

## THE ROLE OF INTERCULTURAL COMMUNICATION COMPETENCE IN ENGLISH TEACHING

*Yuldasheva Gulnigor Otabek qizi*

*Samarkand State Institute of Foreign Languages*

*2nd year master Faculty of Linguistics(English)*

**Abstract:** This article discusses the relationship between linguistic competence and intercultural communication competence and the role of English language teaching in the intercultural communication competence of trainees. The article explores how to develop the intercultural communication competence of English language learners in English language teaching, as well as understanding the important goals of English language teaching.

**Key word:** Competence, skill, ability, linguistics, communication

If we look at the history of linguistics, the term "competence" was first used by N. Chomsky in the middle of the 20th century, and evaluates it as a set of knowledge, skills and abilities oriented towards activities in the process of language use. Some scientists who are his followers interpreted this concept as a competence approach. In this case, the concepts of competence and competence approach are noted as factors indicating effectiveness in education. Speaking about the competence of intercultural communication, first of all, we should pay attention to the literal meaning of the word competence. Therefore, the concept of "competence" is derived from the Latin word "competere" - to match, and means "suitable, worthy of one's profession".[1] In addition, this word in a broad sense means the ability to apply existing knowledge and skills in practical experience in solving general or specific comprehensive issues. Therefore, competence is the ability to apply the acquired knowledge, skills and abilities in practice, activities that lead to the expected result.

"Competence" is a description given to the subject and his activity, and it is often used in the lexical-normative literature, which provides various information, as "the knowledge that allows one to think about something, express one's opinion is defined as "deep acquisition". In other words, competence is primarily a knowledge-based level of understanding what is needed to perform a job (achieve a goal). Professional competence is the ability to effectively apply knowledge and skills in practical experience in solving problems related to professional activity. R.P. According to Milrud: "... competence is a special field of activity in which an individual (person) demonstrates a mastered achievement strategy at a high level. Based on experience, existing knowledge, and continuous self-improvement, strategies for how to perform actions in various spheres of the surrounding existence are actions performed in order

to acquire skills and practical knowledge. So, competence is the ability to work effectively due to mastering success strategies on the basis of formed skills and acquired practical knowledge [2]. Therefore, the modern understanding of competence includes the ability of a person to use his capabilities and perform certain functions, as well as the existence of mental states that allow him to act independently and responsibly. The problem of applying a competency approach to the educational process It has its own history, and according to its origins, it goes back to the researches of foreign authors such as N. Chomsky, R. White, J. Raven, D. Hymes.

The introduction of the competency-based approach to education in our Republic has led to the improvement of the State Education Standard based on this approach, and changes to the contents of the curriculum and textbooks of all levels of the continuous education system. The State Education Standard, improved on the basis of the competence approach and approved by the Cabinet of Ministers of the Republic of Uzbekistan on April 8, 2017, specifies the requirements for the formation of basic and special competencies in accordance with the age characteristics of students at the stage of general secondary education. Communicative competence, information processing competence, self-development competence, socially active citizenship competence, national and general cultural competence, mathematical literacy, awareness and use of science and technology innovations are defined as basic competencies. Today, the types of competence are reflected in the State educational standards for all subjects and competences related to a private subject have been developed. In the state educational standards, in particular, the following competencies are defined for teaching foreign languages:

Linguistic competence means knowledge of language material (phonetics, vocabulary, grammar) and acquisition of skills in speech activities (listening, speaking, reading and writing). Sociolinguistic competence is the competence that allows the speaker to choose the necessary linguistic form and expression based on a speech situation, communicative goal and desire. Pragmatic competence refers to the ability to get out of difficult situations by repeatedly asking, apologizing,

It is expected that these above-mentioned competencies will lead to the formation of students' communicative competences in a foreign language. It can be seen that the communicative competence is the main competence that is based on the basic competences and arises from the set of special competences, which serves to ensure competence. In turn, communicative competence includes such competences as linguistic, sociolinguistic, discursive, strategic, socio-cultural and social competences. Nowadays, the main goal of teaching foreign languages is only to convey linguistic knowledge, skills and abilities, and even it should not consist only of studying the information about country studies as in the brochure. Ter-Minasova's opinion about this is as follows: "...in the pedagogical process, the ability to participate in intercultural

communication should occupy the main place. This is especially important now, when "the intermingling of peoples, languages, and cultures is unprecedentedly widespread - to educate tolerance to other cultures, to arouse interest and respect for them, as well as the excesses and deficiencies of other cultures." or coping with feelings of dissimilarity are cross-cutting. It is in this connection that a comprehensive interest in the issues of intercultural communication arose" [3].

