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About the Development Competence of Students Intercultural Communicative

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ANNOTATION

The article deals with the actual problem of expanding intercultural communicative competence in the educational process. Since higher education plays a key role in this process, this phenomenon is considered in English lessons. The purpose of the article is to highlight the stages of development of intercultural competence of students of non-linguistic higher education, thereby higher education involves a complex process of development of cognitive, social, emotional and cultural characteristics of the personality of future specialists. Modern processes of international integration necessitate the search for new approaches to the professional training of specialists, the main part of which is teaching foreign languages using innovative methods and technologies. The article presents the main approaches and principles of the formation of intercultural communicative competence in the process of teaching students a foreign language. As a result of the rapid development of intercultural communication and global transformations taking place in the world since the late 90s. In the twentieth century, there is a need to create a personality with a new set of qualities and competencies that are urgently needed for rational functioning in a multicultural world.

KEYWORDS: cultural consciousness, teaching English as a foreign language, teaching culture, intercultural communicative competence.

INTRODUCTION

Among the various competencies of students in the process of learning in the higher education system, intercultural competence is one of the important areas of training. This helps students become more aware and flexible towards other cultures. This helps to develop positive qualities in students such as flexibility, confidence, curiosity, openness and acceptance of diversity. This shows the international relevance of the acquired competence, so the results and conclusions should be applicable in the higher education system. Intercultural competence is important for students because they see themselves working in an international environment as future professionals knowing and understanding different cultural boundaries, being well-versed in different cultures, knowing what values and behaviors will help them in their future international jobs.

THE MAIN PART

One of the objectives of higher education systems is to prepare a highly qualified international professional who will be adapted to the general labor market, despite the deconstruction of values. Such a professional

should be provided with intercultural competence, which is necessary in a multicultural, multiethnic and multilingual environment as a kind of cultural matrix and will undoubtedly contribute to solving global problems.

Intercultural competence is important as student learning becomes more and more international, which is "a direct consequence of recent European integration and a general consequence of the broader phenomenon of globalization". Without a doubt, "in times of all-consuming globalization, the development of intercultural competence has become one of the most important tasks of higher education institutions around the world." It is these tasks that should be carried out through the teaching of foreign languages on the example of the English language.

So, the development of intercultural competence is vital, as it will help to achieve mutual understanding in the process of communicating with representatives of different cultures.

Thus, there is no doubt that the idea of the need to develop intercultural competence in the higher education system is extremely relevant, since teaching to communicate in a foreign language involves mastering certain sociocultural knowledge and skills that are integral parts of the practical knowledge of a foreign language, which will improve the quality of training. young professionals.

RESEARCH METHODS

In accordance with the purpose of the work, the following research methods were used: 1) Analysis and generalization of pedagogical, psychological and linguistic literature on the research topic. They were used to comprehend the theoretical basis for the development of intercultural competence, namely: clarifying its definition, identifying its components necessary for the development of these phenomena, identifying the grounds that would contribute to this process. 2) Study and generalization of the pedagogical experience of teaching English in order to develop intercultural competence.

RESULTS AND ITS DISCUSSION

Analyzing the problem we are considering, it is necessary to recall that scientists define intercultural competence as the ability to adequately understand two communicants belonging to different national cultures. Elizarova G.V., exploring the concept of intercultural competence, identifies such components as "knowledge, motivation and the ability to adequately and effectively communicate with representatives of other cultures" [1].

Intercultural competence is a rather complex concept, defined as the ability of students to provide a common understanding of people with different social identities and their ability to interact with people as complex human beings with multiple identities and their own individuality. Intercultural competence is "understanding and interacting with people belonging to different cultures" [1].

For effective interaction, representatives of different cultures must learn to overcome misunderstanding, develop intercultural competence. The analysis of the scientific and methodological literature on the problem, as well as our personal experience, made it possible to develop a structure of methods for the development of intercultural competence, consisting of several stages. We suggest four stages for reasons such as ensuring that students are positively motivated to acquire intercultural competence; individually-oriented approach to the development of these phenomena; possession of intercultural competence by teachers of foreign languages.

The purpose of the first stage, we determined the importance of motivating students' intercultural competence. It is known that the motivational component is characterized by a system of dominant motives that express the conscious attitude of students to the goal and the process of obtaining knowledge for their own professional development. The higher the motivation, the greater the likelihood of the practical application of knowledge and skills acquired during the training.

