

## TECHNOLOGY FOR IMPROVING INTERCULTURAL COMPETENCE IN STUDENTS

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### Abstract:

In the context of globalisation, the ability to effectively communicate and collaborate with representatives of different cultures – intercultural competence – is becoming a necessary quality for every individual, particularly for young professionals. This article examines the theoretical foundations and practical approaches based on modern pedagogical technologies for developing intercultural competence in students. The technology proposed in the article includes comprehensive methods aimed at forming intercultural knowledge, skills, attitudes, and awareness. The purpose of the study is to develop an effective technology for improving students' intercultural competence and to substantiate its significance in the educational process. The article analyses the components, stages, and expected outcomes of this technology.

**Keywords.** Intercultural training, linguistic tools, interactive technologies, and understanding linguistic tools.

### Introduction

#### TALABALARDA MADANIYATLARARO KOMPETENTLIKNI TAKOMILLASHTIRISH TEXNOLOGIYASI

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### Annotatsiya

Globalashuv sharoitida turli madaniyatlar vakillari bilan samarali muloqot qilish va hamkorlik qilish qobiliyati – madaniyatlararo kompetentlik har bir shaxs, xususan, yosh mutaxassislar uchun zaruriy sifatga aylanmoqda. Ushbu maqolada talabalarda madaniyatlararo kompetentlikni rivojlantirishning nazariy asoslari va zamonaviy pedagogik texnologiyalarga asoslangan amaliy yondashuvlari ko‘rib chiqiladi. Maqolada taklif etilgan texnologiya



madaniyatlararo bilim, ko'nikma, munosabat va xabardorlikni shakllantirishga qaratilgan kompleks metodlarni o'z ichiga oladi. Tadqiqotning maqsadi – talabalarda madaniyatlararo kompetentlikni takomillashtirishning samarali texnologiyasini ishlab chiqish va uning ta'lim jarayonidagi ahamiyatini asoslashdan iborat. Maqolada ushbu texnologiyaning komponentlari, bosqichlari va kutilayotgan natijalari tahlil qilingan.

**Kalit so'zlar.** Madaniyatlararo trening, lingvistik vositalar, interfaol texnologiyalar, lingvistik vositalarni tushunish.

## ТЕХНОЛОГИЯ СОВЕРШЕНСТВОВАНИЯ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ

### Аннотация

В условиях глобализации способность эффективно общаться и сотрудничать с представителями разных культур – межкультурная компетентность – становится необходимым качеством для каждого человека, в частности, для молодых специалистов. В данной статье рассматриваются теоретические основы и практические подходы, основанные на современных педагогических технологиях, по развитию межкультурной компетентности у студентов. Предлагаемая в статье технология включает комплексные методы, направленные на формирование межкультурных знаний, навыков, отношений и осведомленности. Цель исследования – разработка эффективной технологии совершенствования межкультурной компетентности студентов и обоснование ее значимости в образовательном процессе. В статье проанализированы компоненты, этапы и ожидаемые результаты данной технологии.

**Ключевые слова.** Межкультурный тренинг, лингвистические средства, интерактивные технологии, понимание лингвистических средств.

### Introduction

The modern world is becoming more open and interconnected as a result of the development of information and communication technologies, the expansion of international relations and the acceleration of migration processes. In such conditions, ensuring mutual understanding, respect and effective cooperation between people of different nationalities, religions, ethnic groups and social strata is an urgent task. Especially for students who are qualified specialists of the future, intercultural competence is becoming an important factor not only in professional success, but also in personal development.

In the Republic of Uzbekistan, great attention is paid to the modernization of the education system and the training of young people at the level of international standards. In these processes, along with knowledge of foreign languages, it is important for students to acquire intercultural qualities such as openness, tolerance and flexibility towards different cultures.



However, there is a need for systematic and effective pedagogical technologies aimed at forming intercultural competence in the educational process.

The purpose of this article is to develop an approach to improving intercultural competence in students based on modern educational technologies and to demonstrate its practical application. Literature review. The problem of intercultural competence is being studied in detail by foreign and domestic researchers. Foreign scientists such as E. Byram, D. Deardorff, G. Hofstede have developed theoretical foundations, models and components of intercultural competence. They consider intercultural competence to consist of such main components as knowledge (about one's own and other cultures), skills (interpretation, comparison, discovery and interaction), attitudes (curiosity, openness, relativity) and critical cultural awareness (understanding stereotypes and prejudices).

