



FACTORS FOR THE DEVELOPMENT OF INTERCULTURAL COMPETENCIES OF FUTURE TEACHERS

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ABSTRACT

The problem of intercultural competence formation is especially relevant for graduate students, as higher education practice shows that students have a high level of communicative competence in learning a foreign language, However, they do not have sufficient intercultural knowledge and intercultural communication skills in most cases. In this article, I will discuss the factors for the development of intercultural competence of future teachers.

KEYWORDS: *Media, culture, competence, modern approaches, factors, education, upbringing, globalization, knowledge, linguistic and cultural information, relationships, human, skills, intercultural communication, foreign language teaching, methodology, development.*

INTRODUCTION

The issue of developing the spiritual and cultural knowledge of our students and their development as a comprehensively competitive staff has been a topical issue in our country. Actually, the development of the state, the future of the young people is determined by the level of spirituality and civilization of its citizens. Therefore, the less attention is paid to the issues of spirituality and culture in a country, the more the future and development of that state will not develop. As the first President of the Republic of Uzbekistan I.A Karimov emphasized that harmoniously developed generation will be the foundation of Uzbekistan's development. Our country pays special attention to improving our spiritual values, the national education system and strengthening its national foundations.

So, the culture of each person is a mirror of his morality, his manners and behavior is determined by feelings of humanity. Morality is formed on the basis of cultural, intellectual, legal, religious, economic and political knowledge. This knowledge allows a person to develop the level and indicators of culture, as well as personal and professional qualities and qualities in them, to have a place and maturity in society as a mature person in the future. Culture is realized under the influence of acquired knowledge, skills and abilities. Culture is a specific member of society and a set of all the positive, intellectual

achievements accumulated in the course of the activities of citizens. It is advisable to pay attention to the wider use of foreign experience in the preparation of creative pedagogical students for intercultural competence. As a result of creativity, communicativeness, cognition of the teacher, students gain a deep knowledge of the history and culture, literature, art, traditions and customs of their ancestors. Through the study of intercultural conflicts, students' interests and potential for interstate cultural heritage increases. We know, a sincere, healthy spiritual environment is created during the lesson. As a result of effective use of sources of spiritual and cultural heritage, there is a wide range of opportunities for the preparation of intercultural competence of students.

MATERIALS AND METHODS

There are factors of preparation of students for intercultural competencies are of particular importance, firstly, to increase the effectiveness of the teaching process, secondly, to ensure the preparation of students for intercultural competence in the educational process and the acquisition of skills of cooperation, innovative approach to the formation and development of scientific worldview. The effective use of such factors requires the teacher to be creative, self-seeking, responsible, active, communicative and cognitive. In each lesson, the



teacher must be able to clearly set goals, correctly identify the tasks to be performed, see future plans, and enrich thoughts and ideas about the future:

- Be able to form and develop skills and competencies such as scientific content, consistency, accuracy and reliability of facts, objectivity and educational nature of information, increase students' interest, expand knowledge, be highly moral;
- Students should be able to communicate in a foreign language through the acquisition of foreign languages, to communicate in a foreign language and to acquire information about intercultural communicative competence;
- Communication with students in the classroom and should involve not only the verbal exchange of information or the satisfaction of their communicative and cognitive needs, but also the exchange of emotions and cultures.

Nowadays, teaching a foreign language as a means of communication is considered important, and the need to teach this process in cultural components is approached separately. Any language serves to promote the specific characteristics of a particular culture. If the students are not aware of the culture of the country where the language is studied and the principles and laws of intercultural communication, a high level of communicative competence in learning a foreign language is not a guarantee of intercultural communication. Therefore, foreign language teaching and intercultural communication skills should become an integral process of education. The problem of intercultural competence formation is especially relevant for graduate students, as higher education practice shows that students have a high level of communicative competence in learning a foreign language, but in most cases do not have sufficient intercultural knowledge and intercultural communication skills. In turn, it can lead to the formation of a biased attitude towards "other" linguocultural representatives, a lack of understanding of intercultural values and even intercultural conflict.

The problem of intercultural communication and intercultural competence has been the subject of research by many scholars. In particular, Russian scientists such as I.I.Khaleev, S.G.Ter-Minasov, G.M.Andreev, T.A.Dmitrenko, N.M.Gromov, N.D.Galskov, V.P.Furmanov, A. A.Leontev, I.A.Zimnyaya, I.L.Bim, R.P.Milrud, E.S.Polat, V.V.Safonova, P.V.Sysoev, V.V.Oshchepkova, A.A. Miroljubov, GV Elizarova, G.V. Grom; Western scientists Byram M., Fleming M., Spitzberg B., Samovar L., R. Porter who addressed this problem. In order to determine the theoretical foundations of intercultural competence, it is necessary to refer to the following terms and concepts: "culture", "language", "intercultural communication" in this research.

In modern humanities, the concept of "culture" is one of the fundamental concepts. The concept of culture is studied in the fields such as semiotics, sociology, history, anthropology, axiology, culturology, ethnology, philosophy and a number of other disciplines. Each of them defines one aspect or function of the concept of culture as the subject of its study, approaches it from the point of view of its own methods and techniques and consequently gives its own definition of the concept of culture.

