THE MAIN STAGES OF THE FORMATION OF INTERCULTURAL COMPETENCE IN STUDENTS

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ABSTRACT

The article underlines all necessary aspects of the formation of intercultural competence in students and studies prevailing methods for studying this problematic more deeply. The article looks into the sociolinguistic peculiarity of the young people as the main part of intercultural competence.

INTRODUCTION

Nowadays the basis of the progress and development of all countries depends on the peaceful life, stability of mutual relations and tolerance of nations belonging to the ethnocultural and national groups living there. It is the duty of each citizen to show a positive attitude to the culture of other nations, to respect their national values and traditions, to preserve their cultural heritage for the next generation. Furthermore, the aim of all higher educational institutions is to recruit the specialistswho possess high professionality , knowledge , expertise and are fluent in foreign languages. It is knowledge, expertise and the acquisition foreign languages thatcan meet all the criteria of competence. Our President I. A. Karimov stated "...One more important aim of ours is to help to develop the language, culture, traditions and customs of the nationalities and ethnic groups living in Uzbekistan , to expand the conditions and opportunities provided for them. The duty of each of us is to keep peace and stability between nationalities through this and to preserve it as an apple of our eye. [1, 193].

Intercultural competence gives opportunity to participate in the relations at all degrees. In spite of this not all the aspects of it are thoroughly studied. Various principles of intercultural competence (IC) (sometimes defined as crosscultural or multicultural competence) and its models can be found in some books.

INTERCULTURAL COMPETENCE

Intercultural competence is the collection of knowledge and ideas which are formed through skills that provide successful communication system with the representatives of other cultures, arrangements and behavior models [6,18]. It presents competence in the course of mutual relations with the representatives of other cultures. In this article we discuss knowledge and skills related to intercultural competence and the processes of successful communication.

In social psychology it is formed in socio-perceptive, communicative, and interactive aspects of communication. Intercultural competence has three forms: perceptive, communicative and interactive[3,48]. These three componenets are closely interconnected and the development of one of them results in the development of the other two aspects.

First of all , we must pay attention to cognitive-attributive processes within the range of socio-perceptive competence . These processes are stereotyping and social causal attribution. Social perception has wider range than other aspects of communication, and plays the main role in the formation of social settings. While studying this aspect, the program of intercultural competence is implemented and there is a serious approach to the formation of settings. In the process of

working out these methods , the models that can influence on settings are created and with the help of them the dynamics of the attitute towards the language and customs of the representatives of "foreign" cultures are analyzed.

The researchers study three aspects as the main stages of acquiring the skills of ethnocultural competence. They are: cultural awareness, self - awareness , cross-cultural awareness [8, 64].

In our opinion, on the basis of studying the above mentioned aspects, the necessity of the third stage appears. This stage is *theformation of aims among the groups.* And then it is necessary to pass to the next stage , which is *the formation of the person according to them.* It would be the fourth stage of the formation of ethnocultural competence of the person.

According to M.Bennet's developmental model of intercultural sensitivity this process passes through nine stages. A person who is surrounded by foreign cultural attributes (language, traditions and etc) steps into the natural ethnocentric stage. During this stage the rejection of cultural differences and degrading them is observed. Then the next stage, the ethnorelative stage starts. It is observed that the person accepts the differences of other culture and develops the process of adaptation. In the integration stage the person can give an adequate feedback to intercultural situations, respond to the behavior of the representatives of other cultures in an appropriate manner and even he can direct his thinking or manners to two or more cultures[7,105].
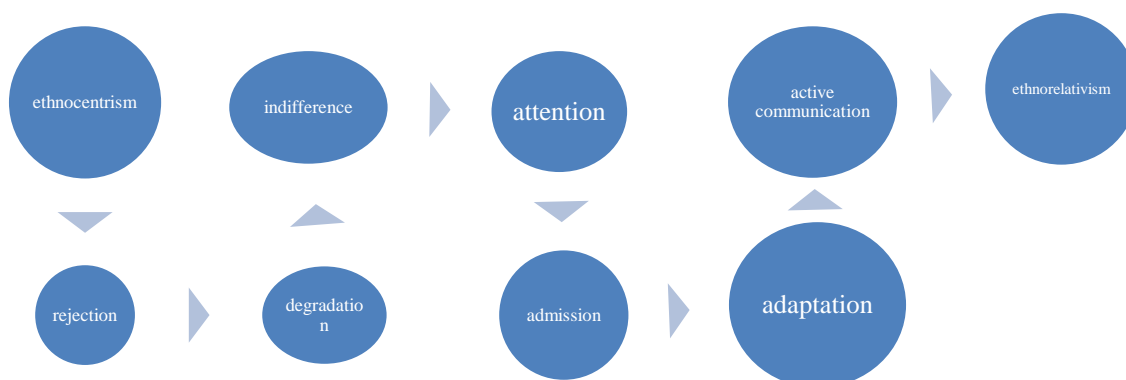

