



Methods of Teaching Intercultural Communicative Competence to Students

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ABSTRACT

This article discusses the methodology for teaching intercultural communicative competence in the process of educational translation of English texts. As well as the ability to analyze, compare, interpret the features of one's own and other linguistic communities, manifesting themselves in the professional sphere of human activity. It is about teaching intercultural professional communicative competence. The study found that intercultural professional communicative competence is formed within limited limits and the ability to intercultural communication with colleagues.

Keywords:

communicative competence, socio-economic conditions, highly qualified personnel, linguodidactic understanding, learning process, goals and content of communication, communicative, intercultural, professional competencies, selection and organization.

I. Introduction

The sphere of international relations is one of the most important components of the foreign policy of each state, contributing to the establishment and maintenance of intercultural communication, mutual understanding, location and cooperation between organizations of different levels.

The joint professional activity of people in the field of international cooperation today is an intensively developing direction, largely due to the processes of globalization and intercultural integration.[11]

Knowledge of a foreign language in modern socio-economic conditions is a requirement of the time and an objective necessity for any educated person, as well as the key to the successful implementation of professional activities in various industries. The new socio-economic conditions for the development of our republic require a significant improvement in the quality of education of professionals in

various fields of human activity, including in the field of advertising production. The need of the advertising industry for highly qualified personnel is predetermined by the importance of this field of activity in the developing domestic economy, the expansion of the influence of advertising texts on the efficiency of many industries.

Nevertheless, today the teaching model, the purpose of which is the training of communicative competence, remains dominant in additional language education.[1]

It should be noted that with such an orientation of the learning process, it is the communicative component that comes to the fore, while not enough attention is paid to the sociocultural component. However, the professional activity of a modern specialist takes place in a single information space and involves interaction with representatives of different cultures.

II. Literature review

The problem of teaching socio-cultural competence was considered in relation to different categories of trainees. In studies N.I. Almazova, M.G. Evdokimova, I.L. Pluzhnik, L.E. Babushkina, N.M. Belyakova, G.A. Vorobyova, L.I. Kan, Yu.A. Makkoveeva, T.S. Malysheva, E.V. Rozanova considers the problem of teaching intercultural professional communicative competence of students. Nevertheless, despite the breadth of research, the question of teaching intercultural professional communicative competence to adult course students remains open.[5]

Despite the abundance of approaches to the study of the competence-based measurement of the quality of intercultural professional training of graduates of various specialties, far from all issues that require linguodidactic understanding have been resolved.

III. Analysis

The emergence of the term "competence" is explained by the influence of the idea of humanization of education on the formation of ideas about the quality of professional activity, which in modern conditions implies, along with professional knowledge and skills, the presence of readiness for cooperation, communication skills in various types of activity. Competence is considered as a requirement for the training of the student, expressed as a set of interrelated semantic orientations, knowledge, skills, and experience of the student in relation to a certain range of objects of reality, necessary for the implementation of personally and socially significant productive activities.[8]

Communicative competence implies the ability to choose and implement speech behavior depending on the goals and content of communication using linguistic means, as well as the possession of a strategy and tactics of communication. In practice, we are talking about the student's literate written and oral speech not only in his native language, but also in several foreign languages, his use of oratory, the presence of an analytical mindset and the formation of critical thinking.

In particular, the specifics of intercultural professional communicative competence of students have not been specified, the potential of advertising texts has not been studied, on

the basis of which it is advisable to build the process of forming this competence.[3]

Teachers face the difficult task of teaching and developing key competencies in students in a complex and interconnected manner throughout the course of study. It is the inseparable development of communicative, intercultural, professional competencies that becomes a prerequisite for the successful integration of students. Thus, we can talk about intercultural professional and communicative competence as the main goal of the language training of students.[9] This competence is understood as an integrative ability to solve professional problems using a foreign language within the framework of a dialogue of cultures.

The objectives of the study included:

- studying the essence of the intercultural approach to language training of students and clarification of the content and structure of intercultural professional communicative competence of students;
- identification and justification of the content and component composition of intercultural professional communicative competence;
- development of technology for working with English texts in order to teach intercultural professional communicative competence;
- organization of an experimental test of the effectiveness of the created methodology for teaching intercultural professional communicative competence among students.

IV. Discussions

Indeed, successful intercultural communication implies, along with the knowledge of a foreign language, also the ability to adequately interpret the communicative behavior of a representative of another society, as well as the readiness of communication participants to perceive a different form of communicative behavior, understanding its differences and cultural differences.

In the course of solving the first task, historical prerequisites for the emergence of an intercultural direction in teaching foreign languages.[4] It has been established that taking into account individual elements and

facts of the culture of the country of the language being studied is characteristic of many previous methods and approaches. Their historical and social transformation has led to the need to take into account interculturality and the emergence of an intercultural approach to the preparation of modern students.[10]

The dominant feature of the intercultural approach as a scientific direction that studies the patterns of implementation of interaction between representatives of different linguistic cultures is to ensure the ability to analyze, compare, interpret features of one's own and other linguistic societies, manifesting themselves in the professional sphere of human activity.[2] The study found that intercultural professional communicative competence is formed within limited limits (determined by the needs of the future professional, as well as by the conditions of training) the ability to intercultural communication with a colleague - a representative of a different culture in the language of a communication partner.

In the course of solving the **first task**, the historical prerequisites for the emergence of an intercultural direction in teaching foreign languages were identified. It has been established that taking into account individual elements and facts of the culture of the country of the language being studied is characteristic of many previous methods and approaches.[7] Their historical and social transformation has led to the need to take into account interculturality and the emergence of an intercultural approach to the preparation of modern students.

To solve intercultural professional communicative competence, an analysis of normative documents was carried out which allowed to reveal the specifics of the student's professional activity. This was the essence of the **second task** of the study.

In the process of solving the **third task**, it was necessary to create a technology for working with English texts.[6] In the context of the developed technology, the goal is to train students in intercultural professional communicative competence in the course of intercultural interpretation of texts.

As part of the solution of the **fourth task** of the study, experimental training was carried out, during which the effectiveness of the developed methodology for teaching students intercultural professional communicative competence in the natural conditions of the learning process was proved.

The result of this study was a set of exercises, built taking into account the theoretical and practical aspects of teaching intercultural professional communicative competence among students.

V. Conclusion

Thus, this article presented the grounds that are designed to conceptually designate the parameters of the methodological system for teaching students intercultural professional communicative competence.

The prospects of the research lie in the possibility of further development of the problems of teaching intercultural professional communicative competence among students, where the studied communicative topics and the sociocultural component of communication are reflected accordingly.

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