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THEORETICAL BASES OF FORMATION OF INTERCULTURAL COMPETENCE OF STUDENTS AT LESSONS OF FOREIGN LANGUAGE

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Abstract: Using Internet resources, the teacher can diversify the lessons, including songs and cartoons in a foreign language, authentic textbooks. Thus, to give students the full range of knowledge about the culture, customs and traditions of a foreign country.

Key words: motivation, competence, foreign language, knowledge, lesson, culture.

Formation of intercultural competences of students at lessons of a foreign language include:

□ functioning of the pedagogical space through the creation and use of communicative situations that require the manifestation of a set of skills necessary for successful participation in intercultural communication;

□ motivational readiness of students to learn a foreign language, the components of which are focus, activity, object-subject relations in the learning process, individual psychological personality traits that stimulate the ability to intercultural communication with native speakers;

□ creating a positive emotional climate in the whole spectrum of the educational field, promoting the education of a person of culture, committed to universal values, absorbing the rich cultural heritage of the past of his people and peoples of other countries, seeking mutual understanding and ready for interpersonal and intercultural communication. The development of the ability to intercultural communication competence leads to positive personal changes of

students on the basis of reflection, focus on understanding the values of another culture, to deepen the sense of citizenship in the process of addressing the native culture and language.

The high level of computerization of society and the growing importance of the Internet as a means of storing and transmitting information require a modern foreign language teacher to introduce information and communication technologies into their educational practice. Their use contributes to the improvement of linguistic and intercultural competencies of students, the formation of a culture of communication in the electronic environment, improving information culture in general, as well as developing computer skills: search, processing, transmission, systematization of information and presentation of research results by students.

There are two areas in which the Internet can take foreign language learning to the next level. This is communication and information. Communication is carried out by e-mail and Skype, blog publishing, huge layers of information are contained in the World Wide Web.

The teacher's task is to create a model of real communication, which contributes to the emergence of students' natural desire and need to interact with others, self-confidence and their ability to communicate. The communicative approach involves learning to communicate and building the ability for intercultural interaction, which is the basis of the Internet. Outside of communication, the Internet doesn't make sense - it's an international multinational, intercultural society whose life is based on the electronic communication of millions of people around the world, speaking at the same time - the most gigantic in size and number of participants ever. By joining it in a foreign language lesson, we create a model of real communication.

By communicating in a true language environment provided by the Internet, students find themselves in real life situations. Involved in solving a wide range of meaningful, realistic, interesting and achievable tasks, students

learn to respond spontaneously and adequately, which stimulates the creation of original statements, rather than stereotyped manipulation of language formulas.

Communication with peers from another country can take place through the exchange of electronic messages (e-mailing), which gives students more time to analyze the letter and think about the answer, and communication can be both individual and group. E-mail exchange is a great tool for developing students' communication skills as well as writing skills. Communication with peers in a foreign language, regardless of whether they are native speakers or also learn the language, will contribute to the formation of intercultural competence of students and expand their horizons.

Communication on the Internet can also take place through the publication of blogs. There are many educational (and not only) Internet resources where students can communicate through blogs (English blog, from web log - online event log, online diary). An example is the English language service provided by the British Broadcasting Corporation (BBC) at www.bbc.co.uk. However, it should be noted that simply communicating with peers from another country cannot guarantee the formation of intercultural competence. Conducted research in the United States and Germany has shown that instead of increasing intercultural competence, students may develop false stereotypes about another culture, which in turn will lead to antipathy and rejection of the studied culture. Participants must be prepared for the fact that the representatives of the contacting culture adhere to a different system of values, knowledge and norms, which is why their opinions and judgments may differ from the opinions and judgments existing in the native culture.

When it comes to communication through the exchange of electronic messages (which is the most popular and accessible), it should not be reduced to a formal exchange of messages. Such technology should include tasks for the analysis and discussion of information received in the process of electronic exchange, as well as tasks for cultural reflection.

The success of an intercultural communication project largely depends on the professional competence of the teacher. In classes where the teacher mastered Internet technologies and methods of their integration in the process of learning a foreign language, the results of the formation of components of intercultural competence were significantly higher than in classes where due to technical incompetence of the teacher students gained full autonomy but did not receive instructions.

Internet resources are a vast source of information that can be used by both teachers and students. With the correct organization of the educational process, in addition to communicative competence in all its variety of components, students acquire information competence, which includes mastering new information technologies, understanding the range of their application, as well as a critical attitude to information disseminated.

The Internet opens up unprecedented opportunities that allow people to meet, communicate, despite the thousands of kilometers that separate them. Mastering communicative and intercultural competence is impossible without the practice of communication, and the use of Internet resources in a foreign language lesson in this sense is simply irreplaceable. Exchanging e-mails, publishing blogs, communicating with Skype encourages students to improve their knowledge of a foreign language, helps to broaden their horizons, gives confidence in their abilities.

Using search engines (Google, Yahoo, Yandex, etc.), you can find a huge amount of information, including on the culture of the country of the language studied. The teacher's task is to, in addition to using the textbooks and audiovisual materials offered by the school, actively use Internet resources, expanding their horizons and constantly bringing something new to their lessons: it can be interesting and unusual facts about another culture, authentic audio and videos, interesting photos, illustrations, lesson plans, workbooks in general, everything that can increase students' interest in the culture of the

country of the language studied, will help them look at the culture of their country, and thus increase their level of intercultural competence. In senior classes, students interested in further learning a foreign language and learning about the culture of the country can successfully use Internet resources on their own.

Participating in the independent search for information on the Internet, in project work, students acquire computer skills, the ability to achieve the goal - an indispensable experience in the future.

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