



UDC: 371.81

## LANGUAGE COMPETENCE AS ONE OF THE ASPECTS OF DEVELOPING STUDENTS' READINESS FOR INTERCULTURAL COMMUNICATION

*Nasretdinova Khurshida Tulkinovna*

*Senior teacher of department of foreign languages, faculty of agro engineering and hydro melioration, Andijan Institute of Agriculture and Agro technologies*

**Abstract:** The increasing interest in the problems of foreign language communication in the modern world is connected with the processes of globalization, expressed not only in the processes of business integration, but also in the expansion of the information space, the development of new information technologies, the strengthening of business and personal contacts. The modern era is marked by the gradual entry of Uzbekistan into the world community, which determines the need for conceptual approaches in teaching a foreign language to students for whom a foreign language is used as a tool for future professional activity.

**Keywords:** language competence, globalization, foreign language, communication, culture, norms of social behavior of people, ideas.

**Аннотация:** Повышение интереса к проблемам иноязычной коммуникации в современном мире связано с процессами глобализации, выражающимися не только в процессах бизнесинтеграции, но и расширении информационного пространства, развитии новых информационных технологий, укреплении деловых и личных контактов. Современная эпоха отмечается постепенным вхождением Узбекистана в мировое сообщество, что обуславливает необходимость концептуальных подходов при обучении иностранному языку студентов, для которых иностранный язык используется как инструмент будущей профессиональной деятельности.

**Ключевые слова:** языковая компетенция, глобализация, иностранный язык, коммуникация, культура, нормы социального поведения людей, идеи.

**Annotatsiya:** Zamonaviy dunyoda chet tillari bilan muloqot qilish muammolariga qiziqish ortib borayotgani globallashuv jarayonlari bilan bog'liq bo'lib, u nafaqat biznes integratsiyasi jarayonlarida, balki axborot makonining kengayishi, yangi axborot texnologiyalarining rivojlanishi, biznes va shaxsiy aloqalarning mustahkamlanishi bilan bog'liq. Zamonaviy davr O'zbekistonning jahon hamjamiyatiga bosqichma-bosqich kirib borishi bilan

ajralib turadi, bu esa chet tilidan kelajakdagi kasbiy faoliyat uchun vosita sifatida foydalaniladigan talabalarga chet tillarini o'rgatishning kontseptual yondashuvlarini talab qiladi.

**Kalit so'zlar:** til kompetensiyasi, globallashuv, chet tili, muloqot, madaniyat, odamlarning ijtimoiy xulq-atvori normalari, g'oyalar.

## INTRODUCTION

The goal of teaching foreign languages, in this regard, is not the acquisition of a set of specific skills, but the formation of a linguistic personality that will need a foreign language for life, for communication in real situations, and that will be able to communicate effectively with representatives of other cultures.

The main instrument of progress is knowledge, the means of cognition that a specific person possesses, transforming the world around him and society as a whole. Humanitarian consciousness in the education system will become a means of social orientation of the individual. The guarantor of this is that humanitarian knowledge becomes a priority in the system of sciences.

Today, it is very important to strengthen social and spiritual consolidation in society, to create a high culture of interpersonal and interethnic communication. The problem of cultivating tolerance for other cultures, awakening interest and respect for them, overcoming the feeling of irritation from the excess, insufficiency or simply dissimilarity of other cultures is acute. Modern society no longer requires just specialists: lawyers or managers, but specialists in international and intercultural communication, which goes beyond knowledge of the language. University education is currently called upon to help prepare specialists who are aware of the growing global interdependence between peoples and nations, who understand the need for international solidarity and cooperation, and who are ready to constructively participate in the dialogue of cultures of peoples, countries, regions and continents.

## METHODS

Formation of intercultural communication skills as a methodological basis for teaching a language at a university seems especially justified for students majoring in the humanities - lawyers, managers, etc. Law and jurisprudence are professional areas where such cultural elements as moral and ethical values, norms of social behavior of people, ideas about the rules of relationships between an individual and the state, about violations of the laws of human communication and ways of punishing them have been developed over centuries. Sociologists claim that this is a global trend of the era of crises, ethnic and national conflicts, escalation of the population. It is impossible to manage people without knowing the cultural characteristics of a given country. Therefore, there should be no mechanical transfer of management ideas and education systems across national borders. Understanding the culture of another person, respect for this culture and adaptation to this culture are key points for successful communications. Studying a foreign culture will help students realize not only cultural differences, but also similarities, and better understand themselves.

