



## PROJECT BASED APPROACH TO DEVELOPING INTERCULTURAL COMPETENCE OF LEARNERS AT SCHOOL

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### Annotation.

The article considers about the concepts of intercultural communication and intercultural competence, as well as to establish the basic principles for the formation of intercultural competence using the project method in foreign language lessons for senior students.

### Key words:

Competence, intercultural communication, linguistic and cultural competence, project method, high school environment, implementation of intercultural learning.



Traditionally, the goals of school education were determined by the set of knowledge, skills, and abilities that a graduate must possess. Today this is no longer enough. A graduate should not only know the subject, but be competent in it. The concepts of competence and competence are currently key in the strategy of modernizing education. The UNESCO recommendations and the Concept for the Modernization of Education highlight such key competencies as mathematical, informational, communicative, autonomous, productive, social and moral (they are also called super competencies).

Ozhegov's dictionary gives the following definition of competence - a range of issues in which someone is well aware [4]. This definition, however, does not reflect the concept of competence that is relevant today. Encyclopedia Wikipedia gives a clearer definition: competence is the ability to apply knowledge, skills, to act successfully on the basis of practical experience in solving problems of a general kind, also in a certain wide area. In turn, competence is a set of competencies; availability of knowledge and experience necessary for effective activity in a given subject area. These two concepts differ significantly from each other in their essence.

A.V. Khutorskoy believes that “competence is the possession, possession of a person of the appropriate competence, including his personal attitude towards it and the subject of activity” [3].

The introduction of these concepts into the pedagogical practice of secondary schools will require changes in the content and methods of education, clarification of the types of activities that students must master by the end of education and in the study of individual subjects. The definition of a graduate who possesses competencies, that is, what he can do, what method of activity he has mastered, what he is ready for, is called a competence-based approach. The competence-based approach means a gradual reorientation of the dominant educational paradigm, which consists primarily in the transfer of knowledge and the formation of skills, to create conditions for mastering a set of competencies, meaning the

potential, the ability of a graduate to survive and sustainable life in the modern multifactorial socio-political, market-economic information and communication rich space [4].

Foreign language communicative competence is a set of knowledge, abilities, skills, the possession of which allows students to practically use a foreign language in a variety of socially determined situations, taking into account the linguistic and social rules that native speakers adhere to. A high level of foreign language communicative competence does not always guarantee successful interaction of communicants at the intercultural level, their mutual understanding in the aspect of the interaction of their native cultures. For quite a long time, the formation of a foreign language communicative competence took place in conditions when the ideal that students aspired to was a native speaker. This desire "implicitly suggests that learners of a foreign language should model themselves in the image of native speakers, ignoring the importance of the social identity and cultural belonging of the learner" [1]

However, starting to study a foreign language, the student has his own socio-cultural background, his own cultural traditions. For successful intercultural interaction, it is necessary to develop a double vision, to adequately accept another culture, without losing one's own cultural identity, thereby developing intercultural competence. In this regard, the role of intercultural competence, developed and described in the works of such scientists as N.D. Galskova, N.I. Gez, G.V. Elizarova and others. You can have all the necessary knowledge and even correctly build your own and correctly decipher the behavior of another person, but not have the ability to correlate models and specific acts of behavior and the ability to convey to the interlocutor, acting on an unconscious basis, the meaning of the features of the intercultural act of communication. The concept of "intercultural competence" entered the domestic pedagogical and methodological science in the late 90s as an indicator of the formation of a person's ability to successfully participate in intercultural communication and as an important component of the new educational paradigm.