In fact, we can say that the socio-cultural context of teaching foreign languages has changed. At the current stage of teaching languages of international communication, knowing the culture of the country whose language is being studied is important in using the language. Learning language together with culture is the main direction of modern language education, and being able to effectively use it in practice leads to great success. Language cannot be studied in isolation from the culture of the society being studied, language and culture are a whole concept that is always used side by side. Because language is a product of society's development and a carrier of its culture. Even when linguistic competence is sufficient or even at a high level, the effectiveness of communication in a foreign language may decrease due to the lack of knowledge about non-linguistic existence.

A.V. Khutorskoy also studies and differentiates between valuable-meaningful, general cultural, educational, informational, communicative, social-labor, and personal self-improvement competencies. The author states that such a list of basic competencies "is based on the main goals of general education, the structural structure of social experience and personal experience, and the main types of activities that allow the student to acquire the skills of social experience, living and practical activities in modern society"[ 4] notes that.

Another scientist D.F. And Ilyasov includes the following among the main competencies in learning a foreign language as an academic subject:

- social competence - the ability to act taking into account the views of other people in a society;
- subject competence, that is, the ability to understand language as a means of learning and communication;
- informational competence - the ability to acquire information technologies, the ability to work with any type of information and the ability to use information technologies in language learning;
- projective competence - the ability to create one's own product, to make decisions in individual and collective activities and to be responsible for one's decisions;
- socio-cultural competence - the ability to act in accordance with one's own culture and that of others, using universal etiquette, cultural identity and legal knowledge;

□ communicative competence, that is, the ability to understand others and be comprehensible to them using means of communication in a foreign language[5].

Development of socio-cultural competence requires socio-cultural adaptation, integration of a person into a new culture.[6] Most researchers interpret socio-cultural competence in relation to country studies and cultural studies. The emergence of the science of linguistics and cultural studies also confirms the emergence of these views.

N.A. Salanovych states as follows that studying the language together with country studies arouses a strong interest in the study of students and allows solving four issues related to language, folk culture, history of country studies, and traditions in modern education in the process of communication. creates[7].

According to the classification of I. A. Zimnyaya and in accordance with the recommendation of the Council of Europe, socio-cultural competence is a competence related to life in a multicultural society, that is, a group of competences "relating to interactions between a person and the social sphere"[ 8]. So, socio-cultural competence is inextricably linked with universal and social competences, and it serves as the main factor in the development of intercultural communication competence.

Intercultural communication aims to develop the component:

- achieving competence in foreign culture;
- know their culture and be able to talk about it;
- achieving intercultural understanding that leads to respect for others and tolerance;
- to have the ability to analyze one's own culture and that of others.

We defined the competence of intercultural communication as follows: competence of intercultural communication - a person communicating in a foreign language is aware of the national-cultural characteristics of the social and speech behavior of the speakers, their traditions, rules of conduct, history and culture, and in the process of communication It is the ability to demonstrate the ability to successfully communicate with representatives of other cultures using this knowledge. Again, we must say that the students' mother tongue and the factors in the socio-cultural environment reflected in it are also of primary importance in forming perceptions about the culture of the country where the language is being studied.

Cholevki said, "Linguists do not always pay attention to linguistic difficulties faced by foreign language speakers. However, it is these that can be a decisive factor in studying or getting a job in the country where this language is being studied"[8]. That is why we should pay special attention to this issue in the course of language teaching to cadets, that is, we should eliminate linguistic difficulties.

Thus, the competence of intercultural communication helps to form a sociological component based on information about culture, philosophy, ethnolinguistics, history, literature, geography and country studies. Therefore, this component is based on the

generalization of the knowledge obtained from the fields of sociology, linguistics, and country studies, and introduction to ethnocultural universal culture.

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