



**PEDAGOGICAL WAYS, METHODS AND MEANS OF STUDENT
DEVELOPMENT INTERCULTURAL COMMUNICATIVE
COMPETENCE IN CONDITIONS OF GLOBALIZATION
EDUCATION**

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ABSTRACT	KEYWORDS
<p>The article deals with the actual problem of expanding intercultural communicative competence in the educational process. Since the key role in this process belongs to higher education, this phenomenon is considered in English lessons. The purpose of the article is to highlight the stages of development of intercultural competence of students of non-linguistic higher education, thus higher education involves a complex process of development of cognitive, social, emotional and cultural characteristics of the personality of future specialists. Modern process of international integration necessitates the search for new approaches to professional training of specialists, the main part of which is teaching foreign languages using innovative methods and technologies. The article presents the main approaches and principles of the formation of intercultural communicative competence in the process of teaching a foreign language to students. As a result of the rapid development of intercultural communication and global transformations taking place in the world since the late 90s of the twentieth century, there is a need to create a personality with a new set of qualities and competencies that are urgently needed for rational functioning in a multicultural world.</p>	<p>Cultural consciousness, teaching English as foreign language, teaching culture, intercultural communicative competence.</p>

Introduction

Currently, the world is facing new challenges related to mutual understanding, cooperation and consent in the context of globalization. In order to understand the educational reality, a new generation of young people should take part in the implementation of these values, who will have to live, work and develop our future. So, creating our future world, we must instill certain values in young people from the first steps of educational influence in order to make the consequences of globalization positive. Among the various competencies of students in the context of higher education, intercultural competence is one of the multimodal. This helps students become more aware and flexible towards

other cultures around the world. This helps to develop positive qualities in students such as flexibility, curiosity, openness and acceptance of diversity. This shows the international relevance of the acquired competence, so the results and conclusions should be applicable to higher education on the world stage. Cross-cultural competence is important for students because they see themselves working in an international environment, know and understand different cultural boundaries, are well-oriented in different cultures, knowing what values and models to conduct will help them in their future international jobs.

One of the tasks of higher education systems is to train a highly qualified international professional who will be adapted to the general labor market, despite of the deconstruction of values. Such a professional should be provided with intercultural competence, which is necessary in a multicultural, multiethnic and multilingual environment as a kind of cultural matrix and, undoubtedly, will contribute to solving global problems. Intercultural competence is important because students' learning is becoming more and more international, which is "a direct consequence of recent European integration and a general consequence of the broader phenomenon of globalization." Without a doubt, "in times of all-consuming globalization, the development of intercultural competence has become one of the most important tasks of higher education institutions around the world."

Significant changes have occurred in the purpose of teaching foreign languages. The problem of the development of intercultural competence in teaching English is very relevant, especially in the context of higher education. This reflects the growing interest of researchers in various its aspects. Now it is not just the transfer of linguistic knowledge and skills, but even the assimilation of encyclopedic knowledge of local lore for geographical and historical understanding. Actually, this is the development of students' skills of participation in international communication, which should become the central idea of teaching foreign languages.

However, when teaching foreign languages, it is considered that teachers of foreign languages need to develop not only communicative competence. Intercultural competence should also be developed. In fact, this is very important in our time, because the diverse mix of peoples, languages, cultures has reached an unprecedented level, and before us, as always, the task was to cultivate patience with another culture, arouse interest and respect for them, overcoming feelings of irritation with the excess, lack or otherness of other cultures. There are different thoughts about the empirical, ideological and methodological dimensions of globalization, pluralization, localization of the English language. This is the reason for the general emphasis on intercultural communication. "In today's world, where everything is becoming global, intercultural communication is 'mandatory' ... In the context of recent European integration, we are no longer limited by state borders and, thus, have become part of an international network" . So, the development of intercultural competence is of vital importance, as it will help to achieve mutual understanding in the process of communication with representatives of different cultures.

Thus, there is no doubt that the idea of the need to develop intercultural competence is extremely relevant, since learning to communicate in a foreign language involves mastering some socio-cultural knowledge and skills that are integral parts of practical foreign language proficiency.

