge begins with perception and is enriched by the experiences accumulated by people during socio-historical practice. Skills and qualifications are formed on the basis of knowledge. It is known that pupils and students studying in our country mainly learn three

languages. These languages are called mother tongue, second language and foreign language in educational theory. In the process of learning three languages, students acquire knowledge, skills and qualifications.

The teacher should choose topics that require students to have religious tolerance, to respect their culture when talking to a representative of another nation, and to quickly come to general conclusions. Pupils who have learned to read such texts are brought up to be able to quickly and correctly understand their thoughts and draw the necessary conclusions when communicating with representatives of the countries whose language is being studied.

### **MATERIALS AND METHODS**

Part of the exercises should focus on cognitive (consciousness) principles. Because, as a result of the linguistic-cultural and socio-cultural knowledge acquired by these students in foreign language classes, their knowledge of their own culture, thinking and communicating with the right thinking, the representative of the country whose language is being studied about our country and our culture. [15]. serves to leave a positive impression. Every exercise has a dynamic (movement) and a static (position) side. Performing exercises in foreign language classes is its movement-related aspect, while its organization as educational material in the textbook is a static aspect. Methodical literature includes "system of exercises", "language and speech exercises" (I.V. Rakhmanov), "informational, operational and motivational exercises" (V.A. Buxbinder), "pre-speech exercises" (M.S. Ilin), "algorithmic rule" (J.J. Jalolov ) terms are often used. [2].

The system of exercises can be classified as follows: according to language material acquisition: phonetic, grammatical, lexical exercises; according to their application in the acquisition of types of speech activities: listening comprehension, speaking, reading and writing training exercises; according to linguistic material: language and speech exercises; according to the formation of knowledge, skills and qualifications: preparation and practical exercises; according to the place of execution: exercises performed in the classroom, at home, in the laboratory; according to the form and method of speech: oral and written speech exercises; according to the number of languages: monolingual and bilingual exercises; [10]. according to the strengthening of actions: attachment, change-reproductive, selection, grouping, analogy, differentiation-receptive exercises; According to the use of auxiliary means: exercises performed with the help of demonstration, technical means, programming elements; according to the origin of the stages of mastering: initial acquisition, practice, practice, repetition, control exercises.

Cultural Research Projects: Assign students to research different cultures and present their findings to the class. This can include aspects such as customs, communication styles, and social norms. [14].

Guest Speakers: Invite individuals from diverse backgrounds to share their experiences and perspectives. This firsthand insight can deepen students' understanding of cultural nuances. [3].

#### Skills Development Tasks

Communication Workshops: Conduct workshops focused on verbal and non-verbal communication skills across cultures. Activities can include practicing active listening, interpreting body language, and adjusting tone and formality.

Conflict Resolution Simulations: Engage students in simulations where they must navigate conflicts arising from cultural misunderstandings. This will teach them negotiation and problem-solving skills in intercultural contexts. [9].

### **RESULT AND DISCUSSION**

Oral and written, introduction, repetition and search exercises can be used in German language classes. The German Methodist scientist B. Eggert in his book "Uebungsgesetze im fremdsprachlichen Unterricht" published in 1911 was one of the first to develop a system of exercises aimed at teaching listening comprehension and speaking. The great methodists M.Walter, G.Palmer, C.Fries, R.Lado used the system of exercises classified by B.Eggert in creating their theories and putting them into practice. [4].

Verbal exercises mean imitating the teacher, replacing words, changing what is said, answering questions and asking questions, agreeing or denying an opinion. It is difficult to list mistakes and shortcomings in the process of oral speech. According to the ideas of communicative methodology, a functional approach is recommended in the selection of language material (vocabulary, grammar, phonetics) in the content of foreign language teaching and its use in the educational process, that is, the language learner learns language phenomena for the purpose of speaking. [5].

