

### Developing Intercultural Competence to Esp Students in the Process of Teaching Foreign Languages

**Mukhamedjanova Sitorabegim, Ph.D**

Associate professor of BETI Bukhara, Uzbekistan

#### Article Information

**Received:** April 25, 2023

**Accepted:** May 26, 2023

**Published:** June 27, 2023

**Keywords:** ability, communicative competence, knowledge, skills, methods, intercultural competence, educational, culture, tolerance.

#### ABSTRACT

*The article deals with research that contributes to the accumulation and systematization of scientific information on the problem of the development of intercultural competence. However, teachers experience serious difficulties associated with the insufficient development of this problem in relation to the tasks of professionally oriented training of specialists in specific areas, with the lack of a system-forming beginning and practical methodological materials, without which it is impossible to form the readiness of students to enter into a dialogue of cultures and to professional communication in intercultural level. This is confirmed by data on the low level of formation of intercultural competence among graduates of non-linguistic educational institutions for whom a foreign language is not a specialty.*

#### Introduction

Foreign language communicative competence is the main goal of teaching foreign languages, the ability and real readiness of students to carry out foreign language communication and achieve the required level sufficient for practical use in future professional activities. It is formed through the implementation of all four types of speech activity, various forms of work, correctly selected methods and technologies [9].

In the methodological literature, the concept of “competence” is explained in different ways. Some invest in this concept knowledge, skills, methods and techniques, the effective use of experience, awareness in a certain range of issues, the level of professionalism. There is also an understanding of competence as clearly demonstrated cases of successfully implemented activities.

It is necessary to distinguish between the concepts of competence and competence in the interpretation of this approach. Competence is a certain social requirement for the educational preparation of a student in order to perform productive activities in a certain area. Competence is a set of personal qualities of a student, determined by the specifics of his field of activity and his personal experience [21].

The performance of both the student and the teacher is assessed using a different range of competencies. The direction was based on the main meaning of the new term, meaning “achievement of results”, which is the goal of a competence-based approach to the content of student learning.

A modern specialist must possess a number of key competencies. These are:

- cultural - respectful and tolerant coexistence with representatives of other linguistic cultures;
- political and social - the ability to work in a team, to feel responsible when making decisions and their implementation, not to create conflict situations, try to resolve them peacefully;
- communication - perfect knowledge of both native and foreign languages;
- informational – possession of the basics of modern information technologies;
- educational - the ability for continuous self-education for professional and personal growth [2].

All these competencies are part of the professional competence of a specialist, allowing the individual to be more mobile in the labor market and have a sufficient level of social adaptation. Considering the essential characteristics of competencies as components of professional competence, it is important to pay attention to the correlation of competence with knowledge, skills and abilities. If the skills and abilities ensure the assimilation and application of knowledge, then the development of competencies is the practical meaning of this knowledge for students. After all, competence and competencies are always manifested in practical activities. The competence orientation of training is expressed in the fact that the content of training includes only such program material that corresponds to the competencies required in real life circumstances. Intercultural competence occupies a special place in the structure of professional competence of a specialist [4]. The works of I.I.Khaleeva, V.V.Safonova, A.L.Berdichevsky, V.P.Furmanova and others, which deal with issues of humanistically oriented education that contributes to the development of the student's personality. The philosophical aspect of the problem of developing intercultural competence is presented in the works of M.M.Bakhtin, V.S.Bibler, M.S.Kagan, B.D.Parygin. The issues of the influence of a foreign language on the development, formation and upbringing of the student's personality are covered in the studies of N.V.Baryshnikov, A.L.Berdichevsky, I.L.Bim, I.A.Zimney, N.D.Galskova, E.I.Passov.

### **Materials and methods**

Different researchers interpret the concept of intercultural competence in different ways. Some understand this as a specific form of communication. Others present this competence as the ultimate goal of the process of teaching foreign languages.

