



## MODELS FOR THE FORMATION OF INTERCULTURAL COMPETENCE

Irtuganova Diana Nailievna

2nd Year Master's Student in the Specialty

"Theory and History of Pedagogy" TSPU named after Nizami

Morkhova Inessa Vyacheslavovna

Doctor of Philosophy in Pedagogical Sciences (PhD),

Associate Professor of the Department of General Pedagogy

TSPU named after Nizami

### Abstract

The article presents a pedagogical model for the formation of intercultural professional and communicative competence, which includes general cultural and professional competences. The model also includes pedagogical conditions, criteria and indicators of the formation of the competence in question.

**Keywords:** intercultural professional and communicative competence, pedagogical model, general cultural and professional competences, criteria and indicators.

### INTRODUCTION

The purpose of this article is to describe the pedagogical model of intercultural communicative professional competence (ICPC) of university students that we have developed. Following a number of authors [1, 2], we consider ICPC as an integrative manifestation of the degree of professional and personal development of a specialist, implying intercultural and professional knowledge, skills, abilities, social experience, ensuring the implementation of intercultural communication with representatives of a foreign-language culture. We believe that the structure of this competence includes value-semantic, cognitive and activity aspects.

Taking into account the provisions of the modern competence-based approach to education, we have developed a pedagogical model for the formation of ICPC of students of technical universities in the process of teaching a foreign language, in which the following components were identified: goal, general cultural and professional competencies, pedagogical conditions, criteria and indicators of the level of formation.





## **MATERIALS AND METHODS**

The goal is one of the main elements of the pedagogical model, a system-forming characteristic (A.N. Leontiev, V.A. Slavenin), a pre-supposed result of conscious activity. It is obvious that the goal of the developed pedagogical model is the formation of ICPC of students of technical universities in the process of teaching a foreign language.

The developed pedagogical model focuses on the development of general cultural competencies that correlate with the substantive components of ICPC: cognitive aspect - cognitive, information technology competence; activity aspect - communicative competence, competence of personal self-improvement; value-semantic aspect - value-semantic competence.

The most important indicators of a student's ICPC are: awareness of the meaning and significance of universal values; the ability to form a system of personal, social and professional values, the ability to have one's own worldview and understanding of the world; ability and readiness to conduct a moral examination of their social and professional life activities. Consequently, with a competence-based approach, the formation of the student's value-semantic competence is of great importance.

## **RESULTS AND DISCUSSION**

In the process of ICPC formation in foreign language classes, the main attention is certainly paid to the development of students' communicative competence, which involves knowledge of the necessary methods of interaction with people around them, acquisition of language tools, including foreign language ones, norms and features of foreign language speech production; the ability to carry out interpersonal and professional communication, including foreign language communication; the ability to value-semantic assessment and positive solution of problems related to subjective reality, social and professional life activity. The activity component of ICPC also includes the competence of personal self-improvement, the development of which involves awareness of the need for personal self-improvement; self-education, including the ability to independently study a foreign language, engage in self-development of the necessary professionally oriented qualities; the ability to comprehend and evaluate the possibilities of personal self-improvement, self-realization. It should be emphasized that in the developed pedagogical model of ICPC formation of a student, general cultural and professional competencies "intersect", overlap each other. Consequently, certain characteristics, for example, value-semantic, cognitive, communicative competencies are simultaneously part of general cultural and professional competencies. At the current stage of development of higher





education, information technology competencies provide the student's skills in searching, analyzing, storing, transmitting information and are a necessary component of both general cultural and professional competencies. Without personal self-improvement competencies, professional self-improvement is impossible, etc. Thus, in the developed pedagogical model of ICPC formation, a number of competencies can be attributed to both general cultural and professional competencies. We believe that the following pedagogical conditions are necessary for more effective formation of ICPC: pedagogical competence of teachers, use of the personal development potential of disciplines of the social and humanitarian cycle, establishment of interdisciplinary logical connections, implementation of humanitarian teaching technologies.

Identification of criteria and indicators of the level of formation of the student's ICPC, which are included in the pedagogical model we have developed, allow us to adjust educational and methodological activities both in advance and during the educational process in order to favorably develop ICPC. It should be noted that the problem of developing a system of criteria and indicators is complicated by the polyfunctional nature and multi-component structure of ICPC. Any attempts to establish levels of formation of ICPC, like any other competence, are very conditional. However, we believe that it is practically useful to create a certain "working" scale [3] describing the criteria and indicators of ICPC formation.

The following criteria were selected: value-semantic, cognitive, information-technological, communicative and personal self-improvement criteria, with each criterion characterized by three indicators of the level of development of a particular general cultural competence included in the ICPC.

Value-semantic criterion – indicators:

- awareness of the meaning and significance of universal human values;
- ability to form a system of personal, social and professional values, ability to have one's own worldview and understanding;
- ability and readiness to conduct a moral examination of one's social and professional life.

Methods for assessing the value-semantic criterion – questionnaires, monitoring, interviews.

Cognitive criterion – indicators:

- knowledge of personal, social, cultural elements of life and its constant replenishment and renewal;
- ability and readiness to actualize social and humanitarian knowledge in their social and professional life;





• cognitive abilities for analysis, synthesis, forecasting, ability to reflect on social and cultural norms of life.

Methods of assessing the cognitive criterion - tests, monitoring, interviewing.

Information technology criterion - indicators:

- proficiency in modern media and information technology;
- ability to carry out information activities in a foreign language;
- ability to interpret, transform the received information for the purpose of using it in social and professional life.

Methods of assessing the information technology criterion - tests, monitoring, interviewing.

Communicative criterion - indicators:

- assimilation of linguistic means, norms and features of foreign language speech production;
- ability to carry out interpersonal and professional foreign language communication;
- ability to value-semantic assessment and positive solution of problems related to subjective reality, social and professional life.

## CONCLUSION

Thus, we have presented the pedagogical model developed by us, the purpose of updating which is the formation of ICPC. Successful implementation of this pedagogical model is possible with an orientation towards the formation and development of students, first of all, general cultural competencies, which are the basis for the development of their professional competencies.

## REFERENCES

1. Artemenko O.A. Formation of professional translation competence using new information technologies // Higher education today. 2018. No. 12. Pp. 54-55.
2. Baranik E.V. Formation of the foundations of professional competence as one of the main tasks of language training at the university // Higher education today. 2017. No. 3. Pp. 45-47.
3. Savushkina T.A. Cultural and educational environment as a basis for teaching intercultural foreign language professionally-oriented communication in a non-linguistic university: based on the English language: Dis. Cand. Ped. Sciences: 13.00.08. St. Petersburg, 2018. 236 p.
4. [www.ziyonet.uz](http://www.ziyonet.uz)