Communication in an intercultural situation is always fraught with conflicts between knowledge and ignorance, even when communicating in the same language. Consequently, one of the goals of teaching intercultural communication is to prevent and resolve these conflicts by developing students' ability to realize and understand lexical and grammatical constructions that correspond to the norms of the communicative activity of an individual of a different linguo-ethno-cultural community and a different national-linguistic picture of the world. A number of authors interpret intercultural communication as an adequate understanding of communication participants belonging to different national cultures [3]

The most complete definition of intercultural communication was formulated by I.I. Khaleeva: "Intercultural communication is a set of specific processes of interaction between people belonging to different cultures and languages. It occurs between partners in interaction, who not only belong to different cultures, but at the same time are aware of the fact that each of them is "different" and each perceives the foreignness of the "partner" [2]

From this definition, it becomes obvious that intercultural communication is a skill that is very complex in nature and laborious to master. Getting into intercultural communication requires a lot of preparation. Since intercultural competence is an integral part of foreign language communicative competence, the development of one contributes to the development of the other. Intercultural competence is a competence of a special nature, the ability to implement through the creation of a common meaning for the communicants of what is happening and to achieve, as a result, a result of communication that is positive for both parties. It has no analogy with the communicative competence of a native speaker and can be inherent only in a mediator of cultures - a linguistic person who learns a foreign language. The goal of forming intercultural competence is to achieve such a quality of a linguistic personality that will allow her to go beyond her own culture and acquire the qualities of a mediator of cultures without losing her own cultural identity.

Introduction to pedagogy and methodology of the concepts of intercultural communication and competence qualitatively changes the essence and content of the goals of teaching a foreign language at school. According to the federal state educational standards of the second generation, the study of a foreign language in basic school is aimed at achieving the following goals:

- Development of foreign language communicative competence in the aggregate of its components, namely:
  - speech competence - development of communication skills in four main types of speech activity (speaking, listening, reading, writing);
  - language competence
  - mastering new language means (phonetic, spelling, lexical, grammatical) in accordance with the topics and situations of communication selected for the basic school;
  - mastering knowledge about the linguistic phenomena of the target language, different ways of expressing thoughts in the native and foreign languages;
  - sociocultural / intercultural competence
  - introduction to the culture, traditions, realities of the countries / country of the target language within the framework of topics, spheres and situations of communication that correspond to the experience, interests, psychological characteristics of basic school students at its different stages;
  - formation of the ability to represent one's country, its culture in the context of intercultural communication;
  - compensatory competence - development of skills to get out of the situation in the face of a shortage of language means when receiving and transmitting information;
  - educational and cognitive competence - further development of general and special educational skills, universal methods of activity; familiarization with the methods and techniques available to students for independent study of languages and cultures, including using new information technologies;
- Development of the personality of students through the implementation of the educational potential of a foreign language:
  - the formation of students' need to study foreign languages and master them as a means of communication, cognition, self-realization and social adaptation in a multicultural, multiethnic world in the context of globalization, based on the awareness of the importance of learning a foreign language and native language as a means of communication and cognition in the modern world;
  - the formation of general cultural and ethnic identity as components of the civil identity of the individual; education of the qualities of a citizen, a patriot; the development of national identity, the desire for mutual understanding between people of different communities, a tolerant attitude towards manifestations of a different culture; better awareness of your own culture;
  - development of the desire to master the foundations of world culture by means of a foreign language;
  - awareness of the need to lead a healthy lifestyle by informing about publicly recognized forms of maintaining health and discussing the need to quit bad habits [5].

At the same time, one should not forget about the native culture of students, drawing on its elements for comparison, since only in this case the student is aware of the peculiarities of the perception of the world by representatives of another culture. Proceeding from this, students should gain knowledge on the main topics of the national culture of the countries of the studied language (history, geography, political and social relations, education, sports), as well as knowledge about the socio-cultural characteristics of peoples - native speakers. The quality of education largely depends on the selected regional and linguistic and cultural material.

Actual and interesting information about life and everyday life in the countries of the target language, photos, diagrams, statistics, detailed teacher comments and communication exercises based on the presented material, will allow educational and methodological complexes in a foreign language to fully comply with the modern educational paradigm in our country.

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