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THE DEVELOPMENT OF INTERCULTURAL AND LINGUO CULTURAL COMPETENCE IN HIGHER EDUCATION

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ABSTRACT

This article discusses the importance of the need for the development of intercultural competence of students in higher education and its pivotal role in studying foreign languages, researchers' views and opinions. The emphasis is the need to consider intercultural aspects of teaching English for specific purposes and the components of intercultural competence. Besides, the article analyses individuals' ability to interact with others appropriately, considering the awareness of intercultural competence and social status of the members of the society.

KEYWORDS: *Linguistic Competence, Cultural Competence, Language And Culture, Cognitive, Affective, Cultural, Semiotic Competence, Institutional Competence, Intercultural Communication.*

INTRODUCTION

In this globalized world, any modern society feels the need to understand and comprehend the linguocultural processes that take place in it. Along with the study of linguistic trends that contribute to the development of linguistic and cultural aspects of nations, it is important to study the factors influencing the adequate formation of modern culture, the introduction of innovative technologies that contribute to the successful adaptation of the personnel in society.

The ability to apply the knowledge gained during our lives in practice, to form the skills to find the necessary solutions to various difficult situations, the development of socio-linguistic factors in the speech of communicators requires relevance in the modern education system. Therefore, it is necessary to scientifically substantiate and develop a methodology for improving the intercultural competence of students of non-philological universities of the Republic of

Uzbekistan in teaching English in the context of socio-pragmatic and national-cultural specificity of verbal communication. Because it is impossible to form linguocultural competence without understanding and mastering language culture, and, in time, it is impossible to master linguistic culture without forming linguocultural competence.

Main part. In this article, we want to focus on the need to develop students' linguocultural competence in non-philological higher education institutions and its importance in learning foreign languages. According to many scholars, the structure of linguocultural competence includes:

- linguistic competence (knowledge of different basic language units specific to a particular culture and their application in practice);
- cultural competence (adherence to culturally defined norms), which, in turn, means knowing the norms, rules and traditions of their society, including socio-cultural competence;
- intercultural and cultural competence (knowledge of norms, rules and traditions of other societies).

In this context, the concept of linguocultural competence implies not only the knowledge of a certain number of words and phrases, but also a full understanding and comprehension of the whole set of cultural processes that are close to and predetermine the meaning of these linguistic units. It also means that an individual can successfully interact with other members of society, understand himself and find his place in society, and be competitive in the labor market.

LITERATURE REVIEW

In the course of our research, we also got acquainted with many works of researchers of our country. Most of them are scientific articles and textbooks aimed at increasing the competence of linguocultural and intercultural communication of students of linguistic higher education. For example, G.T.Mahkamova expressed her valuable views on the advantages of the communicative-cumulative method in foreign language teaching, i.e. the joint study of language and culture [10, 13 p.], S.A. Ziyaeva has done a number of things to improve the sociolinguistic competence in teaching students of linguistic higher education institutions [8, 72 p.], KJ.Rizkulova specifically studied the system of formation of sociolinguistic competence of future English language specialists in accordance with international educational standards in accordance with the requirements of globalization [11, 64 p.].

A number of scientific studies are currently being conducted to ensure that students of non-philological education have a certain level of linguistic, socio-cultural and pragmatic knowledge and skills that allow them to communicate communicatively and purposefully, to change their speech behavior depending on the communication situation. In particular, Monica Cavalir emphasizes the close connection between language and culture in non-formal education institutions, the importance of knowing cultural perspectives in the teaching of career-oriented English and the need to compare them [4, 114 p.]. In her research, Fatma Zaghar acknowledges that an intercultural approach to language teaching in ESP classrooms helps students achieve three main goals: cognitive, affective, and cultural [2, 503 p.]. Alvino Fatini and Akiil Tirmidhi explain that "Language is the key to all doors, and understanding and communicating with and understanding the local culture is the way to common success" [1, 76 p.]. Therefore, it is

expedient to develop the competence of intercultural communication not only in students of philological education, but also in students of non-philological universities.