Under the intercultural competence of A.V.Khutorskoy understands the ability to interact, which is based on knowledge, skills and abilities acquired in the process of intercultural and communicative contacts [23]. N.N.Vasileva defines intercultural competence as knowledge of the specific features of a particular society that influence the formation of an individual's behavior, the use of certain non-verbal components, based on national cultural values, customs and traditions [11].

According to the definition given by A.P.Sadokhin, intercultural competence is a complex of knowledge and skills of an individual, which is used for an effective process of intercultural interaction with the simultaneous verification of communication results using feedback [20]. The basis of intercultural competence A.P.Sadokhin includes linguistic, communicative and cultural.

A number of scientists have also paid attention to the relationship of these 11 components in the process of forming intercultural competence among different contingents of students. Yu.B.Kuzmenkova was interested in the process of developing this competence of high school students. V.N. Kartashova studied this process in professional language education. F.V.Vartanov, N.N.Panaiti were engaged in the definition of units of learning for intercultural competence. G.Fischer considered intercultural competence as a kind of personality quality based on a sober understanding of the world [1].

According to O.D.Mitrofanova, intercultural competence is the relationship between a person's ability to realize himself within the framework of a dialogue of cultures and the process of mastering another linguistic culture while simultaneously developing a person's cultural experience [16]. According to I.L.Pluzhnik, students do not have the opportunity to fully learn the psychology of a representative of another national culture in the conditions of using traditional university methods and means for this purpose [18]. The author expresses his idea of the formation of a personality that can easily navigate in various linguistic cultures, relying on various names for this kind of personality, such as “intercultural oriented personality” (P.Adler, R.Norton, D.Lutsker, R.Birdwhistle) , “multicultural personality”, “universal personality”, “intermediary people” (V.Gudikunst). The preparation of such a person can serve as the goal of studying at a university.

Thus, researchers who focus on the intercultural approach give different interpretations of intercultural competence. A number of scientists define it as the possibility and ability of the peaceful existence of people in one society. Others - as the ability to take part in a different linguistic culture. Still others - as the integration of knowledge and patterns of behavior while realizing the historicity of cultural processes. Fourth - as the willingness of the individual to participate in all processes taking place in the world, with full awareness of the world, history.

## Results

According to the position of A.Knapp-Potthoff, the following structural elements form the basis of intercultural competence:

- ✓ Affective;
- ✓ Cognitive;
- ✓ Strategic.

The *affective element* consists of empathy and tolerance. The *cognitive element* is based on the integration of knowledge about the native culture and the culture of the country of the language being studied, including general cultural and communicative knowledge. As for the *strategic element*, it is based on the learner's verbal, learning and research strategies [3]. An important result of the study by E.V. Malkova was the concept of “reflection”, expanding the structure and content of the strategic element of intercultural competence. According to E.V.Malkova, the individual has the opportunity to give his assessment of the world when entering the reflection [14].

On the components of intercultural competence A.Yu.Muratov refers to:

- knowledge (about cultural values, paralinguistic means of communication, communication norms, facts about culture, language knowledge);
- skills (assimilation of new knowledge, critical evaluation, practical application of knowledge, correlation of events, interpretation of cultural facts);
- mental operations (knowledge at the border of cultures, equivalence of cultures, critical view);
- attitude (openness, curiosity, rejection of prejudices, acceptance of culture) [17].

Mastering these components prepares a specialist to perceive the changes taking place in the professional sphere in other countries, creates conditions for professional self-realization.

In the concept of G.V.Elizarova puts forward intercultural competence as the property of a linguistic personality as the goal of learning. Moreover, the author singles out the intercultural aspect in each component of communicative competence and the key concepts for it are knowledge and the ability to perform any action and the organization of a discussion of general

importance, which is based on intercultural communication [13], understanding between representatives of different cultures. Consequently, the experience of applying national cultural knowledge in practice helps to overcome xenophobia, develop tolerance and promote mutual understanding between representatives of different linguistic and cultural communities.

