



Skills of Using Pedagogical Technologies in Forming Intercultural Communication Competences

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Abstract: The article examines the formation of intercultural communication competencies in students using effective modern interactive methods in the teaching of intercultural communication. Intercultural communication competence is one of the main didactic-methodical principles of modern foreign language classes. Because language and culture are interconnected, the culture of each nation, that is, its thinking, mentality, rules of etiquette, and values are reflected in the language. For this reason, formation of intercultural competence together with learning foreign languages is a requirement of the time in the content of education. However, the use of effective methods in the process of teaching this subject still remains relevant. The author conducted an experiment on philology students. During the trial period, special attention was paid to the practical application of theoretical knowledge to students, and not only by the teacher, but by involving students in practice. The results of the questionnaire conducted at the end of the experiment showed that the used method was the basis for easy and good mastering of the subjects, formed students' skills of free thinking and independent work. The method recommended in the article can be used in teaching the science of intercultural communication in higher educational institutions.

Key words: Language, culture, intercultural communication, intercultural communication competence.



Introduction.

The purpose of teaching foreign languages is always determined according to the requirements of the time. In the 21st century, when the development trend of the countries of the world entered a new phase of globalization, the goals and tasks of teaching and learning foreign languages took a new shape. Today, the goals of teaching and learning a foreign language have undergone special changes due to the development of society and human consciousness. It is necessary to understand, teach and learn the language in today's age not only as a means of mutual communication, but also as a tool that has a significant impact on politics, economy, culture and other spheres of society, and determines the reputation of the country at the international level. The speech of the President of the Republic of Uzbekistan at the 75th session of the General Assembly of the United Nations in Uzbek, the high assessment of the German President's communication with Uzbek citizens during his visit to Uzbekistan indicates that it is important.

Relevance of the topic.

Today's real specialist should not only know a foreign language, but also have the ability to deal with representatives of that language as in the brochure. Because every specialist communicating with foreigners, through his knowledge, level, and behavior, directly conveys preliminary information and ideas about his country and nationality to the foreign interlocutor. At this point, a well-known expert in the field of methodology of our country, professor J. Jalolov, "... language, including a foreign language, is studied at the same time as an expression of the culture of the country where the language is being studied or the owner of the language. Therefore, in the last decade, the issues of teaching language together with culture, for example, teaching English language and culture, have been intensively studied. In our opinion, the educational subject should also be named as such" testifies to the importance of this issue. Now, in learning foreign languages, the main emphasis is not on grammar, or translation is not defined as the whole goal of the lesson, but on the contrary, the formation of communicative and sociolinguistic competences



in the student is the main task of foreign language lessons. Since this science is one of the young sciences in our country, the question of how to effectively teach this science is still relevant. In most cases, there are cases of confusing the science of intercultural communication with the science of country studies. The lack of educational manuals and resources in the Uzbek language in this field creates difficulties not only for teachers, but also for students.

The purpose of the article is to explain scientifically what the concept of intercultural communication competence is and why it has become an integral part of teaching foreign languages, as well as to introduce one of the methods used for the formation of this competence. For this purpose, the article first justified the urgency of the problem, and in order to clarify the reasons for the emergence of this process, the history of the methodology of teaching foreign languages is looked at.

The main object of the topic is the competence of intercultural communication, and the article discusses its determination as one of the didactic-methodical principles of foreign language classes focused on the communicative-didactic method. At the end of the article, the method conducted by the author as an experiment is introduced and it is proposed as one of the innovative methods for effective teaching of intercultural communication.

Survey, observation and statistical data analysis methods were used as a research method.

The main part.

In order to clarify the concept of intercultural communication competence, we will give an example of Uzbek-German intercultural communication.

"From memories of an Uzbek businessman's trip to Germany. One day, one of the German businessmen invites his Uzbek partner to dinner. The conversation is in German. After the greeting, there was a little silence, and in order to warm up the conversation, the Uzbek businessman began to address various questions to his German partner. "How is it going? Are you married? How many children? ... What is the salary of your people? How much do you earn in a month?" and so on. A series of questions began to be asked to the German interlocutor.



Question after question came, "Why? What for?" For some reason, the German interlocutor's mood and face began to change negatively, and he briefly answered: "I'm sorry, this is my personal business, you should not be interested in this." Unexpectedly, our countryman's heart was hurt by this answer and he became alert. ... An awkward silence. The planned cooperation was pushed back again and ultimately did not materialize for some reason."

