

## TYPES OF INTERACTIVE METHODS IN DEVELOPING INTERCULTURAL COMPETENCE IN DIFFERENT AGE GROUPS

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### ABSTRACT

*This article is concerning with mentioning different modes of interactive methods in that enhancing intercultural competence in different age groups. Furthermore, there have been views and explanations of researchers who investigate this field. In this case, some comparison are expressed related to the discussion.*

**KEYWORDS:** *Interactive Methods, Intercultural Competence, Encounter, Conversation, Practice, Language.*

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### INTRODUCTION

The social and economic developments that have occurred in the world and throughout the world in recent years have resulted in new requirements for experts in several scientific domains, including economists. Graduates in economics must now operate in crisis situations, understand current economic processes, and identify effective solutions to challenges. They must also be capable of leadership, creative work, and decision-making. Students' professional abilities in economics are acquired via a variety of professional disciplines. General subjects, such as foreign languages, are also significant. [1]

To attain these aims, foreign language instruction should employ a variety of approaches; nevertheless, the key developments are associated with the use of interactive methods. [2]

Interactive means that people work together and have an influence on each other. This situation implies dialogue or conversation. Therefore, these methods are aimed at the interaction between not only students and the teacher but also with each other, it requires an active role of students in the learning process [3]. The goal of interactive learning is to create special conditions that encourage all students to participate in the learning process by allowing participants to understand and realize everything that happens, influence each other, and contribute their own ideas after establishing a friendly and mutually supportive relationship. Students in economics are taught to think critically, discuss, assess the conditions and solve tough issues relating to their future professional activity, evaluate opposing perspectives, make informed judgments, and so on through the use of interactive learning methods. [4]

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## Role play

The academic literature describes certain interactive strategies. Role plays, brainstorming, the case study approach, presentations, and conversations are the most common ways. They foster conversational abilities, logical thinking, and many sorts of intellectual activity such as analysis, synthesis, comparison, and generalization [5]. These student-centered techniques are ideal for immersing students more actively in the acquisition of information, skills, and strategies.

It is well recognized that role plays make the university learning experience more educational and effective, increase interdisciplinary partnerships, connect theory with practical demands of the professional area, and build skills required for future experts. The main component is role acting, which allows for the formation of abilities that are difficult to acquire under normal learning settings. Because business simulation is a method of creating professional activities and modeling their usual linkages, it allows for the development of circumstances for training future specialists that are more sufficient and effective than traditional learning methods. [6-8]

## Brainstorming

Brainstorming is another intriguing interactive strategy for establishing professionally relevant attributes in prospective economists and refining their economic thinking. Brainstorming is the collaborative search for the ideas required to solve any situation. The major benefits of this approach (when used correctly) are that pupils appear to be "liberated" - the language barrier evaporates, there is no fear of saying anything incorrect, the constraint disappears, and so on. The brainstorming approach fosters creative and associative thinking, initiative, the capacity to generate a large number of ideas in a short period of time, and the ability to communicate personal views [9]. The "brainstorming" approach varies from the discussion method in that it presupposes the rejection of any critique of ideas.

## Case-study

The case-study technique is another engaging interactive strategy that a foreign language instructor may utilize while educating pupils in economic disciplines. Its primary purpose is to teach future professionals how to assess information, evaluate different approaches to problem solving, and select the best solution from among multiple options. [10]

## Discussion practice

A conversation practice is another key interactive strategy for teaching English as a foreign language to economics students. Participating in a debate is a professionally relevant communication scenario for economists; also, it necessitates better language skill and a specific degree of professional knowledge, thus such talks should be scheduled near the end of a vocabulary subject study. In most cases, the instructor initiates the debate by bringing up a contentious subject. [11]

Intercultural competence is thus a combination of attitudes, knowledge, understanding, and skills applied through action that enables one to:

- understand and respect people perceived to have different cultural affiliations from oneself;
- respond appropriately, effectively, and respectfully when interacting and communicating with such people;

– establish positive and constructive relationships with such people.

Face-to-face intercultural exchanges need persons drawing on their plurilingual competence, that is, their repertoire of languages and linguistic variants acquired through formal schooling or otherwise. As a result, intercultural competence entails being aware of the function of linguistic abilities in intercultural contacts. It also entails being conscious that, in intercultural contacts (like in other interactions), individuals may have varying degrees of competency in the language(s) being spoken, which can lead to asymmetries or power differentials. More broadly, the languages and cultures that people bring to intercultural encounters impact how they understand and communicate within such experiences. [12]

According to Byram's Intercultural Communicative Proficiency Model (1997, 2003), foreign language teachers are expected to help their students develop competence in manners, activities, and abilities related to intercultural competence while using the target language. The instructor should guide his or her pupils by employing studies that change the students' views about 'others.' The students' purpose is to begin by challenging biases before embarking on an activity of discovery into 'others,' with the ultimate goal of being more inclined to look for and be involved in the 'otherness,' leading to reciprocal ties and conversations. While teaching Intercultural Communicative Competence, it explores models of mutual relations in which learners play a 'social actor' role, experience the reciprocal discovery of the other language and culture, and language classes become a place where learners and teachers can ultimately encourage the idea of democracy and take into account questions about values and morals. [12-14]

## CONCLUSION

As a result, it should be mentioned that interactive methods of teaching English as a foreign language to economics students enable active participation of communication parties. This results in the active interchange of professionally relevant information in a foreign language, which cultivates both professional and business communication abilities. According to the findings of the questionnaire, all students believe that interactive techniques are beneficial in English studies because they enliven the process, assist students overcome stage fright, enhance professional skill development, and benefit students' communications in their home language. [15]

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