Culture is often described as a means of uniting different people and also regarded by a particular nation as a source that has been accumulated over the centuries, i.e., all forms of attitude towards nature, from ideas to concepts to language semantics. The scholar Giddens writes that culture promotes the idea that values created by certain social groups are reflected in the norms that must be followed in life, as well as in the material wealth produced by human beings. Teaching students about world literature and history, customs and traditions in the formation of intercultural competence requires a teacher to be always knowledgeable and active. In the development of intercultural competence of students, it is expedient to meet their needs, increase their interest through independent work, various creative works (essays, abstracts, etc).

RESULTS AND DISCUSSIONS

Independent work is an integral part of pedagogical and student activities. In independent and creative work, the student works on himself, seeks creativity, expresses his worldview and spiritual level, along with the formation of his own views and opinions. Independent work requires more work on the textbook, analysis of the content of the sources, preparation of lectures, abstracts, abstracts, creative essays (also in foreign languages), written answers to cards, various tables, diagrams and schemes. All of this requires research from the student. Independent work is based on 4 different sources in the organization of seminars.

- a) Textbook materials;
- b) Spiritual heritage, folklore, religious sources, classical literature, etc .;
- c) Materials of mass media (magazines, newspapers, radio broadcasts, world programs);
- g) Life examples (family traditions, customs, rituals, spiritual values, etc.).

Extensive use of some types of independent work (essays, written answers to questions, filling in tables, diagrams, cards) in the form of mixed lessons, aimed at strengthening the essence of the subject and the nature of the subject in practice. It is useful to use games in a foreign language or literature class. For example, in literature classes you can organize



debates and debates, such as "Our guest of scholars", "Temurids", "Today - through the eyes of scholars". In the methodological lessons, "Spiritual heritage of the Orientalists" is very useful for the organization of students' self-reflection. The use of spiritual resources by teachers in the classroom, regardless of "how the lesson is organized" (workshops, discussions, workshops, test class, etc.), taking into account their impact on education, active, creative, strong, spiritual heritage. One of the most effective ways to build intercultural competence is to develop students' traditional forms of oral learning. In this case, it is possible to hold debates on various topics. In the process of preparation for such lessons, students will be able to use a wide range of scientific, popular, autobiographical works, press and media materials on spiritual life, art, folklore, pandnoma, religious sources and the life of orientalists. As a result, the problem will be answered and the ancestors will be able to get acquainted with the spiritual heritage. If such lessons are organized on the basis of training, skills and extensive knowledge, experience, independence, the use of the following factors that shape the intercultural competence of the student will achieve high results:

- Doing independent activity of the student during the lesson;
- To teach students to rely on the opinion of the community, to respect it, thereby fostering in them a culture of mutual respect, communication, communication and cognition;
- Students acquire the skills to defend their ideas, opinions, to communicate with others;
- The ability to accurately assess the views of this or that writer, the essence of the issues raised on the basis of folk pedagogy, life experience, the possibility of environmental demand;
- The level of students' knowledge of the spiritual life of Uzbeks and other peoples will increase, moral and spiritual qualities will be formed;
- Every student has a sense of self-reliance, self-control, focus on self-awareness, self-awareness. Such a successful result will be reflected in the test lessons, the final lessons.

The main criteria for the formation of intercultural competence of the student are: humanity, diligence, national pride, patriotism, love, faith, creativity, activism, initiative, self-control and self-assessment. This requirement is realized through the student's attitude to the duties of the homeland, parents, friends, community, the characteristics of activity, creativity, which is manifested in the educational process. The organization of self-knowledge, behavior, control of attitudes to the environment, the organization of self-assessment is effectively manifested through the written creative activity of the student. Effective forms of education It is necessary to use a wide range of tools and methods

of traditional and non-traditional types of lessons, including various types of creative writing of students in the educational process: essays, abstracts, abstracts, lectures.

CONCLUSION

In order to effectively use the written and creative work of students in the classroom, it is necessary to adhere to a number of pedagogical conditions.

- Clearly define the types, themes, nature and requirements for independent creative work;
- Organization of independent written work in a foreign language, literature or other subjects and preparation of short methodical recommendations for their implementation;
- The teacher has sufficient knowledge of the spiritual qualities, spiritual history, the content and nature of values, knows how to effectively use their educational potential;
- Independent work of both teacher and student with textbooks and additional resources;
- The teacher is armed with a complete pedagogical knowledge of traditional and non-traditional forms of education, their educational opportunities, the results of work;
- The teacher must be able to anticipate the impact of each lesson topic, form, methods and tools on the forms of culture of student behavior;
- Written creative work should be carried out on the basis of voluntariness, creativity, interest of students. The spiritual environment created during the course shapes students' creativity, freedom, activism, imagination and interest in knowledge. Our spiritual heritage in the course of the lesson: the views of scholars of the past, various stories about morality, various folk tales, the use of proverbs to give students a thorough knowledge of the treasures of our spirituality, to demonstrate the acquired knowledge filling, mood, imaginative perception, expression of feeling, responsiveness, sensitivity.

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