

**O‘ZBEKISTON RESPUBLIKASI
OLIV VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI**

**O‘ZBEKISTON RESPUBLIKASI
INNOVATSION RIVOJLANISH VAZIRLIGI**

**TOSHKENT VILOYATI
CHIRCHIQ DAVLAT PEDAGOGIKA INSTITUTI**

**“YANGI O‘ZBEKISTONDA PEDAGOGIK
TA‘LIM INNOVATSION KLASTERINI
RIVOJLANTIRISH ISTIQBOLLARI”
MAVZUSIDAGI XALQARO ILMIY-AMALIY
ANJUMAN MATERIALLARI**

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МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО СПЕЦИАЛЬНОГО
ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН
МИНИСТЕРСТВО ИННОВАЦИОННОГО РАЗВИТИЯ
РЕСПУБЛИКИ УЗБЕКИСТАН
ЧИРЧИКСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ
ТАШКЕНТСКОЙ ОБЛАСТИ

**МАТЕРИАЛЫ МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ
КОНФЕРЕНЦИИ «ПЕРСПЕКТИВЫ РАЗВИТИЯ ОБРАЗОВАТЕЛЬНОГО
ИННОВАЦИОННОГО КЛАСТЕРА»**

MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
EDUCATION OF THE REPUBLIC OF UZBEKISTAN
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BASIC METHODS HELPFUL IN FORMING THE INTERCULTURAL COMPETENCE OF STUDENTS

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The analysis of the practice in the field of professionally directed teaching of foreign languages shows that in the process of intercultural communication even those specialists who are fluent in a foreign language are still experiencing great difficulties in understanding the meaning of foreign professional communication. According to the fact language and verbal knowledge of a foreign language teacher are the following: the students must observe certain speech etiquette for expressing various communicative intentions. The latter may include greeting or farewell, acquaintance, self-presentation, establishing contact, asking questions, searching for necessary information, expressing a request, indicating, completing a conversation.

The student should be able to produce typical samples of professional communication, adequately transmit models of speech behavior and ways of communicating in the professional field. It is also necessary to have intercultural awareness and ideas about the ways to reflect values of the future profession.

Foreign language communicative competence of the student performs as a general, elusive in learning short time aim. It implies such language proficiency that approaches to the language of native speakers by its linguistic parameters; therefore, oral and written forms of training should differ in correctness, disengagement, stylistic adequacy, accordance to the situation of communication.

In this article were used different methods that can qualify as productive educational activities for students. They were directed to chose the ones that allow successfully forming the intercultural competence of students in the process of teaching a professionally oriented foreign language course. Roles games provides conditions for the integrated application of existing knowledge, improving the foreign language skills of students.

Project method is based on recreating a social interaction in a small group during the educational process. It creates conditions that contribute not only to

increasing the amount of knowledge of foreign language among students in training, but also has an impact on their mobility, creativity, autonomy.

As a student solves creative tasks for the implementation of the project he also acquires knowledge. With the activities done on the way to perform a successful project presentation, students use a variety of forms and methods of work, which indicates the flexibility of thinking, the development of creativity, independence, and intellectual activity in future profession. In a professionally oriented foreign language course, this technology can be effectively used at all stages of training, but its role at the stage of mastering the language in the field of a particular specialty is quite significant.

Case-study is a method of active learning of life situations, based on the organization of discussions on the specific issues. Trainees are encouraged to understand the situations of professional activities, which need the solution of a problem. The method of “brainstorming” encourages intellectual-creative and cognitive abilities of students. Its purpose is to organize collective cognitive activity of students in order to find the greatest number of non-traditional ways of solving the problems by releasing the participants from the inertia of thinking and stereotypes; to stimulate creative activity; to demonstrate the benefits of the collective search of complex problems’ solutions and etc [1:244.].

These methods give students the opportunity to:

1. Directly participate in team work because the methods under discussion involve a high number of students in the learning process.
2. Develop social and personal skills, learn to make decisions together and respect different points of view, thereby revealing leadership qualities.
3. To learn how to organize their speeches, formulate the main points with illustrative examples in a graphic or collisional form.

Thus, we can identify the several advantages of the interactive methods of teaching of English language:

- 1) Interactive methods of teaching can easily be integrated with the content of education into the educational process and they help to achieve the educational goals in language more effectively than while using only traditional teaching methods;
- 2) Interactive methods of teaching are humanistic in nature, because they provide not only a successful learning, but also the intellectual, creative development, as well as the activity and independence;
- 3) Interactive methods of teaching promote the realization of communicative function in the process of learning English.

The study aimed at measuring the awareness of intercultural competence at the beginning of the English language course and at the end after performing certain research tasks. Experimental work on the formation of intercultural competence of students by means of English language teaching has been carried out. The group of future foreign language teachers was exposed to English language classes with the use of different methods such as case-study, project method, and “brainstorming”. These methods helped students to enrich their vocabulary, to correct grammar in speech, to work on problem-solving and teamwork as well as to train in presenting themselves and defending their points of view.

The experiment has revealed that more than a half of the students in the target groups are aware of intercultural competence phenomenon. They came across it, know the field it's used in. However, they experience difficulties in giving the proper definition to the term "intercultural competence". Mostly they confuse it with linguistic competence. By the end of the experiment, we increased the number of students who are able to define the term. They see necessity in its further formation and think that it's a key issue in developing professional connections. The results of this question were high at both beginning and the end of the research.

During our study we came to the conclusion that students in the focus group are aware of intercultural competence and recognize its importance for international communication. Nevertheless, there is also a misunderstanding in the proper definition of the term and necessity of working with students' awareness in this field. The results we obtained after conducting the survey and analyzing its results could be used for the enhancing English language curriculum in the universities. With the use of information gathered we were able to create an effective set of exercises which helps to work on the points that were proven to be weaknesses of the future journalists.

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SINFDAN TASHQARI O'QISH MASHG'ULOTLARIDA O'QUVCHILARNI MUSTAQIL MUTOLAAGA O'RGATISHNING KONSEPTUAL ASOSLARI

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Adabiy davralarda, inson ma'naviyati bilan bog'liq bahs-munozaralarda, asosan, o'rta va yuqori sinflardagi ta'lim-tarbiya yuzasidan qizg'in fakr-mulohazalar bildiriladi-yu, boshlang'ich sinflar chetlab o'tiladi. Holbuki, ta'lim-tarbiya jabhasidagi yutuq-kamchiliklar zaminini boshlang'ich sinflardan izlash kerak. Chunki bolalarning nafaqat ma'naviy-axloqiy dunyoqarashi, balki ta'lim olishga doir ko'nikma va malakalari ham ilk maktab yoshidan shakllanadi. Bu borada, ayniqsa,