



Developing Intercultural Communication Competence of English Language Learners

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Abstract

The role of intercultural communicative competence in teaching a foreign language is revealed. Here the significance and fundamentals of teaching a foreign language are determined in order to form intercultural communicative competence. A number of arguments are presented proving the validity of this position. Also, in this article discusses the formation and development of intercultural communicative competence of high school students with in-depth study of a foreign language. It analyzes the work of a number of researchers to review and summarize the study of scientists on this issue.

Keywords: Intercultural communicative, communicative competence, communicative approach, intercultural competences, teaching of culture.

Introduction

Intercultural communication skills needed representatives of different professions. Ability to communicate successfully with representatives of a foreign language culture, for example, are extremely indispensable to boat masters, as it provides ship safety, prevents environmental pollution, promotes compliance with international and national legislation helps in organizing and water traffic management. In the framework of the compulsory foreign language course, the task of developing foreign language intercultural competence of students seems to be elusive, but the existing potential for additional language training (for example, in language learning center) remains unrealizable. At present, in the context of expanding international contacts, in various fields a deeper understanding of the mentality, lifestyle and moral values of representatives of another linguosocium is necessary, which involves increasing the level of intercultural communicative competence of modern people. This is possible only if the results of general education are expressed not only in knowledge of specific disciplines, but will also have the character of competencies. Almost every subject of the school curriculum makes a certain contribution to the formation of intercultural communicative competence of students, filling it with relevant content. A significant role in this process is given to the subject "foreign language", because it is the formation of intercultural communicative competence that is the main goal of teaching this discipline. A number of characteristics that distinguish a foreign language from all other school subjects determines this. Firstly, a foreign language, being an essential element of the



culture of its native people and a means of transmitting it to other nations. It allows the student to create an integral picture of the world, which will subsequently contribute to the formation of secondary language personality traits in students and their social adaptation to the conditions of a constantly changing multicultural, multilingual world. Secondly, the discipline “foreign language” is characterized by inter-subjectness, which consists in the fact that the content of speech in a foreign language can be information from different disciplines: history, geography, literature, etc. Thirdly, a foreign language is polyfunctional, since it acts not only as one of the subjects, but also as a means of communication and acquisition of information from a wide variety of areas of knowledge.

The formation of intercultural communicative competence is greatly enhanced if a foreign language as an academic subject interacts with other subjects, forming a common - interdisciplinary - didactic space with them. The volume of knowledge that provides the process of mastering a foreign language as a means of intercultural communication is becoming more and more capacious. It includes not only knowledge of the structural and functional features of the language being studied, but also an extensive range of other ideas. In the process of communication in this language, it is necessary to take into account the “human factor”, the characteristics of various areas and situations of communication, incorporating numerous social, intercultural, psychological, sociocultural parameters that are reflected in the specifics of the communicative behavior of participants in intercultural communication. The complexity and integrative nature of the parameters of intercultural communication predetermined the need to put forward the special goal of teaching a foreign language, due to the strengthening of the positions of the intercultural direction in linguodidactics. Today, scientists insist on the need for intercultural competence in different educational settings.

As a result of the rapid development of intercultural communication and global transformations taking place in the world since the late 90 years XX century. The need has ripened to create personalities with a new set of qualities and competencies that are urgently needed for rational functioning in a multicultural world. Today, for the successful fulfillment of professional duties, it is no longer enough just to be knowledgeable business specialist. To solve successfully the set tasks, you also need knowledge of foreign languages. This knowledge will help to keep track of new achievements, developments in the world, participate in international symposia, conferences, build friendships, and work in transnational collectives. In this regard, the relevance of professionally oriented language education of students is growing. Equally important is not just knowing one or another language, understand spoken and written language, state your thoughts in a foreign language, but also be able to establish contact with native speakers of a different culture, reach mutual understanding with foreign colleagues working in the same field, but representing a different society. In this, they can help mastering the skills of intercultural communication and the ability to successfully put them into practice. To master such skills, special courses on professionally-oriented teaching of students a foreign language are required. The goal of such courses is to develop practical skills a foreign language, both colloquially, and a special speech, in written and verbal form for the performance of professional duties.

Various techniques for teaching cultural aspects are introduced in this paper, but also examples of activities are provided, which can inspire teachers for their cultural teaching. The comparison method is one of the most used techniques for teaching cultures. This technique



concentrates on discussing the differences between the native and target cultures. Not only features of different cultures, but also those within a single culture should be compared because cultures never remain static, they are constantly changing and different generations interpret things differently.

The following activity can be used for developing socio-cultural knowledge, sociolinguistic, pragmatic and non-verbal competences. A very popular example with primary and lower secondary school pupils is the topic of “school”, including school routine, subjects, length of classes, clothes to wear, school buildings, homework, school meals, phrases, and ways of behavior. Pupils watch a simple short video, which shows a typical British school day.

Summarizing the opinions of the authors, we can state that intercultural competence refers to the ability of a person to realize himself in the framework of a dialogue of cultures, that is, in conditions of intercultural communication. The same definition of the phenomenon of “intercultural competence” is formulated in foreign works. This understanding of intercultural competence clearly shows the deep humanistic and general educational orientation of the intercultural approach, the universality of its use in different educational situations, regardless of the conditions for teaching a foreign language. At the same time, it should be recognized that in such an interpretation, intercultural competence acquires a more philosophical and scientific-theoretical (methodological) meaning, and this, unfortunately, does not allow us to isolate its specific content that is significant for didactic purposes. An analysis of the work of a number of researchers showed that intercultural communicative competence should be subject to formation - the ability of productive interaction with native speakers of another culture in a foreign language, assuming an understanding of a foreign language culture and a positive, tolerant attitude to cultural differences. This point of view indicates the need to address the issue of the relationship of communicative and intercultural approaches to teaching a foreign language, which form the basis of modern methodological science and practice. Researchers note that there is a fundamental difference between these approaches, since they come from different goals. The communicative approach is focused on the formation of a foreign language communicative competence, which is modeled on the model of the communicative competence of native speakers.

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