Since communication is considered the primary educational task, it is necessary to abandon the rule that is often used in the acquisition of lexical-grammatical material. The main goal of foreign language education is to exchange information. Communicative (speech) exercises, communicative motivation, are used in the speech process to express various stimuli of the studied language and personal thoughts. Communicative exercises are used to perform difficult tasks, i.e. to justify the correctness or incorrectness of views and opinions (biased, biased), to express an extended opinion. It is known that learning any language is a complex

process. This includes German. The effectiveness of German language classes is measured by teaching students to think creatively independently, to be able to express the product of thought correctly and fluently in oral and written forms in accordance with the speech conditions. G. Neuner recommends organizing the lesson on the basis of the communicative method for the formation of intercultural competence where there is no language environment, creating problem situations and solving them in order to teach students to think independently [6,5]. Teaching students intercultural communication has a pragmatic (practical) and cognitive (conscious) nature. [7]. The first serves to form students' communicative competence, and the second serves as the main tool for understanding a foreign language and culture. Teaching intercultural communication to students in German language classes, learning the speech culture, history, and holidays of the country(s) whose language is being studied in two ways: (1) in class, in practical German language classes, and it is carried out in the process of extracurricular activities (various events, parties, activities of clubs).

### CONCLUSION

Speaking exercises are divided into prepared and unprepared exercises. In the prepared exercises, expressing the idea by changing and filling it with the participation of basic words, using information sources such as pictures, movies, diafilm and text to express the idea, and making a plan on the studied topic and telling a story according to the plan is taken as a basis. In the unprepared exercises, students are recommended to express their attitude to the films they have seen and the works they have read, or to express their thoughts based on their own life experience. [8].

In order to check the level of students' prepared speech, the following samples of information used in the lesson were taken: the text from the textbook is read in advance and prepared for retelling; preparation is made in advance to describe the impression of the educational film watched; students are given a newspaper article in advance and prepared to narrate its content. In unprepared speech: the text is read and retold during the lesson; (b) the picture presented by the student during the indirect lesson is described; c) participates in controversial debates. [9]. In addition to the roles they perform in the process of communication between communicants, the place and time of the conversation are considered the conditions of communication and affect it to different degrees. When it was checked whether the students read the texts on country studies and understood their conclusions, the following was found:

1. Simple texts. It was observed that students understand all the words in the text when they read uncomplicated original texts on country studies. There were no unfamiliar words. In

this case, the information in the text reached the reader correctly, did not change, and not a single word was missed. There was no difference between the cultures.

2. Partially complex texts. In the course of reading these texts, unfamiliar words were encountered, and a number of difficulties arose in their translation. The content of the text is partially lost. In the process of translation, the volume of words increased.

3. Complex texts. The fact that some words in the text do not have an alternative in the translated language at all caused various difficulties. In the process of reading and understanding texts, the translation of words exceeds the norm. The main form and method of thinking, reasoning, cognitive activity in the process of reading the text is a psychological mechanism. Knowing is based on discrimination.

Conclusions and suggestions. The level of students' mastery of knowledge is determined by monitoring. In order to improve the intercultural communication skills of students in foreign language classes, the following exercises are recommended to be conducted in the communication method along with the exercises provided in the current textbooks:

1. Analyze the content of the given pair of speeches.
2. Read the dialogue and improve it.
3. Creating a dialogue based on pictures depicting different situations:

For example: Market. A woman is carrying a bag. Answer the questions...

2. Working with a new word.
3. Describe the picture in writing.

Conducting role-playing games. Role-playing games can be used to develop speech culture and prepare for verbal and non-verbal communication.

5. Debate is one of the active teaching methods, which serves to form new knowledge of the culture of the country where the language is being studied, to draw conclusions, to stand up for one's own opinion, to defend it, and to develop skills.

6. Observing and analyzing the speech of others.

7. Conversation on problematic topics. Problem-based learning encourages students to search, think, and think independently. The approximate names of speech topics were chosen according to the curriculum and formed the basis of the lessons during the experiment.

The conclusion is that a representative of one culture must have the ability to translate correctly in order to understand the opinion of a representative of another "foreign" culture. At the same time, there are a number of obstacles and difficulties for the communicants to come to common communion, which requires the development of a special system of exercises to

overcome these difficulties. Translation is a complex process that requires thorough knowledge, high skills, broad outlook, and ability.

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