In Uzbekistan, R. Ishmuhamedov, M. Usmanboyeva, N. Ghoziyev and a number of other educators and psychologists are conducting research on the formation of universal human values, tolerance, and intercultural communication skills in a person. However, research continues on the development of a systematic and practice-oriented "technology" aimed at developing intercultural competence in students in the educational process, in particular in higher education, which widely uses the capabilities of modern pedagogical technologies (including ICT).

## Research Methodology

Let us cite the technology of developing intercultural competence of students based on linguistic means from the Russian language:

- □ involving students in thematic and situational interactions with the Russian language and foreign language culture, with the teacher, and with their peers;
- transfer the experience of a positive attitude to the information saturation of the "microenvironment" of a foreign language culture and methods of its assimilation to the perception of the culture being studied and its representatives, eliminating barriers that negatively affect emotions;
- develop intercultural competence of students in the process of comparative analysis of cultural phenomena.

In implementing the technology of developing intercultural competence of students, we used the following teaching methods and techniques:

The first group of methods: we used open forms of dialogue and interaction, which are aimed at reflecting and comparative analysis of the multidimensional system of relations "student - teacher", "student - student", "student - linguistic tool". Cooperation in the "student-teacher" relationship develops in two-way interaction and takes various forms. Interaction in the "student-student" relationship is manifested in a different position, which implies, if necessary, correcting one's own position and the position of the interlocutor. The "student - linguistic tool" relationship is oriented towards graphic, audio or video materials, which implies the perception and understanding of what is universal and specific in Russian and English cultures. The second



group of methods includes interactive technologies that provide an active aspect of learning. At the same time, the methods aimed at forming an adequate position in the process of intercultural interaction were implemented as follows: understanding the essence of one's own cultural relations and their meaning in different cultural contexts; understanding the importance of the experience gained in the Russian/foreign cultural environment and the degree to which it influences the nature of a person's behavior; interpreting the behavioral characteristics of Russian/foreign speakers.

□ Dramatic - an active teaching method that stimulates the cognitive activity of students based on the staging of theatrical performances of various levels during extracurricular hours. The dramatic method allowed developing the skills of isolating, analyzing and synthesizing selected concepts, as well as the ability to feel oneself as a communication partner.

• □ Plenums - a method of developing the correctness of reasoning and attitudes in the perception of one's own culture; a method of forming strategies for eliminating misconceptions and cultural stereotypes in the perception of another culture in the process of intercultural interaction.

• □ Intercultural training is a form of interactive training, the purpose of which is to develop strategies for tolerant, open perception of foreign culture, to form skills of behavior (presentation) in the process of intercultural communication.

Analysis and results. We have identified the stages of developing intercultural competence of students: introduction, understanding of linguistic resources, introduction of linguistic and cultural information into situational communicative activities, thinking and analysis developed taking into account the taxonomy of educational tasks.

Stage 1 - introduction. Often, the lack of educational effectiveness is explained by the fact that the teacher designs the educational process based on the goals he sets for himself, which means that these goals are initially perceived by students as his own. This allows him to more accurately design the stages of the educational process, determine the criteria for its effectiveness and diagnostic methods.

At the same time, many famous scientists who developed the ideas of a constructivist approach to education in their research (J. Dewey, B. Bloom, etc.) believed that it is necessary to give the student the opportunity to set learning goals.

An important aspect in implementing the introductory stage is the systematization of all the information obtained as a result of the students' free expression. This allows them, on the one hand, to see the collected information in an enlarged, categorical form; at the same time, the structure can include all opinions - "correct" and "incorrect"; on the other hand, the systematization of the expressed opinions reveals contradictions, inconsistencies, ambiguous ideas, which determines the direction of further research in the process of learning new information.

At the 2nd stage - "Understanding linguistic means", in which students get acquainted with new information. In this case, perception is important as a central link in the process of mastering



the content of education, in its structure G.B. Khlibov distinguishes the following stages: perception, understanding, memorization, application, generalization, reasoning [168].

Thus, practical work on organizing students' understanding of educational linguistic means includes the following strategies:

- creating favorable conditions for work - organizing direct communication;
- joint goal setting. Setting goals in the process of learning new information is carried out when they are superimposed on existing knowledge;
- establishing rules for working on the topic (including respectful treatment of each other) with students, allowing them to understand the need to follow the rules for effective work.

