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Formation of Intercultural Competence in the Process of English Language Teaching

Gulchekhra Sh. Khazratova

Senior teacher, Tashkent Medical Academy, Tashkent, Uzbekistan

Abstract: This article is mainly devoted to the development and improvement of intercultural communication skills in terms of modern requirements of foreign language teaching.

Keywords: foreign languages, intercultural communication, competence, language, communication, culture.

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Nowadays, any professors and teachers who know foreign languages participate in the process of scientific communication with representatives of other cultures. In this regard, the main requirement of work programs in foreign languages is the formation of intercultural competence in students. This implies the formation of a rich vocabulary and knowledge of the grammar of a foreign language in students. In addition, it is necessary to form the skills of participation in the dialogue of cultures based on the principles of mutual respect, tolerant attitude to cultural differences and overcoming cultural barriers between teachers and students.

The formation of intercultural competence includes getting to know the culture of the country of the language being studied through the foreign language itself and mastering the behavior model of the speakers of the foreign language culture. The socio-economic changes taking place in our society today have had a serious impact on higher education, including foreign language teaching. It is going through a difficult period of re-evaluation of values, re-examination of goals, tasks and teaching methods. Reorganization processes in various spheres of activity have led to a new social order - a modern university must train specialists who can use a foreign language in practice both for general humanitarian purposes and in their professional activities.

The task of developing students' ability to communicate interculturally is one of the main tasks of teaching foreign languages at the current stage. It consists of developing students' knowledge of psychological, cultural and social norms along with interlinguistic competence. The effectiveness of business relations with representatives of different cultures is to create an atmosphere of psychological comfort, goodwill and openness, as well as to establish and develop good relations with foreign partners.

The growing interest in intercultural communication and the formation of intercultural competence also contributes to the intermingling of peoples, languages and cultures. In this regard, it is necessary to cultivate a tolerant attitude towards foreign cultures, to arouse interest and respect for them. Therefore, only the transfer of linguistic knowledge, skills and competences

can no longer be the goal of foreign language education. Develops the ability of researchers to adequately understand two or more participants in a communicative action belonging to different national cultures. It requires addressing intercultural communication and a number of personal qualities of the student.

Changing the approach to the selection of the teaching principles in accordance with the requirements in higher education and changing the criteria for the selection of subject content poses tasks that are more complex. The main goal of the educational process is the development of communicative competence, which, in addition to linguistic competence, includes practical skills of intercultural communication. We are talking about the need for a deeper study of the culture, lifestyle, national character, mentality, customs, traditions, etc. of native speakers. To actively use language as a means of communication, it is not enough to have a vocabulary and know the rules of grammar. It is necessary to know the world of the studied language as deeply as possible. In other words, in addition to knowing vocabulary and grammar rules, every student should be able to move freely in a foreign language environment and respond quickly in various communication situations. That is, the interlocutors should know not only what and how to say, but also how to behave with whom, that is, apply the acquired knowledge in practice. There are several examples of this. This proves the need to develop an understanding of the importance of the characteristics of intercultural communication in students, because they have to work side by side with representatives of different cultures and traditions. The teacher must create real situations in which the studied lexicogrammatical material is developed and thus ensure the authenticity of communication.

By listening to native speakers with the help of modern technologies, students learn to understand speech from different people, develop the ability to understand speech signals at a speed typical for a native speaker. Therefore, in order to master these competencies, the student must have knowledge about the country of the language being studied: its history, geography, culture, political system, economy, science, education, people, and traditions.

The reason for acquiring such knowledge, as mentioned above, is the radical and rapid change of the social life of our country, the opening of borders and the impetus for entering the world community. Scientific and technical means of communication have turned languages into real means of communication between representatives of very different cultures. Nowadays, teaching a foreign language in a higher educational institution is considered as teaching a means of daily communication with representatives of other cultures. The task of higher education is to form a well-educated person who has fundamental training not only in narrow specialties, but also in a broad sense.

The motivation to learn foreign languages is very high, because knowing a foreign language has become a means of self-realization for a young person. Foreign language is included in humanities in technical education. First, learning a foreign language involves mastering the methods of speech activity. That is why we talk about communicative competence as one of the main goals of teaching foreign languages.

The goal of foreign language teaching is not the language system, but speech activity as a means of intercultural interaction. Language is an element of culture; it works within a certain culture. Therefore, for the successful communication of cultures, we need to get acquainted with the characteristics of this culture, the characteristics of language functioning in this culture.

Active oral practice is necessary for each student in the group in order to develop the necessary skills and abilities in one or another type of speech activity in students, as well as linguistic competence at the level specified in the program and standard. If there is competence outside the language environment, the lesson it is not enough to supplement with traditional communicative or communicative exercises that allow solving communication problems. It is important to give

students the opportunity to think, to solve any problems that provoke thought, to think about possible ways to solve these problems, to give students the opportunity to focus on the content of their statement. Attention and language serve to shape and form these thoughts. In order for students to accept language as a means of intercultural interaction, it is necessary not only to introduce them to the topics of regional studies, but also to use methods of inclusion. They can learn the features of the language in the active communication of cultures, in a new culture for them. Fortunately, modern innovative technologies make it possible to solve these types of problems, so the main idea of teaching a foreign language is to shift the focus from various exercises to the active mental activity of students. Knowing certain linguistic tools for its development. Only active methods can solve this didactic problem.

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