

## A MODEL FOR DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE BY TEACHING THEM INTERCULTURAL COMMUNICATION

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### ABSTRACT

Communicative competence is an essential part of teaching so the purpose of the article is to illustrate a model for developing students' communicative competence by teaching them intercultural communication with a hope adding a little contribution to the linguistics and teaching

**Keywords:** model, communicative competence, intercultural communication, intercultural cooperation, intercultural stages.

### INTRODUCTION

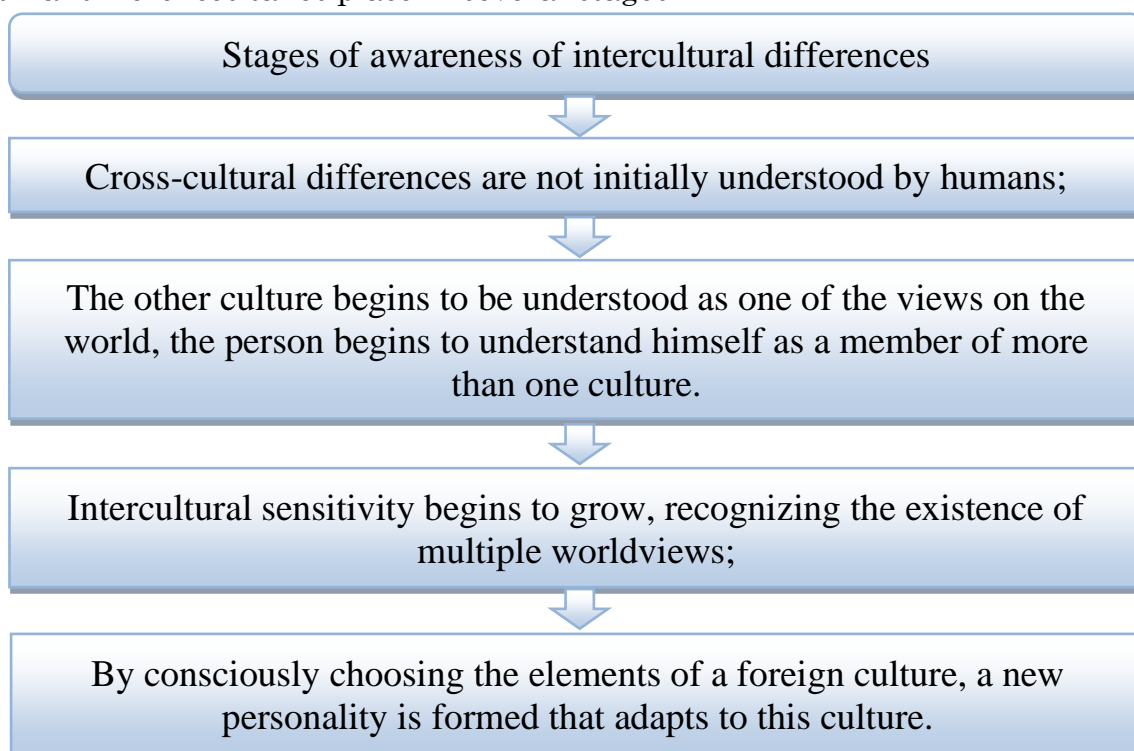
The global goals of teaching intercultural communication are reflected in achieving international harmony, simplifying and facilitating intercultural communication, and contributing to the neutralization of stereotypes. O. G. Korotova, a researcher of intercultural communication, said that successful intercultural cooperation means mutual understanding, mutual understanding, strengthening of mutual relations in professional cooperation. Therefore, along with mastering a foreign language at an excellent level, it is desirable to solve practical tasks, properly analyze and accept the socio-cultural diversity of partners in the process of communication. Communicative skills and qualifications mean the ability of future specialists to accept the socio-cultural identity of a foreign language society and to express information of a professional and practical nature in a foreign language. A high level of language skills and knowing the peculiarities of mentality are the keys to success in working with foreign partners. Otherwise, relations will become strained and intercultural conflicts will arise. L.V., a scientist who worked on intercultural communication. According to Kulikova, the main issue of teaching intercultural communication is the development of intercultural competence, and its main practical task is to ensure interaction between representatives of different national cultures. [1.95] According to the opinion of Russian scientist Levitskaya, in order to live in the modern developing world and enter into a successful relationship with the creatures in it, a person must be able to create a mutually beneficial dialogue with all subjects from all walks of life, and be able to cooperate rationally and effectively with representatives of various professions, nationalities and cultures. In this way, intercultural communication is the sum of the process of communication partners entering into a unique relationship, characteristic of different ethnocultures.