Stage 3 includes comparison and differentiation, analysis and synthesis, abstraction, generalization and concretization, deduction and induction. This work on thinking about the material should usually be given a special place and a very long time for high-quality understanding. Additional practical work is necessary to ensure a solid assimilation of the educational content[5]

The use of linguistic means in the lesson "Effective interaction with the English language" requires students to choose culturally acceptable forms of interaction in intercultural communication. At this stage, the following types of work can be offered: collective (comparison of elements of local and foreign culture, discussion using cultural studies tasks).

At the stage of introducing linguistic means into situational communicative activities, we offered students the following types of tasks:

- culturally oriented role-playing games/problem-communicative foreign language tasks, aimed at:

- identifying behavioral features in the cultures being studied together;
- identifying speech behavior features in the culture of a foreign language;
- comparing one's own and foreign cultures;
- comparing one's own and foreign cultures.

Culturally oriented role-playing games are divided into: dialogue of interacting cultures; role-playing depiction of cultural manifestations; role-playing presentation of linguistic and cultural texts (poems, songs, fairy tales, stories, plays, etc.); the role of existing stereotypes in relation to representatives of interacting cultures.

- culturally oriented foreign language discussions:

- identification of the features of speech behavior in local and foreign cultures;
- development of monological, dialogical skills in intercultural communication within the framework of Russian and English cultures.

Discussions differ in purpose, topics, duration, number of participants, level of readiness, possibility of control: for example, discussions on keywords and phrases, on the topic.

We give an example of a culturally oriented lesson process on the instruction on values in Russian and English fairy tales.

The purpose of this lesson is to analyze the values of the Russian and English peoples.



Learning activities: individual work with work cards, exchange of ideas in pairs and discussions.

Project work was used as a method of contrasting analysis of the cultural characteristics of local and foreign cultures, and on the other hand, as a means of activating the process of developing intercultural competence.

Various effective methods and technologies can be used to develop intercultural competence of future teachers. These include discussion, communicative exercises, tests, pedagogical situations, written and oral technologies.

Discussion is an exchange of ideas on a specific problem, with the help of which students acquire new knowledge of the Russian language, strengthen their own ideas.

Game technologies are designed to help students find ways out of specially created situations in real models in their learning of the Russian language.

Written assignments are one of the most effective methods of monitoring and assessing students' knowledge, skills and abilities in learning the Russian language, allowing them to assess their creative abilities. Written exercises are used as a component of education to form and strengthen the necessary skills and abilities.

The method of practical work involves the application of acquired knowledge in a process aimed at finding solutions to practical problems, while developing the ability to apply theoretical knowledge in practice.

Lecture-navigator. The first task of a mini-lecture corresponds to an introductory lecture in a traditional form of teaching. In an introductory lecture in a traditional lecture, the lecturer provides general information on the subject, provides information about the sections of the subject and the connections between them, the general goals and objectives of the subject, and the history of its development. According to the developmental education cycle model, the main goal of the lecturer in the mini-lecture navigator should be not only to reveal the content of the subject and provide general guidance, but also to illuminate the essence and content of the subject during joint group activities with students. Such lectures are considered navigators in terms of content and essence, allowing the student to develop a plan for his future activities and identify issues that he needs to study independently.

2. Reflective lectures. The second task of the mini-lecture according to the developmental education model is to ensure independent thinking of each student in the audience and the entire group on the topic and to direct them to the next stage of development of the knowledge gained. Such lectures are called reflective lectures[4].

In such a lecture, the teacher presents the problems that have arisen in the analysis of his own spiritual world, thoughts, and individual and group activities of students on the topic being studied as a general discussion topic and recommends using the following methods of organizing reflection on the activity:

- analysis - reconstruction of past activities;
- critical analysis - as a method of identifying contradictions;
- the inadequacy of previously used methods, tools, and problematic questions;



- standardization - as a basis for searching for ideas and solutions.

Conclusions and recommendations (Conclusion/Recommendations). In conclusion, the formation of intercultural competence in students is an important requirement of the era of globalization. The proposed technology for improving intercultural competence allows for the systematic organization of this process, combining theoretical knowledge with practical skills, reflexive analysis, and modern technologies. The implementation of this technology in educational practice will serve to increase students' ability to communicate effectively with representatives of different cultures, participate in solving global problems, and be competitive in the international labor market. In the future, it is advisable to conduct research on evaluating the effectiveness of this technology through empirical research and adapting it to different educational areas and stages.

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