



Intercultural Communication and Methods of Teaching at Higher Educational Institutions

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Abstract: At the current stage of development of the content of foreign language education there is an active introduction of the competence educational paradigm, which considers a foreign language not only as a means of interpersonal communication, but also intercultural communication. This article enhances the role of intercultural communication and its impact on students who study abroad and may have some cultural or community difficulties.

Keywords: innovations, intercultural interaction, communicative competence, cultural environment, linguistic picture, communication.

The expansion of country's international relations and the deepening of integration processes have led to significant changes in the field of teaching foreign languages. The development of the modern information society is unimaginable without processes of integration, implementation of innovations and constantly growing intercultural interaction. At the current stage of development of the content of foreign language education there is an active introduction of the competence educational paradigm, which considers a foreign language not only as a means of interpersonal communication, but also intercultural communication.

In the process of studying, students from other countries find themselves in a different linguistic and cultural environment, so the process of studying abroad is always accompanied by other processes, such as intercultural and linguistic interaction. In order to create the most comfortable environment for higher education, students must have communicative competence, the ways of forming which are relevant issues for research.

The main purpose of the article is to study ways of forming intercultural communicative competence of student youth. Achieving this goal is facilitated by the following tasks: to consider the essence of intercultural communicative competence; highlight the features of communicative interaction of students as a social group; to study the main factors influencing intercultural interaction in the student environment, to form directions for students of higher educational institutions to achieve intercultural communicative competence.

The theoretical basis of the study are scientific works domestic and foreign authors, devoted to the problem of establishing quality intercultural dialogue, the issue of intercultural communicative competence and the basics of its formation.

The appeal to the competence paradigm in the process of teaching a foreign language is due to a number of objective circumstances, among which the most significant are the ability to coexist in a common living space, which means to be able to build a dialogue with all subjects of this space, to be able to establish humanitarian intercultural relations between representatives of different cultures and countries. An important role in this is played by the foreign language, which is probably the only possible tool by which it becomes possible to establish links between mutual understanding and interaction between members of different linguistic and ethnic communities.

The knowledge and skills that the learner acquires in the process of foreign language education, allow him to achieve a certain level of development of communicative competencies – the necessary components of intercultural communication, through which his competence as a language user.

In this regard, the purpose of modern foreign language teaching in higher education is the formation of intercultural communicative competence of students, which includes language and speech, socio-cultural and sociolinguistic, discursive and strategic competencies. The high level of development of such competence allows increasing student mobility and increasing the chances of employment.

It should be emphasized that the subject of intercultural communication, using its linguistic and cultural experience and their national-cultural customs and traditions, at the same time trying to take into account not only other language code (development of speech experience), but also other customs and habits, other norms of social behavior, realizing at the same time the fact of their foreignness. This circumstance, in our opinion, gives grounds to assert that intercultural communicative competence covers mainly ontological and social aspects of personality formation, while communicative competence is its linguistic part. To implement intercultural foreign language communication in real life, students must master skills such as use a foreign language (in all its manifestations) in authentic situations of intercultural communication (the process of developing skills); explain and assimilate (at a certain level) another way of life / behavior (cognitive processes); expand the individual picture of the world due to involvement in the linguistic picture of the world of native speakers of the studied language (processes development) . From the given list of skills it should be concluded that intercultural communicative competence as a part of the goals of modern foreign language education is an integrative whole and includes educational and developmental aspects of foreign languages teaching.

The process of foreign students' teaching is accompanied by their constant interaction with representatives of another nation, culture or religion. Therefore, it is important for both local and foreign students to remember intercultural communicative competence and clearly follow its principles.

The structure of communicative competence is optimal because it includes in itself all directions in which the communicative process in general and formation of students' communicative competence in particular is considered. Accordingly, scholars have identified six types of competencies that a participant in intercultural dialogue should possess. A foreign language communicative competence is an integral characteristic of professional activity, which covers the following substructures: activity (knowledge, skills, abilities and methods of implementation professional activity); communicative (knowledge, skills, abilities and ways of carrying out professional communication). If competence is characterized by knowledge, skills, abilities and ways of organizing communication, then competency is the ability of a specialist to use acquired knowledge, skills, etc. Only the interaction of these components will contribute to high-quality intercultural interaction and the acquisition by students of skills of intercultural communicative competence.

The structure of intercultural communicative competence, as noted by scientists, covers the following components: linguistic, sociolinguistic, sociocultural, social, discursive, strategic. The special nature of intercultural communicative competence is manifested in interdisciplinarity, as it cannot be fully equated with communicative competence or intercultural of a native speaker. It is a «hybrid» type of competence, which allows the linguistic personality to go beyond the native culture and to become a «mediator of cultures» (intercultural personality), without losing its own cultural identity.

Obtaining higher education by foreign students is one of the ways to prepare for intercultural communication. Under the condition of high-quality organization of the educational process, students have practical skills of successful dialogue of cultures, as well as verbal communication with representatives of other countries.

Thus, the curriculum should include cultural aspects aimed at forming among students the foundations of intercultural communicative competence as integrative ability of the individual during training, in

professional activities and in everyday life to understand and accept a foreign worldview, culture, personal skills and abilities, qualities of character. In the light of modern European educational trends intercultural communicative competence as the main goal of foreign language education is an indicator of human ability formation to act effectively in intercultural communication.

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