## **RESULTS AND DISCUSSION**

It is necessary to emphasize that the link in teaching intercultural communication should be the sphere of interaction and mutual change of the constituent cultures and the sphere of communication between the bearers of different cultures. Let us consider the elements of the communication process. We are talking about four layers of communication. They differ as follows:

Firstly, extralinguistic or extraverbal elements, i.e., extralinguistic realities: in the economic sphere, these include, first of all, the "hard factors" of business.

If we dwell on the issues of economic cooperation between Russian and foreign business partners, then the so-called competitive advantages and weaknesses of each country and culture are striking, such as high or low labor costs, the presence or absence of natural resources, modern technologies, know-how, distribution networks, stimulating legislation in the economic sphere, etc. Extraverbal elements are most clearly and directly manifested in the communication process. However, their importance should not be exaggerated.

Secondly, verbal elements, i.e., language components, such as lexemes (concepts), syntactic and stylistic constructions or text composition, which may differ significantly in different languages/cultures and, thus, lead to misunderstandings. It is curious to note that from a foreigner who has a good command of the verbal elements of a foreign language, native speakers of this language automatically expect also a good command of all other elements of communication in this language. However, this is often a mistake. After all, it is quite easy to learn the linguistic structures of a foreign language without having a precise understanding of the culture and traditions of the native speakers of this language.

Thirdly, paraverbal elements (intonation and rhythm of speech, length of pauses, etc.). These elements are quite easily recognized in speech, but nevertheless, they can lead to misunderstandings, resentment, a feeling of arrogance or lack of tact in certain interlocutors. For example, native speakers of one culture may have the impression during communication that interlocutors from another culture/country often interrupt them. This may be because speakers of another culture have a different intonation or length of pauses. However, interruptions in speech are usually interpreted as arrogance on the part of some and inferiority on the part of others. In such cases, communication often ends without the expected positive results. Instead of an agreement, a conflict (hidden or overt) may arise, even though other prerequisites for communication at first glance seemed favorable.

Fourthly, non-verbal elements, which include facial expressions, gestures, distance of interlocutors, etc., in short, somatic language.

These elements play the same hidden, but very important role in the communication process, as does the layer of paraverbal elements. There are also countless elements of communication, as well as their possible combinations. Therefore, only a certain number of them can be included in the teaching of intercultural communication. Our goal is to identify the most typical, characteristic and frequent elements and situations that are most significant for the

process of forming readiness for intercultural communication.

Basic intercultural communication skills are understood as the minimum necessary and sufficient set of knowledge and skills of students to successfully use a foreign language in familiar situations of everyday and professional communication in a foreign-language culture. The criterion for the formation of basic intercultural communication skills should be considered not linguistic, but communicative competence, which assumes the speaker's ability to:

- communicate effectively in a foreign language with the least distortion and loss of meaning;
- establish and maintain positive relationships with the interlocutor;
- achieve the necessary level of mutual understanding and cooperation [3;95].

So, we have determined that intercultural learning covers a number of individual aspects, ranging from linguistic (learning non-equivalent vocabulary, etc.), pragmatic (how to behave correctly in a specific situation), aesthetic (what is considered beautiful or repulsive in another culture) and ending with ethical (what constitutes moral values) issues.

Let us consider in more detail the issue of communicative competence, which is the goal of foreign language training in universities. It should be remembered that if competence is knowledge and experience in a certain area, a range of issues of someone's awareness, then competence is the possession of competence. Language competence, which is characterized by intellectual, emotional-personal and regulatory-behavioral aspects, forms communicative competence and ensures successful professional and cultural activity in the future. One of the functions of language competence is professional and cultural, ensuring the formation of an individual as a bearer of communicative and professional cultures.

