

*Ismoilova Zarifa Abdukaxxorovna*

*Senior Lecturer of Uzbekistan State University of World Languages*

## STEPS AND METHODS OF DEVELOPING INTERCULTURAL COMMUNICATION COMPETENCE OF NON-PHILOLOGY STUDENTS IN OFFLINE EDUCATION THROUGH PODCASTING TECHNOLOGY

**Abstract:** This article analyzes the role and possibilities of podcasting technology in the development of intercultural communication competence of non-philology students in offline education. Podcasting technology provides an opportunity for students to learn about and learn about different cultures, while also helping to improve their communication skills. The article examines the stages of podcasting technology in the development of intercultural communication competence, including the selection of topics, the processes of creating, analyzing and evaluating podcasts, as well as practical methods. With the help of podcasting, students learn not only language and communication skills, but also understanding the differences between different cultures.

**Keywords:** offline education, non-philological orientation, intercultural communication competence, podcasting technology, communication skills, intercultural competence, educational technologies, intercultural differences, presentation skills, students, methods.

Currently, the educational system is trying to introduce new changes and innovations. The processes of globalization, the strengthening of intercultural relations, the interaction of different peoples require providing students and young people with a wide range of communication competencies. In particular, intercultural communication competence means the ability to establish successful and effective communication between different cultures and social groups. The use of modern technologies, in particular, podcasting technology, can be an effective tool for developing this competence for non-philological students in offline education. Podcasting technology creates opportunities for students to get to know and communicate with different cultures through audio and video materials. This article analyzes the role of podcasting technology in the development of intercultural communication competence, its stages and methods.

Intercultural communication competence, also called intercultural competence, involves communicating effectively and correctly with different cultures. This competence covers social, spiritual and psychological aspects and includes the knowledge, skills and attitudes necessary for a person to understand, respect and successfully communicate with other cultures. The development of intercultural communication helps to develop important qualities for students, especially in the global society, such as correct self-expression, respect for different cultures and a balanced approach to them. Podcasting technology is the process of creating and distributing content through audio or video material [1]. This technology allows users to create audio and video podcasts, edit them, distribute them and listen to them anytime. Podcasts are mostly conversations or presentations about a specific topic or idea.

The use of podcasts in education is an effective tool for students to learn new knowledge, develop listening and comprehension skills. Podcasting technology is also useful in developing intercultural communication skills among students in the educational process. Stages of developing intercultural communication competence using podcasting technology:

1. In the first stage, students learn podcasting technology. They will be introduced to this technology and taught how to create, edit and subscribe to podcasts. At the same time, students

- learn the basic concepts of intercultural communication by listening to podcasts covering different traditions of different cultures and peoples.
2. In the second stage, students choose topics related to intercultural communication. The selection of topics can include global and local issues, the study of different cultures and their comparison. At this stage, students prepare to prepare podcasts on a topic of their choice. During this process, they learn the basic rules of intercultural communication, language and communication methods.
  3. In the third stage, students conduct practical training. In this phase, students create a podcast on a topic of their choice. Podcasts are analyzed in terms of social, cultural, psychological and other aspects. Listening and discussing the created podcasts in a group helps to develop the exchange of ideas between students. At this stage, an opportunity is created for students to understand the peculiarities and nuances of intercultural communication.
  4. In the fourth stage, the process of evaluation and analysis of podcasts created by students begins. At this stage, students evaluate the effectiveness of intercultural communication through exchange of ideas, constructive criticism and analysis. They will also have the opportunity to apply the knowledge they have learned by comparing their podcasts with other groups [2].

When creating a podcast for students, the choice of topics is important. To develop intercultural communication competence, topics should be chosen that reflect global, cultural and ethnic diversity. In the process of choosing topics, students should research and study the topics independently. An interactive learning approach can be introduced by using podcasting technology. Students express their opinions through podcasts, participate in conversations and debates, which improves their communication skills. Through this method, students learn to express their thoughts independently and have a constructive discussion with others. Listening and analyzing is one of the important methods when using podcasting technology [3]. By listening to podcasts, students gain an understanding of the approaches and thoughts of other cultures. This method develops the skills of identifying intercultural differences and responding to them correctly.

Podcasting technology can be an effective tool in the development of intercultural communication competence for non-philology students in offline education. With the help of this technology, students gain new knowledge about different cultures and develop their communication skills. Through an interactive approach and hands-on activities during podcasting, students learn not only language and communication skills, but also cross-cultural understanding. Thus, the podcasting technology is intercultural of students in the educational process

Communication competence, that is, the ability to communicate effectively and correctly, is one of the skills necessary to establish successful social, cultural and professional relationships in society. Developing communication competence when working with non-philology students faces unique difficulties. Obstacles that arise in communication in the study and work activities of such students can lead to difficulties in solving their social, cultural and linguistic problems. The article analyzes the main difficulties encountered in the organization of communication competence when working with non-philological students and ways to solve them [3]. Communicative competence is not only related to language learning or conversational skills, but also includes an individual's ability to interact with others socially, culturally, and psychologically in an appropriate and effective manner. Developing communication skills is especially important for students in non-philology majors, such as economics, management, law, or engineering. To ensure their successful professional activity, it is necessary to be

free and effective in communication. But students of this direction often face some difficulties in social communication.

Non-philology students often face language problems. They may have difficulties in expressing their thoughts clearly and fluently in communication. This, in turn, leads to ambiguity, misunderstanding or neglect in communication between students. In such cases, teachers should conduct regular language training sessions with students. In these activities, clear and understandable communication, expressing complex ideas in simple language, and engaging in regular communication will be effective methods for students. It is also important to organize courses aimed at developing communication and presentation skills for students. The cognitive component involves students' mastering of cultural and ethnocultural terminology, history, language, customs, traditions and features of the native culture and cultures of other countries, the behavioural norms and rules and the specifics of their manifestation in different nations [4].

A decrease in listening skills among students leads to a decrease in effectiveness in social communication. Sharing ideas with others, having constructive discussions, and being open to different opinions are essential to developing effective communication among students. To develop listening and receptive skills, teachers should conduct interactive activities based on listening with students. In these classes, students learn to listen to their own thoughts and communicate with others. Some students do not have access to social support systems. Lack of support in their social interactions can make them feel isolated. This situation is especially relevant for students who have joined a new group or are adapting to a new environment. Creating a social support system and organizing mutual support among students is an effective way to solve this problem [5]. Organization of groups and clubs among students, conducting various social activities and communication-based events develops solidarity among students. This increases their confidence in mutual communication.

#### References:

1. Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford University Press, pp. 1-230.
2. Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. *Multilingual Matters*, pp. 1-286.
3. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press, pp. 1-157.
4. Thorne, S. L. (2003). *Articulating Intercultural Communication in Foreign Language Education*. In *Intercultural Communication: A Reader*, 9th Edition (edited by L. A. Samovar, R. E. Porter, & E. R. McDaniel), Wadsworth Publishing, pp. 425-435.
5. Perry, L., & Cooper, D. (2012). *Podcasting for Education: A New Approach to Learning and Teaching*. *Journal of Educational Technology*, 31(4), 220-229.
6. Jokinen, E., & Salo, M. (2017). *The Use of Digital Technologies in Education: A Review of Literature on Podcasting*. In *Emerging Trends in Educational Technology* (edited by S. G. McCluskey), Springer, pp. 45-58.