

ПЕДАГОГИЧЕСКИЕ НАУКИ

THE DEVELOPMENT OF INTERCULTURAL COMPETENCE AS AN ESSENTIAL ELEMENT IN LEARNING EFL

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РАЗВИТИЕ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ КАК НЕОБХОДИМОГО ЭЛЕМЕНТА ИЗУЧЕНИЯ АНГЛИЙСКОГО КАК ИНОСТРАННОГО ЯЗЫКА

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ABSTRACT

Many language scientists made some research on English as a foreign language that has focused on aspects of intercultural competence. Furthermore, the paper focuses on the teaching and learning of English as a foreign language in Uzbekistan, Karakalpakstan in the higher education sectors and examines how the targets culture and intercultural competence are constructed and understood by learners. Also, the paper also considers the notion of intercultural communication and learning as arising from a seamless interaction. The author points out that English as a foreign language in higher education can provide resources for developing intercultural dimensions of learning. The paper concludes by stressing that changes in approach to teaching and learning English are increasingly necessary because of the rapid changes that are taking place in the globe.

АННОТАЦИЯ

Многие ученые-лингвисты провели исследования английского языка как иностранного, сосредоточив внимание на аспектах межкультурной компетенции. Кроме того, статья посвящена преподаванию и изучению английского языка как иностранного в Узбекистане, Каракалпакстане в секторах высшего образования и исследует, как учащиеся конструируют и понимают целевую культуру и межкультурную компетенцию. В статье также рассматривается понятие межкультурного общения и обучения как результат непрерывного взаимодействия. Автор отмечает, что английский как иностранный язык в высшем образовании может предоставить ресурсы для развития межкультурных измерений обучения. В заключение в статье подчеркивается, что изменения в подходе к преподаванию и изучению английского языка становятся все более необходимыми из-за быстрых изменений, которые происходят в мире.

Key words: culture, competence, English as a foreign language (EFL), intercultural competence, learning, teaching.

Ключевые слова: культура, компетенция, английский как иностранный (EFL), межкультурная компетенция, обучение, преподавание.

1. Introduction

The interest and attention in learning English as a foreign language today is gaining a higher speed in the world as well as in Uzbekistan. Expansion of communication with the world after gaining the independence and increasing speed and scope of information exchange in the globe is considered as the main factors. As we know that the main position in the internet by the language of the published content is firmly held by English that could be a strong motivation to learn English for those who want to improve their global competences. Learning foreign languages has always been pivotal throughout long time. According to the Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev "On the State Program for Implementation of the Action Strategy on five priority areas of development of the Republic of Uzbekistan in 2017-2021", which has been adopted on January 22, 2018 in chapter 4.4., which named "Development of Education and Science", was noted, that it is important

to make "maintaining the policies aimed at further improving the system of continuous education, increasing access to quality education, training of qualified personnel in accordance with the demand of the labor market"[1].

Moreover, the ability to communicate in multiple languages is becoming more and more important in the increasingly integrated global business community. Language is such a key aspect to setting up young learners for achievement in their future professional endeavors that higher education across the nation. Importance of cultural dimensions in the teaching English as a foreign language in Karakalpakstan should be as fully understood as it needs to be, especially in relation to developing students' abilities with intercultural communication [2]. This paper describes an ecological perspective on learning a foreign language and seeks to contribute to the field of teaching and learning a foreign language through an analysis of the perceptions of institution-based learners.

2. The notion of cultural and intercultural competence

There are various definitions of intercultural competence in the literature. However, it can be hard to develop strategies and materials to enhance it when there are some different understandings of the concept. Chen and Starosta [5] also differentiate the terms cultural awareness, intercultural sensitivity, and intercultural adroitness and these three constitute the umbrella term: intercultural communicative competence. Cultural awareness is the cognitive dimension, which is primarily about the awareness of the effect of culture on how we think and behave, whereas intercultural sensitivity is the affective aspect, which is the incentive to accept differences among cultures. Intercultural adroitness is the behavioural aspect. the ability to realize communicative goals in an intercultural interaction. Similarly, Risager [15] refers to the three domains of knowledge, skills, and attitudes.

