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FORMATION OF COMPETENCE IN INTERCULTURAL COMMUNICATION AS A NEW GOAL OF FOREIGN LANGUAGE TEACHING

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ABSTRACT

It is known that there were different goals and approaches in teaching and learning foreign languages at different times. Today, the competence of intercultural communication is important in effective communication with other cultures. We think about this below the types of active work that shape reproductive skills came to the fore. The exercises were based on the following principle: Language learners should be able to express certain ideas about the language being studied using learning materials. In the course of the lesson, it is important that the language learner understands the differences and similarities between their own and other cultures by comparing them.

KEYWORDS: *Grammatical Competence, Linguistic Competence, Communicative Competence, Intercultural Communication Competence.*

INTRODUCTION

Teaching and learning foreign languages has a long history. Mankind began to learn foreign languages after crossing the borders of the region in which he lived. Because it was necessary to know the language to communicate with other members of the community. During development, foreign languages were quickly mastered. At first, it was seen not as a goal, but as a tool for understanding the world around us, assimilating social experience. This approach is also referred to in some literatures as the realistic approach. "Initially, learning a foreign language was pragmatic and cosmopolitan"

[1]. in parallel with the language, knowledge about the country was also mastered, which helps in the process of adaptation to a foreign culture.

Later, foreign languages were included in the curricula of educational institutions. However, until the XVIII century, educational institutions taught mainly ancient or so-called “dead” languages, mainly Latin and Greek. The mastery of these languages was the basis for the study of other sciences such as philosophy, literature, religion or medicine. Modern languages are not included in the curriculum. Modern foreign languages are learned through being abroad or through personal contact. A realistic approach to learning foreign languages continued until the end of the 19th century, when educational reforms were carried out in Europe and modern foreign languages were included in the school curriculum. At that time, there were no traditions and teaching methods of teaching modern foreign languages. For this reason, the didactics of teaching “dead” languages, that is, the use of written texts in a particular field, was transferred to the study of modern languages. But the mastery of modern languages had to be based on live communication.

THE MAIN FINDINGS AND RESULTS

There were different approaches in developing the goals of foreign language teaching and they were focused on specific competencies. We will look at these below.

Grammatical competence In this approach, the grammatical aspect of the language being studied is considered important. Each grammatical topic is studied through texts and sentences. Translation was the most common form of work. As the main focus was on grammar, less emphasis was placed on vocabulary. Other goals, such as the use of memorized grammatical structures in speech, the study of the national and cultural characteristics of the country in which the language is studied, were not reflected in the practice of foreign language teaching. Grammar is reinforced with exercises and texts that are of no value in terms of a number of connections.

LINGUISTIC COMPETENCE

The grammatical approach dominated until the early twentieth century. In the last decade of the nineteenth century and the first decade of the twentieth century, the grammatical approach was criticized. Linguistic competence came to the fore as the goal of foreign language teaching. Translation, on the other hand, has lost its dominance in didactics. The types of active work that shape reproductive skills came to the fore. The exercises were based on the following principle: Language learners should be able to express certain ideas about the language being studied using learning materials. However, the teaching materials were for one person only, meaning that there was a lack of communication partners. This meant that although the main focus of the lessons was changed from grammar to speaking, foreign language lessons were still not considered communicative. Although certain grammatical and lexical forms were practiced in the lessons, the intended purpose was overlooked. While linguistic competence was the first step in the practical application of language, it was precisely the context and the field of ethnography that were separate from language teaching.

COMMUNICATIVE COMPETENCE

In the 60s and 70s of the twentieth century, a new approach to the didactics of teaching foreign languages emerged. The language being studied was recognized as of great importance for communication, so the new approach was called the “communicative approach” and communication, i.e. the formation of communicative skills, became one of the goals of foreign language teaching. The main emphasis in the lessons was no longer on language structures and

their formal use, but on their use as a means of communication. What was clear was that learning the language alone was not enough to communicate successfully and understand the interlocutor.

COMPETENCE IN INTERCULTURAL COMMUNICATION

Since the early 1980s, the competence of intercultural communication has emerged as a new goal of foreign language teaching. The process of developing intercultural communication competence is broader and deeper than communicative competence. Communicative competence involves the correct use of language constructions in speech, while intercultural communication competence deals with specific life situations, real traditions, mentality, even habits and attitudes, as well as everyday behaviors, nonverbal forms of communication specific to the culture of the country where the language is studied. Although scholars involved in foreign language teaching methodology and didactics have been engaged in intercultural communication competence for more than 30 years, there are still a variety of perspectives that have not been resolved. However, two important aspects of this approach can be distinguished:

1. A topic-oriented approach. This approach was common in the 1980s, when teaching culture was to be the main focus of the lesson. The concept of intercultural communication was understood in this approach as the addition of knowledge and skills in language to knowledge of local lore [1]. At the same time, in the selection of materials for lessons, it was important that they provide information about the culture of the speakers of the language being studied.

2. Student-centered approach. In this approach, we understand foreign language lessons as a place where two cultural worlds meet. In the course of the lesson, it is important that the language learner understands the differences and similarities between their own and other cultures by comparing them. This is not limited to knowledge of local lore. Rather, an understanding of the differences and similarities between the two cultures focuses on topics and materials that allow them to behave when meeting with representatives of the country where the language is being studied.

CONCLUSION

We see that the competencies discussed above (grammatical, linguistic, communicative, and intercultural communication competencies) are inextricably linked to the goals of foreign language teaching. Given the current demand for the study of foreign languages, special attention should be paid to the development of intercultural communication competence in the teaching of languages in educational institutions in Uzbekistan. Because nowadays, language skills alone are not enough for communication participants to understand each other

[3]. In kindergartens, schools, and higher education institutions, an environment should be created in foreign language classes for children and young people to understand the essence of the globalization process and develop the ability to communicate effectively with other cultures, and the goal should be the same

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