

ENTWICKLUNG INTERKULTURELLER KOMMUNIKATIONSKOMPETENZ IM FREMDSPRACHENUNTERRICHT

Shirnazarova Zamira Allaberdiyevna

Oberlehrer an der Staatlichen Pädagogischen Universität Chirchik

E-Mail: zamira@cspi.uz

Zusammenfassung: Das Erlernen einer Fremdsprache erfordert das Erlernen des Vokabulars, der Grammatik und der Ausspracheregeln der Sprache. Aber um erfolgreich mit fremdsprachigen Sprechern zu kommunizieren, reichen die oben genannten Kenntnisse nicht aus; Es ist notwendig, Kommunikationsfähigkeiten zu verstehen, hauptsächlich welche Gesetze in der Kommunikation existieren. Beim Erlernen von Fremdsprachen und Sprachmaterialien sollte die interkulturelle Kommunikationskompetenz beherrscht werden.

Schlüsselwörter: Interkulturelle Kommunikation, europaweite Kompetenzen im Fremdspracherwerb: Lernen, Lehren und Bewerten, verbal, nonverbal, Stereotypisierung, Übungen und Aufgaben

DEVELOPMENT OF INTERCULTURAL COMMUNICATION COMPETENCE IN TEACHING FOREIGN LANGUAGES

Shirnazarova Zamira Allaberdiyevna

Senior teacher at Chirchik State Pedagogical University

E-mail: zamira@cspi.uz

Abstract: Learning a foreign language requires learning the language's vocabulary, grammar, and pronunciation rules. But to successfully communicate with foreign language speakers, the abovementioned knowledge is not enough; it is necessary to understand communication skills, mainly what laws exist in communication. When learning a foreign language and language materials, intercultural communication competence should be mastered.

Keywords: Intercultural communication, pan-European competencies in foreign language acquisition: learning, teaching and assessment, verbal, non-verbal, stereotyping, exercises and tasks

Nowadays, knowing the language alone is not enough for communication participants to understand each other. For successful and effective interaction, it is necessary to have knowledge about the national-cultural features of speech-participated and non-participatory communication, social-cultural norms, rules of etiquette, priority features in communication, and the national system of politeness. Based on this, great attention is paid to the formation of intercultural communication competence in the process of teaching and learning foreign languages. Here, let's consider the concept of "intercultural communication". Edith Broszinsky-Schwabe explains the concept of "Communication" as follows. Communication, i.e. communication, is derived from the Latin word "communication" and means exchange or transfer of information. In this case, the information is provided in

different ways (verbal, non-verbal) and in different ways (oral and written), as well as nowadays with the help of computer technologies. [1,31b.] The concept of "intercultural" is used in the sense of meeting and understanding between people of different cultures. The concept of "intercultural communication" was introduced by the American anthropologist Edward T. Hall in the 50s of the last century. He developed the behavior and communication methods of American diplomats in order to effectively communicate with representatives of other cultures, nationalities and religions. Edward T. Hall did a lot to break some of the stereotypes inherent in this field. , Hall was the first among scholars to conclude that culture should be taught. Since the beginning of the 80s of the last centuries, the competence of intercultural communication has emerged as a new goal of teaching foreign languages. Compared to communicative competence, the process of developing intercultural communication competence has a wide and deep significance. Communicative competence refers to the correct use of language constructs in speech, while intercultural communication competence refers to the specific life situation, real traditions, mentality, and even customs specific to the culture of the country where the language is being studied views, as well as daily behavior, forms of non-verbal communication are mastered.

There were different approaches to the development of foreign language teaching goals and they were focused on specific competencies. Let's take a look at these below.

Grammar is competent. In this approach, the grammatical side of the language being studied is considered important. Each grammar topic is studied through texts and sentences. Translation was the most common form of work. Since the main focus is on grammar, lexis has been given less importance. Other goals, such as using memorized grammatical structures in speech, studying the national and cultural characteristics of the country where the language is being studied, were not reflected in the practice of teaching foreign languages. Grammar has no value in terms of a series of communication reinforced with exercises and texts.

Linguistically competent. Grammatical approach dominated until the beginning of the 20th century. In the last decade of the 19th century and the first decade of the 20th century, the grammatical approach was criticized. Linguistic competence came to the fore as the goal of foreign language teaching. Translation has lost its dominant position in didactics. Active types of work that form reproductive skills came to the fore. The exercises were based on the following principle: Language learners should be able to express certain ideas about the language they are learning with the help of educational materials. However, the teaching materials were only intended for one person, that is, there was no communication partner. This meant that although the main focus of the lessons was changed from grammar to speaking, the foreign language lessons were still not communicative. Although certain grammatical and lexical forms are practiced in the lessons, the intended purpose has been neglected. While linguistic competence is the first step towards real-life language use, it is the fields of context and country studies that are absent from language teaching.