Let's try to analyze this problematic situation. In fact, our compatriot knows the German language perfectly, he has not done anything wrong. He just wanted to get to know his interlocutor better. But why did the relationship of the partners end so quickly? The answer to the question of what and who is the problem is that the competence of intercultural communication is insufficient or not developed at all in the Uzbek partner.

Brief analysis of scientific works of other scientists on the topic

The famous Dutch psychologist Gert Hofstede divides countries into the categories of collectivism and individualism according to cultural dimensions¹. One of the characteristics of a collectivist society is the concept of "we", in which the collective interest prevails over individual interest. Every action is carried out with the advice of the majority, it is necessary to consider the opinion of the majority, mutual help and support is expected and evaluated very positively. In the societies of the individual category, independent decision-making and independence of the individual, personal interest prevails. In such societies, a person's reputation is mainly determined by his own success in life. Due to the high competition in such societies, it is difficult to achieve success as an individual. In countries under such social pressure, traditional customs such as family and marriage fall into second place.

As a result of Hofstede's research conducted among employees of the IBM concern in 132 countries between 1968 and 1972, industrialized Western countries, USA, Australia, Great Britain and Canada are among the countries based on individualism; It includes the countries of Africa, Latin America, South Asia - among the cultures of collectivism.



Regarding the above situation, in Germany, asking questions of a personal nature, such as salary, salary, death, religion are considered taboo, that is, forbidden topics for conversation. In conclusion, we quote the following opinion of Els Oksaar: "A small mistake made without knowing the culture of another nation is worse than a gross grammatical error." In other words, it is necessary to learn the language of other peoples not separately, but as an integral part of the culture of that people.

Russian scientist Ter-Minasova explains that "language is a mirror of culture." He explains that "not only the real world surrounding a person, the living conditions of a person, but also the national character, mentality, way of life, traditions, customs, value system, understanding of the world are reflected in it." He compares the tongue to a treasure. He explains that "Language preserves cultural values in lexicon, grammar, idiomatics, proverbs, artistic and scientific literature, written and oral speech (author's translation - D. Yu.)."

At this point, it should be said that in teaching the science of intercultural communication, not only the cultures and lifestyles of two or more peoples are compared in a comprehensive way, but also, as Ter-Minasova pointed out, analyzing the sociolinguistic features of words in these languages through this, the language learner gets to know the culture of a foreign nation and avoids lexical errors that cause misunderstanding. As an example, we can take the German verb *einladen* - to invite. When a German interlocutor says "Ich lade Sie zum Mittagessen ein" (I invite you to dinner), he means that I will pay for it after we eat. Similarly, the sociolinguistic functions of language elements, words, and grammatical structures are important for language learners.

In foreign scientific sources in the field of methodology, it is noted that before the introduction of communicative methodology, country studies was considered an important part of foreign language classes. Along with language learning, the student should have knowledge about the country's facts, that is, its geography, history, political and social system. As culture, it played an important role in imparting knowledge about the traditions and holidays of that people. The purpose of this was for the student to have general information



about the country where the language is being studied and to be able to use this knowledge during the trip.

Today, we are talking about foreign language lessons focused on communication. In modern times, the main goal of teaching a foreign language is to teach the student the skills to communicate on an equal level with representatives of the country whose language is being studied. That is, the main task here is not only to provide knowledge about language tools, but also to build skills and competencies at the same time. As a confirmation of this, in 2001, the Council of the European Union recognized and implemented the concept of "European Language Competences: Reading, Teaching, Assessment" (CEFR) not only in Europe, but also in the whole world.

In this concept, the knowledge that must be learned and mastered is defined as competence. Among the skills such as reading, writing, listening and speaking, socio-cultural and intercultural communication competencies were included.

"Socio-cultural knowledge refers to knowledge about everyday life in the country where the language is being studied (for example, food and its rules, holidays, organization of free time, etc.), lifestyle, interpersonal relationships, values, traditions . [...] Understanding the relationship between one's own and another culture under the concept of intercultural communication competences, being able to use certain strategies in communication with representatives of another culture, between one's own and another culture it is understood the ability to be a cultural mediator, to find a solution in misunderstandings and conflict situations that arise in intercultural communication.

These competencies are also defined in the requirements for foreign language training of graduates of all levels of education, state educational standards. There, sociocultural knowledge is defined as sociolinguistic competence and intercultural communication competence as pragmatic competence.

"A lot of research has been done to find a single method of learning foreign languages easily and effectively. However, today world scientists emphasize that there is no single most effective method in this regard, but rather a combination



of different methods. These methods must be adapted to educational standards, curricula, language learners, and educational content. Today, the trend of teaching a foreign language has been formed not on the basis of one method, but on the basis of didactic-methodical principles," says German Methodist scientist Beate Widlock.

