



Development Of Intercultural Communicative Competencies Of Students Based On Multimedia Tools

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ABSTRACT

The integration of Uzbekistan into the world educational space necessitates the search for new pedagogical technologies and solutions that ensure the activation of cognitive activity and motivation for obtaining knowledge of students. Uzbekistan needs highly qualified specialists who can simultaneously speak several levels – economic, social and cultural – of a highly qualified foreign language, that is, communicate in a foreign language, have linguistic-social knowledge.

In the process of National Education and education of Uzbekistan, the experience of using multimedia tools is being formed. Because this is a requirement of the time at the same time. Developing information tools along with traditional opportunities that determine the basis of social development in our society are such factors as the ability of people, their creative approach to work, their intellectual activity, their independent improvement of their knowledge and skills. The process of creating information related to the storage, transmission, reception of a large amount of information provides for the development of human activities in various spheres of computer technology.

Keywords:

cultures, multimedia tools, international culture, integration, infectious qualified specialist.

1.Introduction

The use of multimedia tools in the educational process is of great importance from a pedagogical and psychological point of view. The material provided in it is mastered deeper, the possibility of saving time is achieved, the information received is stored in a person's memory for a long time, the participation of students as passive Tigers is reduced, multimedia programs are implemented aimed at improving research and cognitive activity, artistry is introduced into the educational process. In other words, multimedia activates such motives of education as emotionalesthetic exposure , goal aspiration, research.

Training through Multimedia programs contributes to the large-scale systematization

of the content components of the educational material, allows educators to freely choose and switch to full or reduced options for education. Currently, specialists in the field of linguistics and intercultural communication are given increasingly high requirements in all areas of activity, which can only be included in the educational process of a special faculty, taking into account integration trends in the development of the information society. For centuries, education has been the most conservative area of human activity: the volume of knowledge has increased, but the technology of transmitting information has remained unchanged. Modern information and communication technologies (ICT) - Internet resources, search engines, e-mail, Web

Services, Training shells, etc. - means of information delivery to telecommunications (computer networks, satellite and mobile communications, radio).

The integral basis of the educational process at this stage of the development of modern education is the unified information and educational space of the educational institution, which includes electronic and paper knowledge and databases, libraries, face-to-face and virtual classes (cyber classes), etc. Researchers believe that the new educational environment will allow to provide:

- elimination of territorial, language and time barriers;
- a universal approach to the content and structure of the educational process;
- effectively share both traditional and distance learning methods in the educational process;
- international approval of education and its adaptation to various state and society systems, inclusion in educational structures of World importance;
- efficiency, stability and other characteristics of open interacting systems;
- integration of educational programs on the basis of integration, introduction of vocational education flows;
- universalization of the test system and the introduction of a distance test complex.

In a developed educational environment, it is not effective enough to create a classroom environment only through a traditional classroom lesson. The organization of classes using modern multimedia tools effectively helps students to master classes well.

2. Materials and methods

The study is carried out within the framework of the theme "Improving the technology of teaching and educating young people in accordance with the III Renaissance period in the system of Continuing Education" established by the Nukus State Pedagogical Institute named after Ajiniyoz, the Department of Pedagogy. It is also carried out in connection

with the law of the Republic of Uzbekistan "on education", the state nationwide program for the development of school education, state educational standards, decrees of the president of the Republic of Uzbekistan on education, government decisions, programs carried out in the direction of its introduction into practice.

The priority direction of development of Republican Science and technology was carried out within the framework of "ways of formation and implementation of innovative ideas in the social, legal, economic, cultural, spiritual and educational development of Information Society and the Democratic state."

The degree of study of the subject.

Analysis of a number of theoretical works on improving speech competence from the point of view of methodological competence showed that the following issues were the focus of attention of scientists.

Teacher-scientists R. Sh. Akhliiddinov, U. S. Begimkulov, R.X.Coreyev, J.G.Yuldashev, N.J.Sharipova, N.A.Moslimava, A.R.Khodjabaeva, M.B.Research of enclosures. The issues of activation of education in higher educational institutions and the application of modern pedagogical and information technologies in the educational process were reflected.

A.Abduazizov, L.TAhmedova, G.Baqieva, J.Jalalov, G.Makhkamova, A.Sattorov, U.X.Khashimov, D.Khashimova, K.Karaeva some aspects of the formation and improvement of the professional competence of future teachers, the creation of the content of teaching the English language on the basis of international requirements, the development of professional competence of specialists;

The study of methodological communicative competence (competence) of a specialist AS Andrienko, G.S. Arkhipova, I.I. Ignatenko, O.Yu. Iskandara, Z.I. Konnova, T.A. Kostyukova, A.Th. Morozova, E.G. Nikitina, M.V. Safronova, JI.K. Raitskaya and others.Issues of determining criteria and methods for assessing the formation of methodological communicative competence (competence) I.L. revealed in the work of such scientists. N.I.Bim, N.Yu.Gez, O.S.Gutareva, Ovchinnikova, V.V. Safonova, I.A. Rapoport, I. Sotger and

others. Communicative competence (competence) of a foreign language as part of the professional competence of future English Language teachers K.S. Mahmuryan, E.H. Solovova, E.G. Tareva, E.V. Tarmaeva, A.S. Ovchinnikov and others.

