



## FORMATION OF THE INTERCULTURAL COMMUNICATIVE COMPETENCE OF STUDENTS IN PROCESS OF LEARNING FOREIGN LANGUAGES

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### ABSTRACT

The article deals with the study of a foreign language, the formation of intercultural and communicative competences of students, the characterization of intensive methods, such as the method of activation of the person's reserve capacity, suggestopedic method, "The silent way" teaching method, matrix method; the essence of motivation of learning a foreign language is revealed and different methods are compared in the process of learning.

**KEYWORDS:** - Foreign language, method, motivation, competence, means of communication

### INTRODUCTION

The mass learning of foreign languages began with the study of two dead languages such as Latin and Greek. The cramming of rules and the translation of texts were the basic, long-predominant techniques. The task of setting and practicing correct pronunciation was never intended. After many centuries, alternative methods began to emerge.

One of the main tasks in teaching a foreign language is to teach the use of language as a means of communication. The new foreign language standards state that the main purpose of foreign language teaching is to develop communicative competence, i.e. the ability and willingness to engage in interpersonal and intercultural communication with native speakers.

Intensive methods appeared in response to the social order of society. The first intensive courses were introduced during the Second World War (Army Method) and focused on military training. Motivation in learning a foreign language is an internal driving force that forces a person to spend time and energy learning a foreign language. Foreign languages are becoming a major factor in both the socio-economic and overall cultural progress of society. Educational motivation can be divided into positive and negative motivations. So, the construction «if, I will learn English, then get on the exam excellent» is a positive motivation. However, the construction «if I learn English, I will pass the exam and I will not be expelled» is negative.

So, G.A. Kitaigorodskaya pays special attention to the personality of the student, his creative and intellectual potential, his role in the team. The



method of activating personality reserve capabilities is a learning-centered approach such as communication and dialogue. This process has the character of a mutually mediated activity between the teacher and the student, during which the leading role belongs to teaching than teaching.

G.A. Kitaigorodskaya reviews the content of the term "authority" and speaks of the teacher's creative role, the creation of trusting relationships in the group and between the teacher and the group, which help to increase the motivation and emotional tone of the audience, and ensure the disclosure of the student's personality reserves.

The activation method is based on the following principles:

- biplanarity;
- stage-by-stage concentric organization of classes;
- global use of all means of influencing the psyche of students;
- verbal lead;
- the use of individual training through group;
- the interaction of role and personality elements in learning.

The suggestopedic method is also considered as an interesting method. Learning with this method takes place in a short time and the results are tangible already after several activities.

The disadvantages of these methods are that the speech of students is replete with errors, and in the process of communication this makes it difficult to understand. In addition, the use of intensive methods requires special training of teachers.

There is a difference between the concepts of "intensive methods" and "intensification of the learning process". Intensification of training increases the effectiveness of the educational process in the same or less time and depends on the accuracy of training. Accuracy of teaching assumes

adequate mastery of all speech activities in accordance with learning situations, in which there are no errors at the level of language and speech. Intensive methods, on the other hand, are focused on achieving maximum results, but without considering the accuracy of the training.

In linguistics, the support for the structural approach and in psychology for the humanistic direction can be considered the method of "silent" learning (The silent way). The author of this method, C. Gatteno, transfers his experience of creating programs for teaching mathematics and reading in the native language to the methodology of teaching foreign languages. It is assumed that each person has knowledge of various foreign languages, to which he has a soul, and they should only be shown and consolidated.

The name of the method reflects the author's idea that the initiative in the lesson should come from students, whose speech takes up most of the class time, and the teacher should speak as little as possible in the lesson. Learning in silence, as opposed to repetition and reproduction behind the teacher, becomes a technique that promotes mental activity and concentration of students while completing an assignment.

The advantage of this method (by the way, it is widely used in the West) is that the teacher's level of language proficiency is not at all important here, and in the learning process, the student can surpass the teacher. It is also believed that this method is excellent for developing visual memory and associative thinking.

One of the methods of the so-called language matrices is matrix. It can consist of short dialogues or monologues that contain frequent vocabulary and grammar. A total of 25-30 texts of 15-50 seconds are required.



The essence of the method is that you first need to listen to these texts many times, and then, copying the speaker, read them loudly and clearly until both of these processes become easy and natural. The main way of mastering new linguistic material is modeling the speech of native speakers in a state of "ignorance". The work is carried out only with the material that is interesting to the learner "here and now". Training simultaneously not one, but at least three foreign languages is more effective and ultimately leads to a more pronounced result.

Mastering communicative competence in a foreign language without being in the country of the target language is very difficult. No less important is the introduction of the trainees to the cultural values of the native speaker of the language. An excellent solution to this problem can be excursions both real in your city and virtual. As Saint Augustine said: "The world is a book and those who do not travel read only one page".

The student should be able to conduct excursions, telling both about his home country to foreign guests about the identity of Russian culture, etc., and about the country of the studied language. The principle of the dialogue of cultures presupposes the use of cultural material about the native country, which makes it possible to develop the culture of representation of the native country, as well as to form ideas about the culture of the countries of the target language. The teacher, realizing the stimulating power of cultural motivation, seeks to develop the cognitive needs of students through non-traditional lesson delivery.

Learning a foreign language in the form of a "business game" increases the interest of students. As a means of modeling various conditions of professional activity, the "business game" can be carried out by searching for new ways of its implementation. This includes didactic and

management games, role-playing games, problem-oriented, organizational-activity games, etc.

Frequently asked leading questions and examples encourage learners to answer correctly on their own. This technique is called heuristic conversation. In preparation for the conversation, the teacher must: a) clearly define the goal; b) draw up a synopsis plan; c) pick up visual aids; d) formulate the main and auxiliary questions.

The use of non-traditional lessons or their elements in teaching a foreign language is available to every student, one has only to deviate a little from the standard and think about how to bring fresh emotions into the usual process, made them think that they need a foreign language or just feel like an educated person who can communicate easily with a foreigner.

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