

INTERCULTURAL COMMUNICATION COMPETENCE

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Abstract

Intercultural communication is the exchange of information between people of different cultures. It has evolved from primitive times to today's international exchange trade. Intercultural communication was not as global as it is today, but was limited to specific regions. Today, advances in computer technology allow people to communicate with each other through e-mail, videoconferencing, and the internet. In Uzbekistan, intercultural communication has been turned into a research area as a separate subject in foreign language teaching. It aims not only at understanding others but also at self-understanding, in contrast to cross-cultural country studies. In the 80s of the last century, a new approach to the world experience of teaching foreign languages was based on the formation of Intercultural Communication competence.

Key words

communicative competence, cooperative relations, intercultural communication, verbal, non-verbal, cross-cultural study, teaching approach

Introduction

Today, the fact that representatives of different cultures are built on the basis of relationships creates the synthesis and integration of nations. Historical sources show that the development of the human community was a gradual development of global cooperative relations. We can observe that it has developed in a series of relationships in social, economic, cultural and other spheres observed in the world web, from exchange in primitive times to today's relationships in international exchange trade.

In many cases, local mediators helped. Historically, intercultural communication was not as global as it is today, but was limited to specific regions. Here, the analysis of sources related to the sphere shows that communication is not only spatially limited, but also has a certain time, that is, a time limit.

In fact, the concept of "intercultural communication", "communication" comes from the Latin word "communication" and means the exchange or transfer of information. At the same time, information can be provided in various ways: orally and in writing, as well as nowadays with the help of computer technology. The concept of "intercultural" is used to mean mutual encounter and understanding between people of different cultures.

Research Methodology. Initially, the discovery of publishing led to the popularization of the written form of communication, and later, with the development of technology in the 20th century, the telephone, telegraph and fax played an important role in making communication happen. Today's advances in computer technology, including the Internet, allow people to communicate with each

other through e-mail, videoconferencing, exchange ideas and solve common problems with interested partners located in other parts of the world and having the same interests and problems. .

Uzbek pedagogy has conducted many studies on intercultural communication competence. Intercultural communication has been turned into a research area as a separate subject in foreign language teaching. Thus, students develop the competence of being able to communicate with representatives of different cultures, not only learning language materials. In their research, the following was noted as the goal of the science of "Intercultural Communication": - "...it consists in analyzing communication issues with attention to language and culture, communication between different cultures, that is, facilitating communication and preventing misunderstanding" [1. P. 3.].

In philological directions the main tasks of intercultural communication become the issues of intercultural communication, types of communication, use of verbal and non-verbal means of communication.

The first factor of studying and analyzing the concept of "intercultural communication competence" from the point of view of modern linguistics is the nature of the text and its enrichment with additional information.

The concept of intercultural communication aims not only at understanding others but also at self-understanding, in which the task of teaching or teaching foreign languages is considered to be contrasting the experiences of two cultures.

In contrast cross-cultural country studies emphasize that the focus is on understanding others. When studying the history of including intercultural dialogue in the curricula of higher education institutions of Uzbekistan, it turned out that in the higher education institutions of our country in foreign languages, including foreign language and literature (by languages), "Intercultural Communication" is taught as a separate subject in such educational areas as "Foreign Language (by languages), Philology and Language Teaching (by languages), Theory and Practice of Translation (by languages) in preschool and primary education". As usual, this subject is called differently in different educational areas, in particular, "Intercultural Communication", "Formation of Intercultural Communication in Teaching Foreign Languages", "Intercultural Communication and Translation Studies".

In the 80s of the last century, a new approach to the world experience of teaching foreign languages is based on the formation of intercultural communication competence. The subject "Country Studies" is taught at the foreign language faculties of higher education institutions of Uzbekistan; factual and statistical information about the country whose language is being studied is given. For example, the geographical position, territorial division, population, etc. of the country where the language is being studied. Later, the concept of "Intercultural Communication" began to be taught as a separate subject in the curricula of all foreign-oriented higher education institutions.

When a person encounters another person's position through a foreign language, his position begins to change. Based on the stated views and scientific conclusions, it can be concluded that the intercultural approach is a newer "phenomenon" in foreign language teaching compared to other pedagogical approaches, and its development has been influenced by a number of other areas of science. This leads to a confusion of terms used in terminology related to fields of knowledge. However, the intercultural approach has its own direction and ideas, so it can be considered as a new way of teaching foreign languages. It should be noted that intercultural competence cannot be

identified with communicative competence because these two competences have different cognitive, methodological and didactic “centers” [2. P. 47.]

Informing language learners about the issues of intercultural communication, teaching them the types of communication, the use of verbal and non-verbal means of communication, factors affecting communication, the interaction of language and culture, personality and factors of its formation, national character, intercultural network, ways of learning Conflict and cultural conflict resolution, analysis of national-cultural features of discourse are the main tasks of the science of “Intercultural Communication”. The problems of conflict between different cultures in foreign language teaching are more frequent in a multicultural society or when representatives of one culture are present within another culture for a certain period of time, which becomes the target content of the science and its study. is considered one of the main motivating factors.

Conclusion/Recommendations. Compared to communicative competence, intercultural competence acquires a broad and deep significance in the development process. Communicative competence is understood as the correct use of language constructions in speech, and intercultural competence is understood as a specific life situation, real traditions, mentality, even habits and attitudes, as well as everyday behavior specific to the culture of the country where the language is used. is studied - mastered movements, forms of non-verbal communication.

List of used literature:

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