However, Risager [15] differentiates cultural competence from intercultural competence (IC). Whereas cultural competence refers to the knowledge, skills, and attitudes of a specific culture based on target language country, IC is defined as the knowledge, skills, and attitudes at the interface between several cultures including one's own culture and target culture. Mughan also claims that IC allows learners to prepare for 'exposure to all cultures, not just the one whose language is learned' [12. p.64].

3. Literature review

It has been accorded the responsibility of improving students' intercultural competence, something which has been emphasized in educational policy documents in foreign language education, such as the Review of Modern Foreign Languages Provision in England. The significance of culture in the context of language teaching and learning has long been appreciated, in the work of Crawford-Lange and Lange (1984) who described how issues of culture permeate language learning and teaching. Valdes [19. p.29] took this further, arguing that every teacher and learner should be aware of the influence of culture to 'make the most of it'. According to Pachler (1999), language is a part of culture, and that it is through language that culture is described.

Also, such view built upon earlier works by Kramsch [10] and Byram [3] that have since become standard sources for reference in this field. One of the linguists Piller [14], who highlights the way that languages offer distinct concepts and tools through which learners might experience the world. There has been various ideas of languages structuring perceptions at a cognitive level. When we analyse the works by Kramsch [10.,2011. p.364], he describes processes of "making and organising meaning through signs, symbols and conceptual metaphors that not only refer to the outside world but shape the minds of their users and receivers as well". From this view we can assume that language learning should include culture, which contributes to learners' perceptions and attitudes toward otherness and different cultures [4].

When we examine culture in intercultural communication, it can be considered from the

perspectives of discourse: *ideology, face systems, forms of discourse, and socialization* [17]. As Kramsch explains the connection between the discourse and individual culture in the following: "If they understand that culture is symbolically mediated through words, sounds and images, they are more apt to agree that the discourses that surround us (from the media and popular culture to the conversations we have with others) structure our imaginations and sensibilities and are in turn structured by them". These discourses are what we call *culture* [10. 2011., p.365]. In that case, intercultural competence might become a process of a person learning appropriate ways of entering into discourse fields in order to be able to function within the social group that arises from that field.

According to research done by Perry and Southwell summed up the concept of intercultural competence as "the ability to effectively and appropriately interact in an intercultural situation or context" [13.p.453]. Intercultural communication is concerned with interactive processes that occur between individuals who have experienced different ways of life, which then fundamentally effects on how they interact with each other and also how they reconfigure their own senses of identity. As Byram [3] suggests, while learners' intercultural competence is affected by the foreign language teaching they receive, they can develop intercultural competence through their own experiences and reflections.

4. Methodology

Based on foreign approaches to the formation of intercultural competence [1, 17, 18, 19], we tried to substantiate the choice of the discipline Intercultural communication as the preferred elective course programs, which ensure the complexity of training bachelors of non-linguistic specialties at the institution. The criteria for the effectiveness of the program have been determined:

1) A cognitive component - development of cognitive skills in the processes of cognition, awareness, recognition, knowing about intercultural differences. This criterion includes many characteristics: a general worldview, knowledge of the similarities and differences in communicative, linguistic and cultural codes, the ability to carry out self-observation and introspection, the ability to adequately assess the communicant partner. The main criterion for the development of a component is the ability to analyze, synthesize and adequately interpret the phenomena and processes of cross-cultural communication.

2) Emotional development, considering cognitive processes, a positive attitude towards one's own and multicultural environment, developing a tolerant sensitivity to intercultural differences, overcoming cultural dissonance, a multicultural value system, empathy as an affective interpersonal component of intercultural competence. For the development of this parameter of the student's intercultural competence, EFL is not used only as a means of familiarizing with the language and culture of other people, but also as a way of self-knowledge and self-expression of the individual in the process of communication. Students

should accept, respect cultural diversity and actively integrate him in their professional activities. The assessment criteria for this component could be the possession of a critical and analytical understanding of own and other cultures, the ability to integrate elements of other cultures into their own system of thinking and values;