Language competence is defined as a resource quality that ensures a special type of organization of knowledge and experience of an individual, which act as a basis for making effective decisions and determine the level of competence. In other words, language competence, reaching a high level of development as a result of enrichment (the level of knowledge possession), "transforms" into competence - an integrative quality.

Formation of foreign language communicative competence is one of the important aspects of formation of students' readiness for intercultural communication. As for professional communicative competence, realized in the conditions of foreign language communication, it is defined as the ability to solve communicative problems within a certain framework of a set of communicative situations. In the conditions of business communication (in a broad sense), foreign language communicative competence can be defined as the ability to solve business problems to achieve a certain business result in the context of another business reality and culture.

The structure of foreign language communicative professional competence is quite complex and includes not only a linguistic component (proficiency in speech communication), an information component (professional competence), but also a socio-cultural component (the presence of background knowledge about communication partners and realities belonging to

another culture). Communicative competence also includes the ability to carry out effective communication in accordance with the conditions of communication, that is, communicative strategies and tactics.

M.I. Dyachenko and L.A. Kandybovich consider readiness as a set of professionally important qualities, as a complex psychological formation and identify the following components: motivational (stable professional motives); orientational (knowledge, ideas about the specific conditions of professional activity, its requirements for the individual); operational (possession of methods and techniques of professional activity, necessary knowledge, skills, abilities, processes of analysis, synthesis, comparison, generalization, etc.); volitional (self-control, ability to manage one's actions); evaluative (self-assessment of one's professional preparedness) [7; 176].

The components of readiness form a holistic system, since, taken separately, they are capable of providing only a solution to a number of specific problems. The set of components of "readiness" makes it possible to achieve the goal - to form a new quality of personality.

The famous psychologist B.S. Merlin noted that the most essential and basic in the characteristics of a person's personality is its focus, i.e. that on which the general direction of his life and all his active creative work depends. [2; 148].

## **CONCLUSION**

Thus, having studied the concept of intercultural communication, its components, the interaction of language and culture, having defined the main elements of the communication process, as well as the basic skills of intercultural communication, the criteria for the formation of intercultural communication skills, we came to the conclusion that the unity of the components listed below and their high level are a sign of readiness for intercultural communication: social competence, i.e. readiness and desire to interact with others, self-confidence, the ability to cope with situations that have developed in society, functional competence, i.e. the ability to express one's own opinion, agreement/disagreement, interest, sympathy, surprise and other emotions, implicitly express one's intention, influence the interlocutor, socio-cultural competence, i.e. the ability to navigate in time and space, the social status of the speaker, the use of language norms (formal/informal styles, taboos, jargon, professional vocabulary). Sociocultural competence is the readiness and ability of communication partners to conduct a dialogue of cultures, which presupposes knowledge of their own culture and the culture of the country of the studied language.

So, we noted above that in the process of forming readiness for intercultural communication, several scientific disciplines play a certain role and interact, such as psychology, communication theory, ethnography, cultural studies, sociology, political science, semiotics, etc. However, we believe that the main role in this process is played by a foreign language. It has greater opportunities for preparing students for intercultural communication.

**LITERATURE**

1. Baryshnikov, N.V. Parameters of teaching intercultural communication in secondary school // Foreign languages at school 2002. - No. 2. - P. 28-32.
2. Batrakova, S.N. Fundamentals of professional-pedagogical communication. Yaroslavl, Publishing house of Yaroslavl University, 1989. - 310 p.
3. Donetsk, P.N. On the Research Unit of Intercultural Communication // Voprosy yazykoznaniya [Problems of Linguistics]. 2004. - No. 6. - P. 93-100.
4. Emelianov, Yu.N. Theory of Functioning and Practice of Improving Communicative Competence. L.L., Leningrad State University Publishing House, 1991. - 236 p.
5. Zimnyaya, I.A., Sakharova T.E. Project-based Methodology of Teaching English // Foreign Languages at School, 1991. No. 3. - P. 9-15.
6. Milrud, R.P. Competence in Language Study // Foreign Languages at School. 2004. - No. 7. - P. 30-36.
7. 34. Safonova, V.V. Study of Languages of International Communication in the Context of Dialogue of Cultures and Civilizations. Voronezh: Istoki, 1996.- 238 p.