



## CONCEPTS OF INTERCULTURAL COMPETENCE AND OPPORTUNITIES FOR ITS DEVELOPMENT IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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### Annotation:

The article examines the concept of intercultural competence of university students, provides the points of view of foreign and Russian scientists, and proposes pedagogical scenarios for the use of telecommunication technologies for the development of intercultural competence of students in the process of teaching foreign languages.

**Keywords:** Intercultural competence, pedagogical scenario, telecommunication technologies.

### Introduction

The peculiarities of the development of the modern world community have caused an urgent need for society for specialists with a high level of intercultural competence, ready to cooperate, tolerant, flexible, socially mobile in the labor market in the pan-European and global space, freely entering the global multicultural world, equal participants in intercultural communication, capable interact effectively in a multicultural environment. Intercultural competence is given great importance both on a global scale - as a means of socialization, a condition for a happy life in a multicultural society, and in the higher education system - as one of the important professional qualities of a student, which must be developed during the process of studying at a university.

Analysis of foreign sources on this issue in pedagogy allows us to note that intercultural interaction and learning are based on such concepts as “understanding”, “awareness”, “acceptance”, “empathy”, “tolerance”. Numerous foreign studies of ways to form and develop intercultural competence are based on the model of M. Byram [1]. This model covers the knowledge, skills, attitudes and values of the individual and consists of the following elements: intercultural relations (openness, curiosity, willingness to reconsider stereotypes, values); knowledge (about general processes of social and personal interaction); skills of interpretation and correlation, discovery and interaction; critical cultural awareness (the ability to critically evaluate the worldview, activities and results of activities inherent in one’s own and another culture). Bayram's model lacks the component of knowledge of language and regional realities. The scientist explains this by the fact that it is impossible to provide a student with all the necessary knowledge about culture, including that which he will need in the future. However, we believe that it is possible to organize activities during which students themselves will learn to acquire personally significant knowledge. The model also does not take into account a number of personality qualities necessary in intercultural communication - empathy, tolerance, flexibility

According to modern foreign researchers in the field of sociology S.C. Schneider and J-L. Barsoux intercultural competence is key for a modern person and should include the following components: skills of mutual cooperation, mutual understanding; language abilities; motivational factors (“cultural



curiosity”); tolerance (tolerance of the unknown and uncertainty); flexibility; cultural empathy (sympathy, empathy, the ability to put oneself in the place of another); self-esteem; sense of humor. One of the necessary conditions, in their opinion, for effective intercultural interaction is ‘having a global mindset’ - the possession of planetary thinking [2].

The “Strategy for Teaching Foreign Languages in the United Europe” proclaims the unity of knowledge, skills and personality traits to achieve successful intercultural interaction. The authors of the strategy include “intercultural awareness” as part of the general competence, which is knowledge, awareness and understanding of the relationship between the native and the studied culture. Intercultural skills include the ability to compare native and foreign cultures, the ability to use a variety of communication strategies when interacting, the ability to overcome stereotypes and resolve conflicts. However, the authors rightly believe that knowledge and skills are not enough for effective intercultural interaction. Personal factors of communication participants are no less important. The Strategy emphasizes the role of existential competence and highlights its components: relationships, motivation, values, beliefs, cognitive styles, personal factors [3].

In domestic science, the term initially began to be used in the field of didactics, linguodidactics, and methods of teaching foreign languages. In the scientific literature on problems of intercultural communication the concept of intercultural communicative competence is applied. As a rule, a foreign language acts as a means of implementing cognitive and communicative tasks and as a means of intercultural communication.

According to N.D. Galskova, the goal of training “should be the traits of a secondary linguistic personality of a certain level formed in the student, allowing him to participate in intercultural communication and self-improvement in the activities he masters” [4]. In the concept of N.D. Galskova, the sphere of intercultural competence should include such personal qualities as openness, tolerance, willingness to communicate, the ability to relate one’s culture to the culture of the country of the language being studied, the ability to understand and distinguish the specific behavior of representatives of other cultures, the willingness to use a foreign language. language as a means of communication. For the author, communicative and intercultural competence constitute the integrative goal of teaching foreign languages, intercultural competence covers the ontological aspect of personality formation, communicative – its linguistic and speech abilities.

G.V. Elizarova studies intercultural competence in the field of methods of teaching foreign languages, and believes that intercultural competence has a complex structure; intercultural aspects are highlighted in each of the components of communicative competence. G.V. Elizarova notes that modern communication methods provide a high level of proficiency in the language form, but do not ensure mutual understanding and effectiveness in joint activities. The author sees the reason for this in the lack of focus on the formation and development of intercultural competence in the learning process [5]. Recently, the phenomenon of “intercultural competence” has been studied in many areas of scientific knowledge - in philosophy, theory and practice of intercultural communication, in sociology, pedagogy, psychology. One of the promising studies is the use of ethnopsychological characteristics in various types of professional activities (pedagogy, medicine, business). However, intercultural competence is