In accordance with these ideas, the proposed structure for the development of intercultural competence should motivate students to actively acquire cultural knowledge and answer the question "Why should I study the culture of a partner country, what is its professional significance for me?" This approach contributes to the development and strengthening of the cognitive motive. Without a doubt, "language is an important component of intercultural education, through which awareness is raised and various cultural and linguistic values are transmitted" [3].

On the one hand, students are interested in the subject, on the other hand, in the way of obtaining knowledge, including independent forms of educational activities, which often acquire a creative and experimental character. The goal of developing intercultural competence can be realized when students realize the functional significance of intercultural knowledge, the real possibility of using the information received in their professional activities. Therefore, first of all, we strive to form a stable motivation while simultaneously studying a foreign language and culture in order to create positive attitudes in the process of mastering intercultural competence.

The researchers note that in addition to knowledge of a foreign language system, intercultural competence involves knowledge of one's own culture and the culture of another people, the ability to perceive and interpret the phenomena of another culture from the point of view of its representatives, to understand and perceive someone else's value. system, to communicate with native speakers depending on the situation, norms, rules of conduct, customs and cultural traditions in comparison with the native language and culture.

So, the goal of the second stage of the development of intercultural competence is the acquisition of subject-professional and cultural-specific knowledge, acquaintance with national styles of communication and their features. It is also important to develop students' strategic and comparative skills as the ability to adequately compare their culture with the culture of a communicative partner as a vital necessity for professional relations in a multinational world.

Thus, at this stage, the main means of developing intercultural competence are authentic materials (printed, audio and video), demonstrating those specialties, the expediency of which has been substantiated by many scientists.

Under an authentic task, it is advisable to understand tasks based on relevant material for discussion in a particular student group [2]. In most cases, contemporary social and cultural issues can be discussed. Thanks to this discussion and comparison of the opinions of group members, students come to a better understanding not only of the culture of the interlocutor, but also of themselves and their identity.

Unfortunately, it is known that in some sets for teaching students of a non-linguistic university, only some features of professional communication and norms of behavior in different countries, language clichés and formulas of address, greetings, etc., act as a separate unit of social English, but does not convey the full picture the origin and cultural orientation of the interlocutor, which causes culture shock when speaking, regardless of the level of language proficiency.

The purpose of the third stage is the development of intercultural competence skills and mastery of the mechanisms of linguistic behavior through a system of creative tasks. Therefore, the achievement of this goal led to the development of training exercises in order to develop language models.

It should be noted that, on the one hand, such a system should take into account the selection of mandatory exercises that meet the development of skills using intercultural material, as well as a certain sequence of these exercises, their stable implementation in all types of speech activity. On the other hand, exercises with a national cultural background must meet methodological criteria, namely: communicative, student-oriented, linguistic, conversational, oral and written for the purpose of training in language centers.

In the process of developing intercultural competence, this is done through the study of a foreign language. It is necessary to note such an aspect of it as the stereotypical formulas of speech etiquette, since it is speech etiquette that is an integral part of the culture of any people. It is also a crucial element in expressing respect for a communication partner. Language etiquette was postponed in language, speech behavior, constant formulas, communication stereotypes. The language etiquette of a person is the level of manifestation of his culture. Therefore, the development of English speech etiquette should be a priority among the target components in the structure of foreign language classes. At the same time, the formation of foreign language etiquette should be ensured in an environment as close as possible to reality.

The fourth stage of the development of intercultural competence involves mastering the skills of independent use of intercultural knowledge in solving complex issues. At this stage, exercises are usually used that force students to compose their expressions completely independently, both in content and in means. Some exercises involve the formation of skills for independent interpretation of intercultural phenomena, commenting and solving intercultural issues in communicative situations.

CONCLUSION

Thus, the development of intercultural competence of students in foreign language classes for non-linguistic universities in higher education can be carried out in four stages, which are built on the logic of mastering the program material of the English language and must be implemented progressively. This is necessary, since knowledge of the culture of another country is not only one of the important prerequisites for ensuring intercultural communication skills and achieving mutual understanding, but also contributes to the development of a person's general erudition.

Moreover, sociocultural knowledge helps to better understand the foreign environment, and then the multicultural environment that students may encounter in their future careers, since developed intercultural competence is a necessary condition for a successful dialogue of cultures. In addition, intercultural competence has an integrative character. In fact, this is the result of the development of the student's personality in the learning process. Since the formation of intercultural competence is best carried out on foreign language material, its course for future specialists should contain a large amount of knowledge about national culture, business etiquette, traditions, that is, all types of speech activity should be carried out in a broad social context for the development of intercultural competence of students.

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