### **Analysis**

Despite the presence of many studies and models for the development of intercultural competence, the implementation of the goal is still far from perfect. In the modern methodology of teaching foreign languages, the possession and process of mastering foreign language communicative activities are qualified as intercultural communication. The term “intercultural communication”, according to some researchers, means a type of interaction in which the participants in communication are representatives of different cultures with specific features in terms of behavior and experience [7]. According to her definition, intercultural communication is both a verbal and non-verbal process of communication between communicants belonging to different cultures and languages and aware of the fact that each other is alien [22].

In works on intercultural communication, language is given paramount importance to the process of successful communication [5]. Intercultural communication has always been interested in intercultural learning with its focus on the development of intercultural competence. Intercultural learning is understood as a methodology for studying native culture and mastering other cultures, the process of self-improvement of the individual, as a result of which the behavior of the individual changes, leading to the understanding and acceptance of signs of alienness in the behavior of representatives of other cultures [19].

This process is heterogeneous and includes a number of stages used to adopt and consolidate skills and abilities such as:

- ✓ awareness of the peculiarities of the culture of behavior by human individuals;
- ✓ awareness of the specific features of the native culture;
- ✓ awareness of the role of culture and its factors by communicants - representatives of different linguistic cultures - in the process of their communicative interaction.

### **Discussion**

In the programs of the new generation, foreign language intercultural competence acts as an integral part of communicative competence, indicating the ability of a person to express himself/herself, his/her ability to realize culturally and nationally determined concepts for successful participation in the dialogue of cultures.

As mentioned above, the development of intercultural competence is inseparable from the development of the personality of the student, with the close integration of his desire and readiness to enter into a dialogue of cultures, observing the principles of cooperation, mutual respect, tolerance for cultural specifics and overcoming various cultural barriers. From a psychological point of view, it is from the dialogic nature of a personality that its development depends, giving it the opportunity to carry out intercultural communication within the framework of a dialogue of cultures [6].

A number of scientists put forward the student's reliance on the cognitive means of his culture in the context of the dialogue of cultures as the main task in the process of familiarization with a foreign culture [10]. V.Z.Demyankov focuses his attention on acquiring new knowledge about a foreign culture in the process of its cognition and on mastering new knowledge about his own culture in the process of getting to know and mastering elements of a foreign culture [12]. This fact predetermines the essence of the process of formation of the student's secondary linguistic consciousness in its unity with the ability of the student to successfully realize himself/herself in intercultural interaction.

The professional knowledge acquired by students is not properly implemented in the practice of foreign language communication in typical situations of a specific professional activity. One of the possible ways to develop the professional foreign language communicative competence of future specialists is the use of predominantly active and interactive teaching methods, intercultural and communicative speech situations, which are of great practical importance in the development of foreign language intercultural competence, interpersonal communication, especially in the process of forming the skills and abilities of future professional interaction [8].

The purpose of professionally oriented education is the formation of the amount of knowledge necessary for effective intercultural professional cooperation. A successful and productive way of its implementation can be, in our opinion, an appeal to the concept of the situation of intercultural communication.

Thus, the systematic use of professional knowledge, foreign language skills and abilities in the context of the practiced intercultural and communicative speech situations using interactive forms, techniques and teaching methods ensures the integration of technical and humanitarian disciplines. This approach will increase the competitiveness of domestic specialists - graduates of non-linguistic educational institutions. And professional foreign language communicative competence, being a component of professional competence of a specialist, allows to implement adequate and successful every day and professional and business foreign language communication [15].