Literature review. Problems of teaching intercultural communication, as well as a number of issues in the field of intercultural education and upbringing in different periods of time were explored by famous Uzbek, Russian and foreign scientists such as T.G.Mahkamova, T.G.Grushevitskaya, O.G.Korotova, L.V.Kulikova, A.P.Sadokhin, S.G.Ter-Minasova, J.Bolten, G.Hiller, A.Thomas and

others. At the same time, as the analysis of research data showed, in most works, was placed on the theory of intercultural communication the main provisions of this theory and the possibilities of its use for teaching the discipline "Intercultural communication". A number of works by Western scientists, on the contrary, were devoted to the specifics of the implementation of the so-called practical aspect of intercultural education and upbringing, where the focus is on issues of applying the acquired theoretical knowledge in the course of implementation of special exercises and tasks.

Research Methodology

In accordance with the purpose of the work, the following research methods were used: 1) Analysis and generalization of pedagogical, psychological and linguistic literature on the research topic. They were used to comprehend the theoretical basis for the development of intercultural competence, namely: clarifying its definition, identifying its components necessary for the development of these phenomena, identifying the grounds that contributed to. 2) Study and generalization of pedagogical experience of teaching English in order to develop intercultural competence.

Analysis and results

Analyzing the problem we are considering, it is necessary to recall that scientists define intercultural competence as the ability to adequately understand two communicants belonging to different national cultures. Elizarova G.V., exploring the concept of intercultural competence, identifies its components such as "knowledge, motivation and the ability to adequately and effectively communicate with representatives of other cultures".

Intercultural competence is a rather complex concept defined as the ability of students to provide a common understanding of people with different social identities and their ability to interact with people as complex human beings with multiple identities and their own individuality. Intercultural competence consists in "understanding and interacting with people belonging to different cultures". For effective interaction, representatives of different cultures must learn to overcome misunderstandings and develop intercultural competence. The analysis of scientific and methodological literature on the problem, as well as our personal experience, allowed us to develop a structure of methods for the development of intercultural competence, consisting of several stages. We propose four stages on such grounds as ensuring positive motivation of students to master intercultural competence; an individually-oriented approach to the development of these phenomena; possession of intercultural competence by foreign language teachers.

The components of intercultural competence are knowledge, skills and attitudes supplemented by values that a person adheres to due to his belonging to a number of social groups. These values are part of a person's social identity. Intercultural competence has become "one of the most desirable sets of competencies for those who would like to see themselves working in an international environment. The purpose of the first stage was to determine the importance of motivating students' intercultural competence. It is known that the motivational component is characterized by a system of dominant motives that express students' conscious attitude to the goal and the process of obtaining knowledge for their own professional development. Motivation refers to the root of a person's desire to foster intercultural relationships and can be intrinsic or extrinsic (Martin & Nakayama, 2010). Put simply, if a person isn't motivated to communicate with people from different cultures, then the components of ICC discussed next don't really matter. If a person has a healthy curiosity that drives him or her toward

intercultural encounters in order to learn more about self and others, then there is a foundation from which to build additional competence-relevant attitudes and skills. This intrinsic motivation makes intercultural communication a voluntary, rewarding, and lifelong learning process.

Motivation can also be extrinsic, meaning that the desire for intercultural communication is driven by an outside reward like money, power, or recognition. While both types of motivation can contribute to ICC, context may further enhance or impede a person's motivation to communicate across cultures. The higher the motivation, the greater the probability of practical application of knowledge and skills acquired during training. In accordance with these ideas, the proposed structure for the development of intercultural competence should motivate students to actively acquire cultural knowledge and answer the question "Why should I study the culture of a partner country, what is its professional significance for me?" This approach contributes to the development and strengthening of the cognitive motive. Without a doubt, "language is an important component of intercultural education, through which awareness is raised and various cultural and linguistic values are transmitted".