RESULTS AND DISCUSSIONS

The linguocultural competence of a modern foreign language teacher consists of two components: incultural competence, that is, knowledge of the norms, rules, and traditions of one's own linguocultural community, and intercultural competence that is the knowledge of the general linguistic, cultural norms, and traditions of other linguocultural communities. The components of linguocultural competence include:

- Ordinary competence (knowledge of customs, norms, rules of etiquette);
- Institutional competence (knowledge of political and legal institutions of society);
- Semiotic competence (information about various characteristics of a particular culture, including symbols of social prestige);
- Linguistic competence (knowledge of language in several social variants: oral and written, formal and oral).

If the foreign language teachers are able to develop the above-mentioned competencies in students, then their linguocultural competence is improved through the use of special terms and stages of mastering socially marked language units. At the same time, the arrival of students from different countries to study in our country and the study or activity of our youth in foreign universities demonstrates the need to develop the ability to communicate with other cultures in the workplace and linguistic and cultural competence.

In May 2019, the UK Council, in partnership with the Ministry of Higher and Secondary Special Education, launched a long-term employment program in response to large-scale national reforms aimed at further developing and internationalizing the potential of higher education in the Republic of Uzbekistan. One of the main directions of the program is to develop strategies for teaching specialty subjects in English. Thus, there is a need to take into account the linguocultural aspects in the implementation of the teaching of specialty subjects in English. This determines the relevance of our scientific research.

At the beginning of the XX and XXI centuries, the science of linguistics was enriched with new directions: linguocultural and intercultural communication. Linguoculture is an independent scientific field, the subject of which is the role and importance of language and culture in the formation of personality. The terminological combination of “intercultural communication” was introduced to linguodidactics in the 2000s by Russian scholars [6, 138 p.]. M.O. Guzikova and P.Yu. Fofanova describe it as follows: “Intercultural communication is the interaction and exchange of information between different cultures” [7, 128 p.].

As is known, linguistics is a general theory of language learning. It studies the general laws of teaching languages, the specifics of content, methods and means of teaching a particular language, depending on the didactic goals, objectives and nature of the studied material. According to D. V. Bulatova, a linguistic didactic is an industry didactic, representing as a methodological basis of the theory of teaching foreign languages [5, 81 p.]. Proceeding from this,

we need to improve our method of teaching foreign languages, considering regional requirements, professional needs and social science.

It is known that the relationship between linguistic and methodology is not the relationship between theory and practice. Litvinko pointed out that the subject of linguistics is a theoretical justification and comprehension of the dimensionality of the interaction of teaching a language (teacher's activity), teaching (student's activity), principles of teaching and learning. Linguistics studies the laws of mastering any language, regardless of whether it acts as the first or the second [9, 2-3 pp.]. In the process of professionally oriented teaching of a foreign language, the central category of professional linguistics is the formation of the linguistic personality of a specialist.

As we know that majority of students realize the importance of learning the cultural aspects of a language when they go abroad and face challenges. Although students have sufficient linguistic knowledge, they are not able to communicate at the required level according to socio-cultural rules in the process of communication. It is important to include cultural elements in the process of teaching professionally oriented English in foreign language teaching programs in non-philological higher education institutions. For example, to be able to approach architects from a professional point of view, to express opinions, to express gratitude, to use phraseological units correctly. Goddard and Wierzbicka acknowledged that "every language has its own cultural ornament, it consists of different cultural norms, values and practices" [3, 154 p.]. From exercises on how and when to use cultural aspects of language correctly, it would be appropriate to alternate role-playing games and various situations in the lesson process using educational technologies.

CONCLUSION

Enhancing students' linguistic and intercultural communication thinking develops their skills such as critical thinking about their own culture and the culture of others, tolerance and respect for the culture of others, and an accurate assessment of the situation. It is expedient to divide the social factors influencing the speech situation of speakers in different communication situations into national-cultural, socio-situational and physiological-mental types according to the linguo-methodological purposes of teaching them. This requires teachers of non-philological higher education institutions to work harder on themselves and look for new technologies.

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