## REFERENCES

1. Fischer G. *Interkulturelle Landeskunde* / G. Fischer. // *Deutsch als Fremdsprache*. – 1990. - № 3.
2. Holec H. *Autonomy and Foreign Language Learning* / H. Holec. – Pergamon Press, 1979
3. Knapp-Potthoff A. *Aspekte interkultureller Kommunikationsfähigkeit* / Hrsg. A. Knapp-Potthoff, M. Liedke. – Munchen, 1997.
4. Mukhamedjanova Sitorabegim *Development of communicative culture of esp students in the process of teaching english language*”. *ACADEMICIA. An International Multidisciplinary Research Journal*. Kurukshetra, India. Vol. 10, Issue 11, November 2020. 1413-1418 pp.
5. Mukhamedjanova Sitorabegim *FEATURES OF COMMUNICATION CULTURE IN THE PROCESS OF TEACHING FOREIGN LANGUAGE IN NON-PHILOLOGICAL UNIVERSITIES*. *Innovative Society: Problems, Analysis and Development Prospects* // 2022-2023. 153-156 pp.
6. Mukhamedjanova Sitorabegim *Use of communicative culture and semantic structures in English lessons for ESP learners*. *European Journal of Research and Reflection in Educational Sciences* // Vol. 7, Issue 12, November 2020. 1413-1418 pp.
7. Sitorabegim Mukhamedjanova, Nozima Alimova *Methodology of teaching English through humor to mixed-ability learners: Monography* // LAP LAMBERT Academic Pub., 2021.
8. S. Mukhamedjanova *Communicative culture of the future specialist in the process of learning language and the condition of its development*. *Eurasian Journal of Science and Technology* // Vol. 1, Issue 3. 5-6 pp.
9. Абдурязаква Е.П. *Иноязычная коммуникативная компетенция как одна из составляющих личностной и профессиональной характеристик современного специалиста* // *Вектор науки Тольяттинского государственного университета*. – 2010. – № 3. – С. 350–352.
10. Баранов А.Г. *Языковое сознание в условиях многоязычия. Психолингвистика и межкультурное взаимопонимание* / А.Г. Баранов, Т.С.Щербина. – М.: 1991



11. Васильева Н.Н. Межкультурная компетенция. Стратегии и техники ее достижения: /<http://rspu.edu.ru/university/publish/journal/lexicography/conf erence/vasilieva% 20N.ht>
12. Демьянков В.З. Доминирующие лингвистические теории в конце XX века / В.З. Демьянков. – М.: 1995.
13. Елизарова Г.В. Культура и обучение иностранным языкам / Г.В. Елизарова. – СПб.: Союз, 2001.
14. Малькова Е.В. Формирование межкультурной компетенции в процессе работы над текстами для чтения: Автореф. дис. ... канд. пед. наук / Малькова Е.В. – М., 2000.
15. Минеева О.А. Формирование профессиональноиноязычной коммуникативной компетентности будущих инженеров в вузе: Автореф. дис. ... канд. пед. наук 13.00.08. / Минеева О.А. – Н. Новгород, 2009. – 23 с
16. Митрофанова О.Д. Лингводидактические уроки и прогнозы конца XX века // Материалы IX конгресса МАПРЯЛ / О.Д. Митрофанова – Братислава, 1999.
17. Муратов А.Ю. Структура межкультурной компетенции личности [Электронный ресурс] / А.Ю. Муратов // Вестник БГПУ: Психолого-педагогические науки. – 2005. - Выпуск 4. - С. 138-142. - Режим доступа: [dialog.S42.asu.ru/articles/structure.doc](http://dialog.S42.asu.ru/articles/structure.doc)
18. Плужник И.Л. Формирование межкультурной коммуникативной компетенции студентов гуманитарного профиля в процессе профессиональной подготовки. Дис. ... канд. пед. наук / Плужник И.Л. Тюмень, 2003. [www.mirrabort.com/work/work\\_8323](http://www.mirrabort.com/work/work_8323)
19. Рот Ю. Встречи на грани культур: игры и упражнения для межкультурного обучения: метод. Пособие / Ю. Рот, Г. Коптелова. - Калуга: Полиграф-Информ, 2001.
20. Садохин А.П. Межкультурная коммуникация : учебное пособие / – М.: Альфа – М; ИНФРА – М, 2009. – 287 с.
21. Самохина Т.С. Эффективное деловое общение в контекстах разных культур и обстоятельств / Т.С. Самохина. – М.: Издательство, 2005.
22. Халеева И.И. Основы теории обучения пониманию иноязычной речи (подготовка переводчиков) / И.И. Халеева – М.: 1989.
23. Хуторской А.В. Технология проектирования ключевых и предметных компетенций / А.В. Хуторской // Интернетжурнал “Эйдо”. – 2005.