interpreted in different ways in studies. In research one can trace cognitive, behavioral, communicative, ethnographic, and discursive approaches. Some researchers view it as the ability of people to exist peacefully in one society, others as the ability to participate in a previously foreign culture, and still others as an identity that integrates knowledge and patterns of behavior, which are based on the principles of pluralism of thinking and awareness of the historicity of cultural processes. But it is possible to identify unanimous recognition by scientists of its humanistic and educational value, a necessary factor for successful human life in a multicultural world. Researchers also agree that the deep essence of any culture is reflected by values and value orientations, which include various attitudes towards nature, time, space, activity, the nature of communication, personal freedom, power, and human nature. Most researchers define competence as the ability, skills or experience of a joint intercultural event, synergy. It is noteworthy that many definitions emphasize the need for operational experience and consideration of value orientations; most definitions include personal qualities - tolerance, empathy, flexibility of thinking, openness [6].

Theoretical analysis of research on the problem of intercultural competence allows us to draw a conclusion about the essence of this concept: intercultural competence is an ability based on knowledge, skills and experience of intercultural communication that allows for intercultural communication in the style of cooperation, in accordance with the level of one's values, which also includes individual personal characteristics - openness, tolerance, empathy, mutual understanding, flexibility of thinking and its planetary nature [6].

The intercultural aspect of general cultural competence focuses on the area of interaction of cultures, the dialogue of cultures; it presupposes the presence of knowledge of a system of universal cultural values, knowledge of human behavior patterns, a linguistic picture of the world, knowledge of the psychological dimensions of cultures and the principles of interaction of cultures, and the skills of forming speech-behavioral communication strategies. The intercultural aspect of communicative competence presupposes knowledge about the ways of representing value orientations in different cultures, knowledge about intercultural differences, the psychology of intercultural interaction, knowledge of the phenomenon of barriers to intercultural communication and ways to prevent them, the ability to construct one's own behavior in accordance with the norms of the culture of the language being studied in situations of intercultural communication, skills to prevent intercultural conflicts and manifestations of xenophobia and ethnocentrism, skills for fruitful intercultural interaction in professional activities. The intercultural aspect in the field of social competence presupposes knowledge of culturally determined differences and behavioral manifestations in situations of intercultural communication, knowledge of how social factors influence the choice of linguistic forms, the ability to adapt one's own behavior to the standards of a foreign language culture, the ability to be a mediator of cultures, the ability to apply knowledge in the practice of communication with the goal of achieving mutual understanding based on the creation of shared meaning. Personal qualities necessary for successful professional activity also include the qualities necessary for successful intercultural professional activity - openness, tolerance, flexibility, tolerance, empathy, self-esteem, readiness for dialogue.



Thus, it is obvious that at this stage of development of society and education, it is necessary to highlight the intercultural component as part of professional competence; in the process of preparing university students, it is necessary to include tasks for the development of intercultural competence, which is not always taken into account in the educational process of the university.

Based on the essential features of the concept of “intercultural competence,” it is advisable to distinguish the following components in its structure: motivational-value, cognitive, activity-behavioral, affective, reflective. These components of intercultural competence can be formed and developed in the course of specially organized activities. Telecommunications and the Internet environment have enormous didactic potential for the development of intercultural competence in the process of teaching foreign languages at a university, where it is possible to carry out activities to develop the desired phenomenon and realize the experience of creative activity.

Researchers of Internet learning note that students can carry out the following types of activities on the Internet: 1) searching for information; 2) communication; 3) publication on the Internet [8]. Based on these main activities, scenarios for integrating telecommunication technologies into the educational process were developed. The concept of a script refers to “a fixed sequence of expected events aimed at learning” [9]. In accordance with the roles and functions of the subjects of the educational process and telecommunication technologies, pedagogical scenarios for the use of telecommunication technologies in the educational process in a foreign language were identified and implemented, presented in the table.

Table . Pedagogical scenarios for the use of telecommunication technologies in the educational process

Scenarios	Description	Forms and types of educational activities	Basic strategies
Guided Study	Problem, task, case > searching for information on the Internet > research process > generalization, specification, synthesis, analysis > discussion > assessment, reflection	Individual assignments (abstracts, essays, reviews, webquests, research), practical/laboratory classes, projects, discussions (preparing arguments), solving problems, problems, cases	Search and collection of information, problem solving, reflective learning, development of critical thinking, modular learning, project learning, case learning
Interactive activities	Problem topic> selection of a problem> search/exchange of information> identifying ways to solve it/brainstorming>discussion on a forum/in groups>presentation>final discussion/forum>reflection	Discussion, conversation, game, survey, training, conference	Social learning, reflective learning, critical thinking, project-based learning
Product creation	Selecting a field of activity/site review> product preparation> group discussion/email. mail, forum> correction> product presentation on the network> reflection	Creation of publications, creative works, essays, presentations, web pages, portfolios	Reflective learning, project-based learning, development of critical thinking



An integral part of any type of competence is the development of operational experience. During the learning process, it is necessary to provide students with a complete reflection of their future holistic professional activities, therefore, when implementing these pedagogical scenarios, it is necessary to use the context of the future profession.

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