Today, it is recommended to organize communicatively oriented foreign language classes based on the following didactic-methodical principles. The learning of new educational material should be focused on concrete reality, be related to real life, form competencies in the educational process, educational content should correspond to the student's demands, needs and interests, educational process it should be organized in an interactive way, form independent learning skills, use the principle of multilingualism, and be oriented towards applying what you have learned in life.

Among these principles, the formation of intercultural communication competencies in language learners is one of the central requirements. According to this principle, language is always learned in a linguistic and cultural context. Therefore, it is important to create situations in which the cultural norms of the country where the language is being studied are expressed in the training, and through this, to study and analyze the similarities and differences between the cultures of the two nations, and to apply certain strategies in conflict situations. skills should be formed.

In recent years, the inclusion of the subject of intercultural communication in the curriculum of higher educational institutions is proof that special attention has been paid to this topical and important issue of the world level in our country at the right time. In the experience of the countries of the world, since the 60s of the last century, a number of different methods and approaches have been developed for the formation of intercultural communication competences, and they are mainly taught in the form of trainings. However, due to the fact that the formation of these competencies has become the main requirements not only in higher education, but also in the field of secondary and preschool



education, there was a need to further develop existing methods, and scientific research is still being conducted in this regard.

In particular, in the process of teaching the subject of intercultural communication, an experiment was conducted by the author. Its results are detailed in Table 1. The experiment was conducted during the 2019-2020 academic year with the participation of students of groups 301 and 302 in the field of German language philology of the Uzbekistan State University of World Languages. Initially, in the first year of the academic year, students were introduced to the theoretical foundations of the science of intercultural communication, i.e., students were taught topics such as communication, culture, intercultural communication, communication within the same culture, the process and models of communication, and models of intercultural communication. The main purpose of this was to introduce students to the initial theoretical knowledge of the field, to analyze and teach each term and concept from the point of view of this discipline. In the second half of the academic year, the main topics in the field of intercultural communication, namely culture shock, ethnocentrism, stereotypes, models of receiving and exchanging information, manifestation of sociolinguistic situations in the speech act, analysis of the communication process in intercultural communication, nonverbal, paraverbal extremely relevant topics such as communication were studied.

Although the students have a good command of the German language, their lack of in-depth knowledge of the culture of the German nation, the lack of foreign experience in most students, that is, not being in Germany, prevents them from having theoretical knowledge on the above topics. It is natural that it causes difficulties in mastering. Therefore, after the theoretical part of the topic was discussed with the students, the students were given the task of conducting a small experiment based on the topic in each lesson, and testing the knowledge learned in the theoretical part in practice. Outside the class, students observed the process of communication, conducted questionnaires, and their results were summarized and analyzed together during the training. Through this, the



students themselves were able to find and prove the confirmation of theoretical knowledge in practice.

It was the students' observation and questionnaires that gave them a closer look and deeper understanding of their own culture. At the same time, they learned strategies for identifying objective reasons for possible misunderstandings during communication during the analysis process. At the end of the academic year, a survey was conducted among students and open questions were presented to them. In the course of the lesson, theoretical knowledge was combined with practice, paying special attention to the application of methodological and didactic principles.

Based on the above-mentioned scientific principles and the results of the conducted experiments, we found it necessary to give the following recommendations:

- In learning and teaching foreign languages, a comprehensive approach to language and culture as a whole is necessary. Subjects in foreign language classes should be studied comparatively as much as possible. In the teaching of intercultural communication, theory is combined with direct practice b
- In the process of teaching science, it is appropriate to use interactive methods that encourage students to work actively, taking into account didactic-methodical principles. Because it serves to master the subject effectively, to form students' independent thinking, making the right decision, methods of preventing or eliminating misunderstandings in communication, in a word, intercultural communication competences.
- When teaching the subject of intercultural communication, it is necessary to study the topics through real, lively examples, which serves to increase the interest and motivation of students in the subject.
- Competencies of intercultural communication and country studies, local studies knowledge should be clearly distinguished by pedagogues.
- Formation of intercultural communication competences should be considered as an effective way to teach self-awareness, respect for national culture and values.



Along with language skills in teaching foreign languages, the study of the culture of the nation whose language is being studied, as well as the formation of intercultural communication competencies of universal and universal educational importance, are of great scientific and practical importance for the international activity of our country. Today, every specialist working with foreigners on behalf of Uzbekistan must have acquired the above-mentioned competence during higher education. In addition, it is a characteristic of the unity of the peoples of the world, mutual understanding, and tolerance.

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