Communicative competence. In the 60s and 70s of the 20th centuries, a new approach to the didactics of teaching foreign languages appeared. It was recognized that the studied language is of great importance for communication, so the new approach was called "communicative approach" and communication, i.e., formation of communicative skills, became one of the goals of teaching foreign languages. In the lessons, the emphasis was no longer on language structures and their formal use, but on their use as a means of communication. It was clear that learning the language alone was not enough for successful communication and understanding the interlocutor.

Intercultural communication competence. Since the beginning of the 80s of the last century, the competence of intercultural communication has emerged as a new goal of teaching foreign languages. In comparison with communicative competence, the process of developing intercultural communication competence gained wide and deep importance. Communicative competence refers to the correct use of language constructs in speech, while intercultural communication competence refers to the specific life situation, real traditions, mentality, and even customs specific to the culture of the country where the language is being studied. views, as well as daily behavior, forms of non-verbal communication are mastered. Although scientists dealing with the methodology and didactics of foreign language teaching have been engaged in the competence of intercultural communication for more than 30 years, there are still different views that have not been settled. However, two important directions of this approach can be distinguished:

1. Subject-oriented approach. This approach was popular in the 1980s, when it was necessary to teach culture as the main focus of the lesson. The concept of intercultural communication in this approach was understood as supplementing language knowledge and skills with knowledge of country studies. [2,10b.] When choosing materials for classes, it was considered important that they provide information about the culture of the speakers of the language being studied. Here, the traditions of a completely communicative approach were continued, emphasizing communicative competence and linguistics. understood as a goal.

2. Student-centered approach. In this approach, we understand foreign language lessons as a place where two cultural worlds meet. It is important for the language learner to understand the differences and similarities between his own and foreign cultures in the course of the lesson. It is not limited to the knowledge of country studies. On the contrary, attention is paid to topics and materials that allow understanding the differences and similarities between the two cultures, and how to behave when meeting with representatives of the country whose language is being studied.

We see that the above-mentioned competences (grammatical, linguistic, communicative and intercultural communication competences) are inextricably linked with the goals of foreign language teaching.

In the universally recognized international standards of "European competences for foreign language learning: learning, teaching and assessment", the competence of intercultural communication includes the following skills: [3,105 p.]

- the ability to connect one's own and another culture
- cultural sensitivity and the ability to identify and use different strategies to communicate with representatives of other cultures
- the ability to act as a cultural mediator between one's own culture and a foreign culture and to effectively resolve intercultural misunderstandings and conflict situations
- the ability to overcome stereotypical attitudes

The following types of exercises and tasks are recommended for the formation of the above skills in the teaching of foreign languages, that is, in foreign language classes. [4,78p.]

Exercises and tasks that shape concepts and develop meaning:

- Working with pictures (Associogramm)
- Detailed description of pictures or excerpts from films
- Forming hypotheses for the continuation of picture stories or films
- Telling the same story from different perspectives
- Discussions about foreign culture to expand knowledge and curiosity
- A scene on the theme "Typical German Character" (Others guess which character it is)

Exercises and tasks that develop communicativeness in intercultural communication:

- Analysis of everyday situations, contradictions in literary texts or films
- Analysis of cultural values in advertisements
- About aspects of everyday life on the Internet, if possible, with the participation of native speakers
- Role-plays in which learners must choose the most culturally appropriate and acceptable of possible behaviors
- Collecting and discussing idioms that lead to misunderstandings in intercultural communication

In order for students to understand the essence of the globalization process and to develop the ability to effectively communicate with representatives of foreign cultures, the environment and the goal of foreign language classes should be considered.

References

1. E. Broszinsky-Schwabe, Interkulturelle Kommunikation Springer Fachmedien Wiesbaden GmbH 2017
2. Eckerth und Wendt Brauchen wir einen inter- und/oder transkulturellen Fremdsprachenunterricht? 2003, P. 10
3. Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen. Begleitband 2001
4. Bachmann, S., Gerhold S., Wessling G. Aufgaben und Übungstypologie zum interkulturellen Lernen mit Beispielen aus Sichtwechsel-neu, in Zielsprache Deutsch 27(2) 1996, P. 77-91