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"XORIJIY TILLAR O'QITUVCHILARI UCHUN KASBIY RIVOJLANISH: YANGI IMKONIYATLAR VA QIYINCHILIKLAR"

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**XORIJIY TIL VA ADABIYOTI QUYI KURSLAR KAFEDRASI
XORIJIY TIL VA ADABIYOTI YUQORI KURSLAR KAFEDRASI**

**"XORIJIY TILLAR O'QITUVCHILARI UCHUN
KASBIY RIVOJLANISH: YANGI
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MAVZUSIDAGI RESPUBLIKA ILMIY-AMALIY ANJUMAN

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NECESSARY CRITERIAS AND WAYS OF DEVELOPING INTERCULTURAL COMPETENCE

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Abstract: *In this highly developed era most graduates and future employees are required the awareness of intercultural competence together with foreign language literacy. So many years there have been numerous studies on researching the ways of developing the intercultural competence in higher education students. In this article we will look through some relevant methods and approaches that are available for the mentioned purpose.*

Keywords: *non-formal education, telecollaboration, collaborative approach, experiential nature, reflection, analysis, facilitator.*

Аннотация: *В нашу высокоразвитую эпоху от большинства выпускников и будущих сотрудников требуется знание межкультурной компетентности наряду с грамотностью на иностранных языках. В течение многих лет проводились многочисленные исследования по изучению путей развития межкультурной компетентности у студентов высших учебных заведений. В этой статье мы рассмотрим некоторые соответствующие методы и подходы, доступные для упомянутой цели.*

Ключевые слова: *неформальное образование, телесотрудничество, совместный подход, экспериментальный характер, размышление, анализ, фасилитатор.*

Annotatsiya: *Hozirgi rivojlangan davrda ko'plab bitiruvchilar va bo'lg'usi ishchilardan xorijiy til savodxonligi bilan birgalikda umummadaniy kompetensiyadan xabardorlik ham talab qilinmoqda. Yillar davomida oliy ta'lim talabalarida umummadaniy kompetensiyani rivojlantirish yo'llarini tadqiq qiluvchi ko'plab izlanishlar olib borilgan. Ushbu maqolada biz aytib o'tilgan maqsad yo'lidagi mavjud dolzarb metodlar hamda yondashuvlar haqida mulohaza qilamiz.*

Kalit so'zlar: *norasmiy ta'lim, tele-hamkorlik, o'zaro hamkorlik yondashuvi, amaliy xususiyati, refleksiya, tahlil, fasilitator.*

Introduction. What exactly can be done to develop IC? There are so many dissimilarities that exist beyond cultural differences in a narrow sense, including those of age, gender, socio-economic backgrounds, religions, political beliefs and others. The learners who cannot spend enough time overseas can be assisted to enhance their intercultural competence – such diversity is no more the challenge of far-away countries, but can be found within one's own local area and society. Before considering several resources, we would like to draw the attention to some key principles of the experienced trainers and scientists suggest should indicate any helpful intercultural competence development concepts.

The initial aspects while creating relevant atmosphere for increasing the intercultural competence as to Darla Deardorff's [3,141-142] words, about five design considerations should be taken into account, regardless of the context in which a specialist works:

- Relevance – how relevant are the assignments/tasks to what the learners really need? It is essential to keep in mind that not all learners are at the same place in their intercultural travel, so a one-size-fits-all activity may not be suitable for all of the students.

- Collaborative approach – How are you involving the learners in their own intercultural learning and development? What kind of personalized feedback are you supporting to your students? Your students need to have a say and they need a feedback throughout their instruction process in order to be able to go on the intercultural growth and development.

- Experiential nature of learning – How are the students being dealt with their intercultural learning beyond listening to lectures or reading and discussing articles? There are majority of activities that are helpful in the classroom [2;7], as well as real-world assignments that can keep students engaged experientially and in a hands-on manner. Students need to develop as individual persons; experience and practice need to be associated to theory through guided reflection.

- Continuous learning – How do teachers help students learn to think interculturally and to shape an intercultural lifestyle? IC development is a lifelong

process, this is why it is quite significant to equip learners for that travel by concentrating on knowledge and also to include an attention on skills and attitudes.

- Focusing on the process rather than the outcome – How do you assist the students to rely more on the process of intercultural development than on the outcomes, like remembering specific knowledge? Goals should cover both process goals (such as the ability to reflect) as well as results-oriented goals (such as greater self-awareness).