Pedagogical innovations most often mean the process of updating, reforming education, systemic change of a certain pedagogical object (school, educational activity, course, program, methodology etc.) as the selection of the most acceptable and adapted (adapted) to modern conditions. Pedagogical innovations are also defined as innovations in the pedagogical system to improve the course and results of the educational process. Some researchers note that the category of novelty does not always characterize the term "innovation" – the main meaning here is the improvement, actualization of something in the current situation.

On the one hand, students are interested in the subject, on the other hand, the method of obtaining knowledge, in including independent forms of educational activity, which often acquire creative and experimental in nature. The goal of developing intercultural competence can it can be implemented when students realize the functional significance of intercultural knowledge, the real possibility of applying the information received in professional activities. Therefore, first of all, we strive to form a sustainable motivation in parallel study of a foreign language and culture in order to create positive attitudes in the process of mastering intercultural competence. The researchers note that in addition to knowledge of a foreign language system, intercultural competence presupposes knowledge of one's own culture and the culture of another people, the ability to perceive and interpret the phenomena of another culture from the point of view of its representatives, to understand and perceive someone else's value. the system allows you to communicate with native speakers depending on the situation, norms, rules of conduct, customs and cultural traditions in comparison with your native language and culture.

So, the purpose of the second stage of the development of intercultural competence is the acquisition of subject-professional and cultural-specific knowledge, familiarity with national communication styles and their features. It is also important to form students' strategic and comparative skills as the ability to adequately compare their culture with the culture of a communicative partner as a vital necessity for professional relations in a multinational world. Thus, at this stage, the main means of developing intercultural competence are authentic materials (printed, audio and video) demonstrating those specialties, the expediency of which has been justified by many scientists. By an authentic task, it is advisable to understand tasks based on relevant material for discussion in a particular student group.

In most cases it is possible to discuss modern social and cultural problems. Thanks to such discussion and comparison of the opinions of the group members, students come to a better understanding not only of the culture of the interlocutor, but also of themselves and their identity. Unfortunately, it is known that in some sets for teaching students of a non-linguistic university, only some features of professional communication and norms of behavior in different countries, language clichés and formulas of address, greetings, etc., act as a separate unit of social English, but does not convey a complete picture of the origin and cultural orientation of the interlocutor, which causes a cultural shock when talking outside depending on the level of language proficiency.

The goal of the third stage is to develop intercultural competence skills and master the mechanisms language behavior through a system of creative tasks. Therefore, the achievement of this goal led to the development of training exercises for the purpose of working out language models. It should be noted that, on the one hand, such a system should take into account the selection of mandatory exercises that meet the development of skills using intercultural material, as well as a certain sequence of these exercises, their stable performance in all types of speech activity.

On the other hand, exercises with a national-cultural background should meet methodological criteria, namely: communicative, student-oriented, linguistic, spoken, oral and written. In the process of developing intercultural competence, this is done through learning a foreign language. It is necessary to note such an aspect of it as the stereotypical formulas of speech etiquette, since it is speech etiquette that is an integral part of culture any people.

The fourth stage of the development of intercultural competence involves mastering the skills of independent use of intercultural knowledge in solving complex issues. At this stage, exercises are usually used that force students to compose their expressions completely independently, both in content and by means. The exercises involve the formation of skills for independent interpretation of cross-cultural phenomena, commenting and solving cross-cultural issues in communicative situations.

Conclusion. Thus, the development of intercultural competence of students in foreign language classes languages for non-linguistic universities in higher education can be carried out in four stages, which are based on the logic of mastering the program material of the English language and should be implemented progressively. This is necessary, since knowledge of the culture of another country is not only one of the important prerequisites for ensuring intercultural communication skills and achieving mutual understanding, but also contributes to the development of a person's general education. Moreover, socio-cultural knowledge helps to better understand the foreign environment, and then the multicultural environment that students may encounter in their future careers, since developed intercultural competence is a prerequisite for a successful dialogue of cultures. In addition, intercultural competence has an integrative character. In fact, this is the result of the development of the student's personality in the learning process. Since the formation of intercultural competence is best carried out on foreign language material, its course for future specialists should contain a large amount of knowledge about national culture, business etiquette, traditions, that is, all types of speech activity should be carried out in a broad social context.

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