



IMPLEMENTATION OF THE PRINCIPLES OF FORMING THE READINESS OF UNIVERSITY STUDENTS FOR INTERCULTURAL COMMUNICATION

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Annotation:

The article deals with the formation of the readiness of students of humanitarian universities for intercultural communication. The system of teaching intercultural communication, based on the implementation of the following formations: the principle of cultural saturation of the content of educational material; the principle of orientation towards humanitarian values; the principle of tolerance; the principle of the dialogue of cultures, the principle of activity; the principle of the formation of traits of the secondary linguistic personality.

Key Words:

Formation, readiness, student, humanitarian, communication, system, training, communication, implementation, principle, cultural studies, orientation, tolerance, dialogue, culture, activity, personality.



Following the experience of leading teachers, the principles of teaching the readiness of students of humanitarian universities for intercultural communication were formed.

The system of teaching intercultural communication, based on the implementation of the principles, will contribute to the formation of intercultural competence and the achievement of practical and developmental goals provided for in the target standards of higher education institutions. [4] The principles of teaching are the initial didactic provisions that reflect the course of objective laws and patterns of the learning process and determine its focus on personality development. Knowledge of the principles of teaching makes it possible to organize the educational process in accordance with its laws, to reasonably determine the goals and select the content of the educational material, to choose the forms and methods of teaching adequate to the goals. With the development of the theory and practice of teaching, the discovery of new patterns of the learning process, new principles of teaching were formulated, the old ones were modified, therefore they are historically transient [2; 184]. When forming the readiness of students of humanitarian universities for intercultural communication, we focus on the following principles: the principle of cultural saturation of the content of educational material; the principle of orientation towards humanitarian values; the principle of tolerance; the principle of the dialogue of cultures, the principle of activity; the principle of the formation of traits of the secondary linguistic personality [3; 69].

Let's characterize each principle. The principle of culturological saturation of the educational content contributes to the activation of the educational process, the increase in the cognitive activity of students, expands their communicative capabilities, and promotes

motivation for a deeper study of a foreign language; the formation of readiness for intercultural communication is the first one.

The second pedagogical principle is the principle of orientation towards humanitarian values. The principle of orientation towards humanitarian values is considered as a principle of social protection of a person, as a principle of humanizing the relations of students between themselves and teachers. Participants in the pedagogical process should be given a certain opportunity for self-development, self-regulation and self-determination, self-study and self-education. The third principle of formation of readiness for intercultural communication is the principle of tolerance. As stated in the document, "Tolerance means respect, acceptance and correct understanding of all the diversity of cultures, forms of self-expression and manifestation of human individuality. Tolerance is unity in diversity. This is not only a moral duty, but also a political and legal need. Tolerance is what makes peace possible and leads from a culture of war to a culture of peace. Tolerance is not concession, condescension or connivance, but above all an active attitude towards reality, formed on the basis of the recognition of universal human rights and freedoms"[2; 3].

"In order to understand another, one needs to be imbued with his values, imbued with his significance, that is, get used to his world "[1; 64]. The fourth principle of the formation of intercultural communication is the principle of the dialogue of cultures.

"The principle of dialogue, inextricably linked with the principle of tolerance, should be not only a means of teaching, but also its goal" [5; 47]. The dialogue of cultures is considered as a necessary element of teaching a foreign language. According to L Porsche, learning a foreign language can never be independent of learning the culture it serves. In his opinion, interpenetration in this process is inevitable, and it is better to understand one's own culture through the perception and understanding of another culture [5; 126]. Intercultural dialogue in a foreign language lesson is not only a comparison of two cultures, but also their specific representatives as members of different ethnic communities, carriers of different mentality, national character, embodied enshrined in the national language.

The fifth principle of the formation of students' readiness for intercultural communication is the principle of activity. The principle of activity in teaching a foreign language is expressed in independent group and collective forms of teaching. So, the principle of activity in the study of a foreign language is a serious factor in increasing the effectiveness of work on the formation of the readiness of students of humanitarian universities for intercultural communication.

The sixth principle of teaching a foreign language in the formation of students' readiness for intercultural communication is to create traits of a secondary linguistic personality in students. The principle of orientation of teaching a foreign language to the formation of traits of a secondary linguistic personality makes the task of not only teaching the student to behave as a native speaker of the target language, but also to develop his ability to adequately interact with representatives of other cultures and societies [5; 125].

So, knowledge of the above principles of teaching allows the teacher to competently organize the educational process, relying on their patterns.

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