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## MADANIYATLARARO KOMPETENTSIYANI RIVOJLANTIRISHNING ASOSIY PRINSIPLARI

**Annotatsiya:** bo'lajak o'qituvchilarning ta'limni rivojlantirish vakolatlari ularning martaba muvaffaqiyatlari uchun hal qiluvchi hisoblanadi. Ushbu maqolada biz chet tilini o'rganayotgan talabalarining madaniyatlararo kompetentsiyasini rivojlantirishning ahamiyati va tamoyillari haqida ba'zi ma'lumotlarni taqdim etishga intilamiz. Quyidagi vazifa yondashuvlar va uslubiy tadbirlarning bir nechta namunalarini ko'rib chiqadi. O'qitish turlari va usullari o'qituvchilar va talabalar uchun juda muhimdir.

**Kalit so'zlar:** loyiha ishi, madaniyatlararo kompetentsiya, o'quv muhiti, empirik o'rganish, munosabat, hamkorlikda o'rganish.

**Аннотация:** Компетенции образовательного развития будущих учителей считаются решающими для их успеха в карьере. В этой статье мы стремимся дать некоторую информацию о важности и принципах развития межкультурной компетентности студентов, изучающих иностранный язык. В этой задаче ниже рассматриваются несколько образцов как подходов, так и методических мероприятий. Типы и методы обучения очень важны как для учителей, так и для учащихся.

**Ключевые слова:** проектная работа, межкультурная компетенция, учебная среда, эмпирическое обучение, установки, совместное обучение.

**Abstract:** In future teachers' educational development competences are considered to be crucial for their successes in career. In this article we aim to give some information about the importance and development principles of intercultural competence of foreign language learning students. In this objective several samples as approaches and methodological activities are considered below. Learning types and methods are very significant for both teachers and learners.

**Keywords:** project work, intercultural competence, learning environment, experiential learning, attitudes, co-operative learning.

Competencies are considered as crucial skills for learners particularly for foreign language learning students. The initial reason for that is foreign language

acquisition requires to be acquainted with that nation`s culture in order to be able to conduct effective communication with foreign people. Being bilingual isn`t enough in this case. Students may need collaboration with native people or native bearers of that language. A knowledgeable learner and foreign culture awareness can result good outcomes both in study and career. In order to promote sufficient methodological support and motivation in students instructors need to be aware of several helpful approaches and effective activities. They can be used both in formal and non-formal educational settings.

Researches show that instructing can be more sufficient when the traditional ways of teaching like lecturing or transmitting knowledge to passive receivers is shortened to a minimum. When alterations in attitudes, knowledge and understanding, skills and action are wanted, the traditional options may not have enough effect. For example, lecturing about education, processes and the significance of competences may not seem confident. To tell with other words, experiential learning or “learning by doing” involving experience, comparison, analysis, reflection and cooperative action can be effective in non-formal and formal instruction [6, 37].

For the last two or decades there has been a development on targeting in education as competence development gains ground. A plenty of innovative teaching strategies and work forms are currently widespread as they aim to facilitate the learning process. The next approach is applying project works, for instance, has become very active in the teaching of different subjects. It involves topic- or theme-based activities appropriate for different levels and ages. In this type goals and content are negotiated by all students. And learners invent their own learning materials that they present and assess together. Actually, with these types work and new approaches to the learning procedure, teachers` and students` value have also changed.

When pedagogical approaches , methods and strategies that stimulate students to become actively drawn into experience, discovery, challenge, analysis, comparison, reflection and cooperation are applied into practice, learning activities intend to be most effective as they create students as whole persons and address their intellectual, emotional and physical balance. Another specific approach to learning and teaching which revealed it`s promotion to the development of intercultural competence excluding subject matter is co-operative learning. It refers to the method the learning process is composed and it does not solely mean that students often collaborate in groups in non-formal or formal classroom settings. Co-operative learning is a peculiar kind of collaborative learning in which learners or participants do not only work on unstructured tasks with pairs or small groups but work together

on activities including particular co-operative principles made into the structure of the tasks.

In co-operative learning students are themselves responsible and accountable for their learning and the group's work as a whole is also evaluated. The smaller the group, the more likely it is that all participants may contribute, which in turn assumes personally inclusive interaction [6, 38]. Co-operative groups work face-to-face or online and this teamwork assumes that there is an organizational and encouraging interdependence among the members of the group leading to changed social skills and conflict-resolution techniques and a cautious decrease in labelling and exclusion of individual members. In this combination of attitudes, knowledge and skills, each participant transfers their power to the work but also learns new things and develops despite of whether the subject matter is linked to the humanities and social sciences or to other spheres. In order to invent an atmosphere where co-operative learning may happen, learners need to feel safe and convenient and the task with its goals should be definitely established for them to feel suitably challenged and to work together sufficiently.

Students participating in co-operative activities quickly comprehend that to be sufficient, members need to be respectful, attentive, honest and emphatic. If these groups guided by definite aims and the activity demands positive interdependence, each member engages in several activities that facilitates their understanding of equal acceptance and participation as well as the topics investigated. Here below we will give a number of activities, which are conducive to the development of intercultural competence through education. Activities emphasizing multiple perspectives will develop students' skills of observation, interpretation, decentring, their openness and non-judgemental thinking. These tasks can be verbal description or visual recording of an event, action or data that can be completed by or put together to depictions or visual of the similar event, behavior or phenomenon supported by others, who see these from other outlook.

Role plays, simulations and drama tasks in foreign or native language and literature courses may facilitate develop students' intercultural competence. For instance, teachers or instructors may give out role cards in terms of which students have to act a very differently from their usual ways, norms and standards. Furthermore, they should solve a problem, execute a task or discuss a matter in groups following the standard of their established new identity. Theatre, poetry and creative writing can teach us about other people of different cultural background with a variety of perspectives [6, 42]. Reading is valuable in classes to help students learn from and through theatre in most various ways. Staging theatrical works leads to enable people to investigate and reflect on practices that they may not encounter otherwise.



Ethnographic activities require students in going outside to learn life in the real world so that to bring back practice and knowledge that they would compare, analyse and reflect on a procedure that may promote self-investigation and self-reflection. Students in the course in non-formal training classes may be helped in compiling an observation grid to study how people greet each other, how long they wait in particular conditions, what verbal and non-verbal tools they use to explain respect, gratitude, anger or any other feelings.

The importance of films and texts activities often help to boost intercultural competence by parents or carers. Films and texts generally may be an important way to self-reflection and to openness to study other places as well as conflicts and tensions connected with the diversity which may never be accessible to students. Image making or still images in class is more relevant for teachers who encourage students to use their bodies and each other to make a still image requiring several people. This image can be an effort to recreate a group of people they have seen or create a new or imaginary person [6, 44].

The internet enables the exchange of ideas and opinions between large and different groups of people that may hardly cross paths and interact. In this situation, the spread of social media both affects and encourages people's need to interact, it has become a significant space for informal education for both young and adult ones. Despite its negative effects and inherent risks, using social media and other online tools can also develop intercultural competence.

Intercultural matters nowadays have become an everyday issues for many people in different countries. Developing intercultural competence through education is a crucial tool for achieving intercultural comprehension, appreciation and respect. It can facilitate people to develop the competence which they need for engaging in logical intercultural conversation and for living in harmony with those who have different cultural understandings for themselves. The development of intercultural competence is a responsibility of both individuals and institutions and this pursuit is an ongoing, complex and dynamic procedure across our lifespan as learners.

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