The use of Internet resources and technologies in the study of foreign languages V.G. Apalkova, E.I. Baguzina, A.A. Dragunova, M.N. Evstigneeva, T.V. Löpostina, E.Yu. Malushka, Yu.Yu. Markova, E.H. Minkova, T.Yu. Paveleva, E.S. Steel, L.K. Raitskaya, P.V. Sysoeva, CB Titova, AB Filatova, A.K. Cherkasova and others Web 2.0 resources and technologies were considered in the process of interaction between subjects of the educational process. E.V. he wrote about the role of Constructivist theory of knowledge in modern linguodidactics. Vinogradova, G.V. Zakharova and others.

However, the possibilities of the educational Internet community to use the available means to achieve the goal - the development of methodological communicative competence - have not yet been fully studied.

Problems of formation and development of intercultural communicative competence many foreign scientists (J. Savinyon, G. PIFA, D. Ximes, D. Raven and others) dedicated to their work. However, despite the large number of publications, many aspects of this problem have not received proper attention. The term "competence" is N. It was proposed by Chomsky in 1822 with reference to Wilhelm von Humboldt, who expressed the idea of the need to study language and culture together. D the term "communicative competence". Himes. D. Haims defines communicative competence as an internal knowledge of the correspondence of language to a situation; as abilities that allow you to become a participant in speech activity. D. Haims was one of the first to make it clear that knowledge of the language implies knowledge not only of grammar and vocabulary, but also of the social conditions of their use.

The purpose of the study is to develop intercultural communicative competence of students on the basis of multimedia tools.

To achieve this goal, the following research objectives are defined:

- Analysis of the innovative educational environment as a condition for the development of intercultural communicative competencies of students;
- Description of intercultural communicative competence in the structure of professional competence of students;

A structural model for the development of intercultural communicative competencies of students based on Multimedia tools.

The object of research is the preparation of Students for the development of intercultural communicative competencies.

The subject of the study is the modern information and educational environment, forms, methods, pedagogical conditions for the development of intercultural communicative competencies of students on the basis of multimedia tools.

Research methods. In the process of research, the following methods are used:

- uses comparative-critical research;
- analysis of scientific and methodological literature on political, philosophical, historical fields, linguistics, pedagogical, psychological, legal Sciences and methodology of the English language, culture;
- pedagogical observation;
- sociometric method (conversation, interrogation, test, conversation); experimental method; monitoring methods;
- scaling; mathematical and statistical analysis;
- summarize the results.

1. Multimedia tools as an integral part of the intercultural communicative competence of students, the theoretical and methodological foundations of the development of methodological communicative competence are determined, within the framework of the O:

the content of communicative competence is determined: the motivational-personal component focuses on the assimilation and self-improvement of knowledge in the professional sphere, includes positive motivation for the

future profession, a system of values, personal qualities of professional importance, practical experience in the manifestation of professional communicative competence in various situations, the cognitive component includes a special set of knowledge in a foreign

2. In relation to the institution of Higher Education, the concepts of "educational community" and "educational online community" are clarified: the educational community is an association of students, teachers, other employees of the University, attracted professionals with common interests and common interests; educational Internet community - a group of people created in a cyberspace organized by students, university teachers, "external" participants in the educational process (specialists in the profile sphere, students and teachers of other universities, if Interuniversity, were involved), combined with common goals and objectives, various types of effective cooperation;

3. To diagnose the effectiveness of the process of developing intercultural communicative competence of students using multimedia tools, a set of weapons has been developed, which is a systematic system for assessing development based on a criterion-level approach. The criteria and indicators of assessment in the intercultural communicative competence of students are indicated, which are associated with three components (motivational-personal, cognitive and operational-activity) and levels of professional and intercultural communicative competence of their future teachers. The development of these components is shown horizontally - high, medium and low.

4. Pedagogical conditions necessary for the effective development of intercultural communicative competence of students with the help of multimedia tools:

- 1) ensuring the professional orientation of the development of intercultural communicative competence of students;
- 2) the presence of a formed information and educational environment that meets the criteria of Science and modernity;
- 3) actualization of all components of intercultural communicative competence using the means of

the educational Internet community in the educational process.

3. Results.

The practical results of the study consist in the fact that it is a presented complex model for the development of intercultural communicative competence of students. In education, teachers of departments of foreign languages can be used to improve the effectiveness of the training of professors and teachers.

Reliability of research results. The reliability of the research results is determined by theoretical and methodological materials from official sources, as well as the fact that the relevant approaches contribute to the objectivity of experimental results, are confirmed by mathematical statistical methods, they are experimentally substantiated, the developed didactic material, the practical application of conclusions, proposals and recommendations, the results obtained are approved by the competent authorities..

Scientific and practical significance of the research results. Clarifies general theoretical views on the content of intercultural communicative competence as a component of the intercultural communicative competence of students;

- expand the understanding of the possibilities of cyber socialization of teachers of vocational education in the process of teaching students, the role of multimedia tools in education in the development of intercultural communicative competence as an integral part of professional competence, and the available means for this;
- based on the process of developing intercultural communicative competence of students, the effectiveness of the application of systematic, personal-activity, multi-subjective and environmental methodological approaches on the basis of multimedia tools is theoretically justified.

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