### MATERIALS AND METHODS

Intercultural competence enables effective cross-cultural cooperation, building and forming open relationships. Leontovich, a Russian scientist who conducted research on intercultural communication, said that intercultural communication teaches to look at other nations and

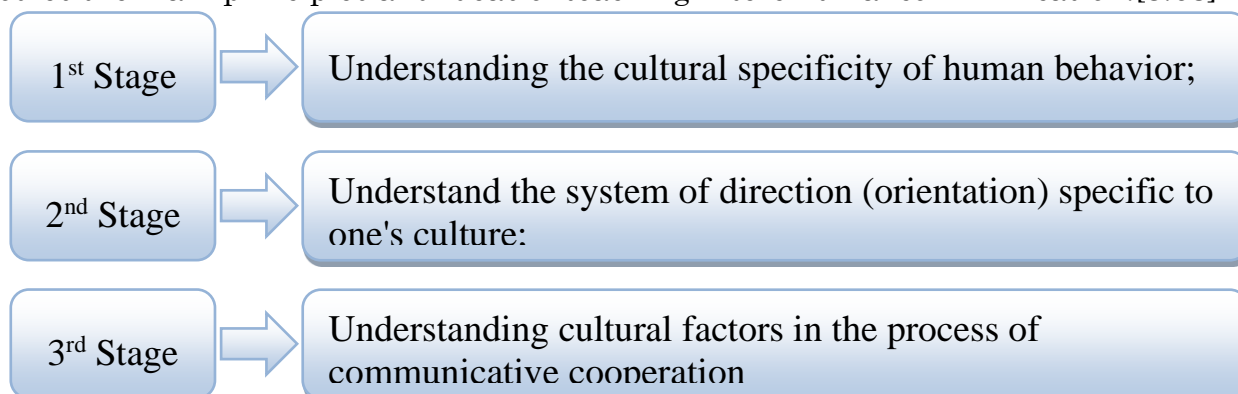
cultures in a different way, to be patient with religious and cultural differences between cultures.[2.69] We also support the above points and believe that it is necessary to teach intercultural communication in order to effectively use the components of intercultural competence. There are several models and approaches that can be applied to teaching intercultural communication in higher education. Russian communication scientist E. N. Malyuga says that the most famous of these models are Milton Bennett's model of developing intercultural sensitivity, David Matsumoto's model of conscious ethnocentrism, and Juliana Roth's model.

According to M.Bennett, one of the mature specialists in the field of intercultural communication, it is necessary to form intercultural sensitivity in people in order to engage in effective intercultural cooperation. People need to know and understand not only the similarities between cultures, but also the differences between them. Understanding intercultural differences takes place in several stages:



Milton Bennett's Intercultural Sensitivity development model

The next model is the Juliana Roth model, which is one of the most popular models and embodies the main principles and ideas of teaching intercultural communication.[3.68]



Basic principles and ideas of teaching intercultural communication. Model Juliana Roth

## RESEARCH AND DISCUSSION

Critically analyzing these models, relying on the opinion of T.N. Persikova, it is possible to determine their common aspects and determine the possibilities of their use in the educational process:

- Realization of identity and characteristics of one's culture;
- To understand the characteristics of another culture;
- Analysis and study of evidence (facts) about another culture;
- Compare and contrast the similarities and differences between one's own culture and another culture;
- Abandoning ethnocentrism (self-centeredness);
- To treat events characteristic of another culture with respect;
- To be able to establish intercultural relations and engage in effective cooperation with other cultures.

These models of teaching intercultural communication have given rise to different approaches to the formation of intercultural education and training over time. Conditionally, two main approaches to the process of teaching intercultural communication, recommended by Russian scientists, can be noted: The socio-psychological approach examines intercultural education as a unique method of forming certain socio-cultural and value-oriented instructions, communicative and empathetic skills, and makes it possible to implement effective intercultural cooperation, understand other cultures, and be tolerant in relations with representatives of other cultures. The main idea of this approach can be expressed by the ideas put forward by the Russian scientist G.D. Dmitriev: people should know how to cooperate with culturally different people, be able to correctly understand cultural differences, be tolerant of other cultures, be able to see and accept cultural pluralism in society.

It is necessary to take into account and form social competences in the process of intercultural education, which, in turn, is realized by applying a dialogical approach. Scientist N.V. Yankina, who researched the relationship between culture and education, said that in this approach the dialogue of cultures acquires the main meaning. Dialogue of cultures involves positive thinking in communication with representatives of different cultures; value concepts are not prohibited, but instead are encouraged due to mutual solidarity, tolerance and positive acceptance of each other. It is important to inculcate these ideas in the minds of students during the educational process. G. Pommerin, one of the theorists of the communicative approach, describes teaching intercultural communication as “the response of pedagogy to the changing reality of the multicultural world and contributing to the educational process by overcoming intercultural conflicts”.

## CONCLUSION

Considering the two main approaches to teaching intercultural communication, it can be concluded that teaching intercultural communication should be based on the combined (complex) application of both socio-psychological and dialogic approaches. Along with their similarities, they also have their differences. The socio-psychological approach is primarily aimed at forming the qualities of tolerance and empathy, with the help of which access to the thinking and value system of other cultures and rational and effective cooperation with

representatives of this culture is guaranteed. In the dialogic approach, the formation of certain communicative skills, in most cases, communication is the first priority. Critically analyzing the models of intercultural communication proposed by researchers, we suggest using the following model in the process of teaching foreign languages and believe that it will be effective.

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