3) Readiness for intercultural interaction, an adaptive behavioral component. It includes the following aspects: possession of culturally specific forms of discourse; the ability to adapt to situations of intercultural communications; possession of the ability to consciously build scenarios of cultural interaction; the ability to make contact with group members, to take part in group problem solving; the ability to interpret a document or other event culture, explain it and correlate it with the phenomena of one's own culture; possession and use of certain strategies and tactics for solving cross-cultural conflicts and preventing their negative consequences possession of the strategy of socio-cultural search in strangers cultural communities; possession of the skill of comparative analysis in the study of cultures:

4) Acquiring the knowledge of cultural competence, linguo-cultural competence, social competence; ability to analyse linguistic concepts, awareness of of cultural diversity in communication, having skills to make comparative analyses on different cultural concepts.

Based on analysis of the study, a feature of the process of forming intercultural competence of students of a non-linguistic institution was revealed, the following conditions should be taken into consideration: 1) an integrated systematic approach, should be developed and used in teaching, taking into account the activation of all components of intercultural competence trainees; 2) the importance of the affective component and the selection of ways of its development; 3) methods for the formation of adaptive-behavioral component, considering the ability to recognize the means of verbalizing conceptual image frames, direct and indirect use of formed abilities, knowledge and skills acquired; 4) activation in the learning process of the skills to understand, recognize and interpret the situational-contextual specifics of professional activities (for example: formal and informal conversations between foreign people, business communications with foreign partners, negotiations, telephone conversation, and so on.) at all stages of the formation of the components of intercultural competence; 5) improving the knowledge of cultural awareness skills of students in professional activities.

Conclusion

Thus, it is probably not effective to focus upon one element only and that the most preferred pedagogic approaches will be those which connect the two aspects. Currently, equipping students with intercultural competence is a critical aim of English foreign language classrooms, and EFL teachers have emerged as essential players to accomplish this. It is also vital for EFL teachers to be competent in their intercultural skills so that they could pass these on to

their students in order to foster interculturally competent language learners. Consequently, intercultural communication, international cultural competence, differences between cultures, are important in language learning and teaching, and there is huge necessity for a student learning a foreign language to be aware not only of language skills, but also of the culture of the country where the language is learned.

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ВЗАИМОСВЯЗЬ УЧЕБНОЙ МОТИВАЦИИ И УСПЕВАЕМОСТИ ОБУЧАЮЩИХСЯ ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ МВД РОССИИ

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THE RELATIONSHIP BETWEEN EDUCATIONAL MOTIVATION AND STUDENT PERFORMANCE EDUCATIONAL ORGANIZATION OF THE MINISTRY OF INTERNAL AFFAIRS OF RUSSIA

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АННОТАЦИЯ

В статье рассматривается изучение проявления учебной мотивации как фактора, воздействующего на успешность учебной деятельности. Актуальность научно-исследования в этой области определяется контекстом подготовки психоэмоционально устойчивых и активных сотрудников органов внутренних дел. Сформировавшаяся в процессе обучения мотивация обучающихся образовательных организаций МВД России является залогом успешного развития личностно-профессиональных качеств сотрудников органов внутренних дел.

В проведенном исследовании применялись эмпирические методы исследования «Мотивация к успеху» (автор – Т. Эллерс), «Мотивация к избеганию неудач», методика исследования мотивации успеха и боязни неудач, разработанная А.А. Реаном. Данные подвергались сравнительному методу статистического анализа.

В результате исследования была определена взаимосвязь мотивации и учебной деятельности, направленная на успех и достижения в учебной и служебной деятельности.

ANNOTATION

The article reviews the study of the manifestation of educational motivation as a factor affecting the success of educational activities. The relevance of the research in this area is determined by the context of training the psychoemotional stable and active employees of internal affairs units. The motivation of students formed during the learning process educational organizations of the Ministry of Internal Affairs of Russia is the key to the successful development of personal and professional characteristics of employees of the internal affairs units. In the conducted study were used: empirical methods studies "Motivation for success" (author - T. Ellers), "Motivation for the avoidance of failures ", a method of researching the motivation for success and fear of failure, developed by A.A. Rean.