Materials and methods. As for the type of processes or stages students must go through to develop intercultural competence, the organizers of “Developing intercultural competence through education” [6, 29-30] indicate the following five:

a) experience - experiencing how owners of different cultures “act, interact and communicate” – whether in reality (direct, by social media), in a simulated context (e.g. through games) or in imagination (through readings, films, etc.) – is a significant initial step to be able to compare and analyze;

b) comparison - a facilitated process of defining similarities and differences should aid learners to move from comparing in terms of judging (better-worse, normal-bizarre) to a comparison which searches understanding and where one's own values and attitudes start to be reflected as no more than one available “choice”;

c) analysis - offers learners to study the reason behind the differences defined, the possible reasons that led different cultures to different choices;

d) reflection - allows the consolidation of the knowledge of the previous stages, while

e) action is the stage of implementation that presupposes engagement with that which is culturally-different and results to new experiences and understandings. The facilitator's task is to ensure that students are invited, encouraged and given freedom and opportunities to go through the five stages/processes in each acquisition cycle.

Janet M. Bennett [1, 125-134] in turn, proposes a global learning sequence of 4 steps in developing IC, to be converted into concrete actions and activities depending on your context: 1) fostering attitudes that will motivate students to develop their IC; 2) being conscious of particular students' interests, discovering

knowledge to be able to speak of at least two different cultural positions (one's own and that of the culture the student has decided to explore); 3) comparing the two cultural realities and identifying what needs to be learned in order to bridge the gaps; and 4) developing the skills necessary for effective and appropriate interaction. Craig Storti [9,272-280] describes developing generic competences in detail how he addresses the "four fundamentals of cross-cultural training":

- 1) defining culture and explaining how it can manifest in interactions with people from a different culture;
- 2) identifying the key values and assumptions of the participant's own culture;
- 3) identifying the key values and assumptions of the target culture(s); and
- 4) identifying the key differences between own and other's culture, along with the effects these differences are most likely to have, and offering strategies for resolving such challenges. With these general guidelines in mind, you will need to identify the learning outcomes relevant for your students and select activities aligned to those learning outcomes that can help your students reach these.

Results and discussion. One of the opportunities for bridging cultural differences is to bring individuals from different cultures into direct contact with each other. Telecollaboration uses online tools and services (email, texting, videoconferencing) to connect learners from different countries, usually in a course setting [4,8-25]. In itself, this is no guarantee of increasing intercultural understanding, as demonstrated long ago. Getting to know the "other" on an individual basis does hold the potential to dispel stereotypes and build personal relationships. However, if not carried out with attention and preparation, the experience can actually have the opposite result, reinforcing stereotypes and hardening already held views [5, 75-80]. Using telecollaboration to engage learners in personal exchanges online can be instrumental in encouraging intercultural competence, but the process needs to be carried out in ways that invite critical reflection from the learners. That ideally involves a process of "distancing", students rethinking received views and gaining new perspectives on their own cultures.

Telecollaboration as one modern technological tool for the instructional development arose in language education at a time when theories in second language acquisition (SLA) took a “social turn”, stressing the significance of using language in real communicative contexts, negotiating meaning and form with a meaningful partner. This complements cognitive SLA approaches which emphasize interactionist practice, based on comprehensible input and output. The partners provide both general conversational practice and peer feedback. In the process, participants can develop strategic competence – how to ask for help or work around lexical or structural roadblocks– as well as pragmatic competence – for example, how to formulate requests or to apologize. That learning may come from the experience of having difficulties in communicating with a partner.

Conclusion. To sum up, you need to first identify concrete learning outcomes your students need to obtain with respect to intercultural competence development and then search for the means to provide your students with opportunities to reach these. International collaborations, including international intensive programs where students from different cultures live and work together, but these are neither sufficient by themselves, nor the only worthwhile endeavors.

Alternatively, any local activity, if planned with these underlying key general ideas and guidelines in mind, can support your students as much or even more, since it will help your students to comprehend that intercultural competence is not something only travelers, workers or migrants need and will enable learners to start or continue their lifelong journey of learning to live and interact with culturally-different others both correctly and successfully. What is important is to aid students to engage in meaningful intercultural interaction contexts, especially on a continuous – day-to-day – basis and to integrate reflection, skill development and knowledge acquisition tasks around this real experience. Experiencing intercultural interactions is a necessary responsibility in raising awareness for the need to developing generic competences develop further intercultural competence. Students need multiple, long-term and diverse intercultural interaction contexts to increase the aspects of intercultural competence. To make this feasible, it is essential to use the actual

cultural heterogeneity present on the institution and in the surrounding society. Telecollaborative exchanges engage students in real one-to-one conversations with cultural “others”, individuals who are different from them in background, heritage, and language. In the process, learners develop personal relationships that are meaningful, leading to curiosity about the other person, and, in many cases, through that connection about the culture and way of life that individual represents. That can be an enlightening process, adding a valuable experiential component to formal learning. The approach can be used in both face-to-face and online courses.

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