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**DEVELOPMENT OF INTERCULTURAL COMPETENCE AS A
FACTOR IN THE FORMATION OF A CULTURAL AND LINGUISTIC
PERSONALITY**

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Abstract: In the education system, the initiators of the study of intercultural communication were teachers of foreign languages, who were the first to realize that for effective communication with representatives of other cultures, complete knowledge of a foreign language is not enough.

Key words: development, communication, culture, students, lesson, knowledge, foreign language.

The practice of communicating with foreigners has proved that even deep knowledge of a foreign language does not exclude misunderstanding and conflicts with native speakers of this language. Therefore, teaching foreign languages includes acquainting students with the history, customs, traditions, social organization of the country of the target language. However, as practice has shown, only theoretical acquaintance with the relevant culture turns out to be insufficient for conflict-free communication with its representatives, it became obvious that successful and effective contacts with representatives of other cultures are impossible without practical skills in intercultural communication. It is necessary to prepare students for effective intercultural contacts at the level of everyday interpersonal communication. For this, only knowledge about the nature of intercultural misunderstanding is not enough; here it is necessary to form practical skills and abilities that would allow one to freely understand representatives of other cultures.

At the end of the 90s, the concept of "intercultural competence" was firmly included in the domestic methodology as an indicator of the formation of a person's ability to effectively participate in intercultural communication.

Competence is understood as the ability to creatively carry out activities based on formed motives, personal qualities, the ability to use normatively acceptable patterns of behavior in the professional field. The acquisition of competence creates the basis for the development of professionalism and skill.

Communication is a socially conditioned process of transferring information and exchanging thoughts and feelings between people in various spheres of cognitive, labor and creative activity. Although the concept of "communication" can be regarded as synonymous with the concept of "communication", but communication is broader than communication. Communication - oral-verbal verbal and non-verbal interaction, realized in practice. Linguistic competence is responsible for the correct choice of linguistic means that are adequate for the communication situation; communicative competence includes the mechanisms, techniques and strategies necessary to ensure an effective communication process; the concept of cultural competence coincides with the concept of cultural literacy and presupposes knowledge of political realities, phraseological units, terms, etc.

Let us determine the range of directions for the formation of the ability for intercultural communicative competence in the conditions of teaching a foreign language at school. These include:

□ multicultural direction (enrichment of one's culture by accepting another, readiness to master another culture): acceptance of new knowledge about a foreign culture for a deeper knowledge of one's own; respect for all cultures; vision in a foreign language culture is not only and not so much what distinguishes us from each other, but what brings us closer and unites; the ability to look at events and their participants not from their own point of view, but from the positions of another culture;

□ tolerance (focus on interaction, the ability to communicate without conflict): the ability to interact with people of another culture based on taking into account their values, norms, ideas; the ability to correct their behavior in the process of communicating with a person of another culture; lack of rigidity in behavior; the ability to empathize, responding to emotions, experiences of carriers of a foreign culture; feel and understand the mood of people;

□ behavioral direction (communication skills): adequate behavior adopted in business professional spheres; finding constructive compromises; the ability to make contact and maintain it;

□ linguistic socio-cultural direction (the use of linguistic means of the language in accordance with the cultural norms of the language in the professional field of activity): the ability to exchange opinions; the ability to actively listen based on the repetition of what was said, to summarize, to confirm attention to the interlocutor; to pose questions prompting to clarify what has been said.

The task of forming the ability for intercultural communicative competence is carried out in the process of speech interaction: listening, reading, speaking, writing both in the process of classroom studies and extracurricular work with students.

Consider the principles and approaches underlying the formation of the ability for intercultural communicative competence. Consider the following:

□ awareness by trainees of their own national culture and native language; for this purpose, the combination of a communicative-activity approach with a sociocultural one, which makes it possible to form not only specific cultural ideas about the countries of co-studied languages, peoples and communities, but also to stimulate the knowledge of cultural material about the native country, to develop the representation of the native culture in a foreign language in a foreign language environment, in the context of intercultural communication;

□ reliance on background knowledge, the socio-cultural background in the context of which the studied foreign language functions, because for adequate intercultural communication with native speakers, background knowledge is needed that plays a certain role in the use of the language and thereby affects the foreign language communication competence of students;

□ teaching linguistic interaction in the context of a dialogue of cultures, which implies an expansion of the range of cultures and civilizations, the awareness of □learners as cultural and historical subjects, who are carriers and exponents of not one, but a number of interrelated cultures, to prepare them to play the role of the subject of dialogue in society cultures..;

□ humanistic psychologization of the learning environment, understood as the advancement of the student as a subject of intercultural communication and as a subject of the linguistic educational process and allowing to talk about a shift in emphasis in the process of teaching a foreign language from teaching to the activities of the student, the formation of him as a creative personality;

□ the interactive nature of the trainees' activities, involving the use of modern technologies that ensure the actualization and development of the personal qualities of schoolchildren (training in cooperation, the method of projects, information technology (Internet), distance learning based on computer telecommunications); a differentiated approach to trainees, placing them in a situation of choice, encouraging them to be independent and active, and develop reflection.

Based on the structure of intercultural communicative competence and taking into account the principles on the basis of which the formation of functional skills is carried out, allowing to adequately assess the communicative situation and implement the communicative intention, we will determine the pedagogical conditions necessary to ensure an effective communication process.

These include:

□ functioning of the pedagogical space through the creation and use of communicative situations that require the manifestation of a set of skills necessary for successful participation in intercultural communication;

□ motivational readiness of trainees to learn a foreign language, the components of which are purposefulness, activity, object-subject relations in the process of educational activity, individual psychological properties of a person, stimulating the ability to carry out intercultural communication with native speakers;

□ creation of a positive emotional climate in the entire spectrum of the educational field, contributing to the upbringing of a person of culture, committed to universal human values, absorbing the richness of the cultural heritage of the past of his people and the peoples of other countries, striving for mutual understanding with them and ready to carry out interpersonal and intercultural communication. The development of the ability for intercultural communication competence leads to positive personal changes in students based on reflection, focus on comprehending the values of another culture, on deepening the sense of citizenship in the process of turning to their native culture and language.

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