Practice shows that the representatives of two or more cultures experienced socialization and inculturation of a number of cultures at the same time. (mixed marriage children)[5,78].In the poliethnic society biethnic identity is more convenient for ethnic minorities. Research shows that children with biethnic orientation reach more freedom in cognitive sphere and they possess the highest degree of creativity and adaptation[6, 103]. Furthermore, bilingualism is the material result of intercultural competence, and the majority of bilingual children show the versatility in theirabilities, intellect and knowledge. [4,189].

In short, this process combined new and old way of thinking in educational system and inside the whole society and it has become the result of the reforms in the sphere of cultural education. With the help of these reforms it was confirmed that the educational process and methodology, the differences in skills, personal experience, attitudes and emotions were related with "others". In other words, affective aspect plays more important role than cognitive. Generally,the system of teaching foreign languages assists the learners to face the culture of the speakers of the target

language and forms in language learners emphatic features, openness and respect towards cultural differences. The main resources of education are used in order to reach this goal and to solve the problems of stereotype models and inaccurate interpretation of other cultures (7, 52; 3,105).

The following form explains a complex characteristics of the target language and culture in the system of interrelation and the linguistic experience of language learners. (8, 93). It comprises three objects: language learning, metalinguistic education and intercultural education. Their interrelation is presented in the "cogwheel" method.
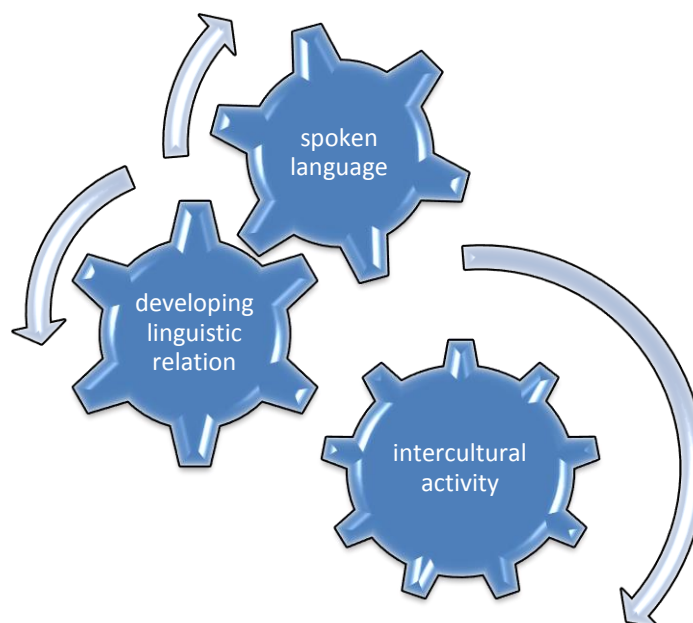
The interrelation between spoken language, developing of linguistic relation and the intercultural relations. Analysis of the existing information and presentation of the actuality of the work is described in this way.

Spoken language

The students can increase their knowledge and discover for themselves new angles of the language. To achieve this the students must come into contact with the speakers of the target language through listening, reading and storytelling.

Developing linguistic relations

In the process of language learning the students put in order specific features of the language as a system as well as the linguistic structure and vocabulary through comparing a foreign language with their native language

Intercultural activity

The students increase their knowledge of the language related to that culture. Moreover, in the process of understanding the relation between language and culture they will have an idea about the rich heritage of their own culture.

Our ideas are based on the program , which became the result of taking example from Bennet's **DMIS(*Devolopmental Model of Intercultural Sensitivity)*** and adapting it as well ason the basis of "Competence index" method by Khukhleva and Sheygarova.

According to this program the experiment of formation of intercultural competence was conducted in linguistic background. It means that the significance of a foreign language, which is the main criterion of ethnocultural sensitivity was taken into consideration. The research method that considered sociolinguistic communicative competence , which is the main component of intercultural competence and emphatic features of the person was chosen for this study. According to it experimental works were conducted with the students of Navai State Pedagogical Institute, Samarkand State University, Tashkent State Pedagogic Institute and Bukhara State University. The results of the empirical analysis of the experiment called «Competence index» showed the following:

The results according to the «Competence index»method

Reflection	Samarkand State University(75participants)	Bukhara State University(74 participants)	Bukhara State University(68 participants)	Tashkent State Pedagogic Institute (70 participants)
	The points of respondents (% in percentage)			
Communicative competence, emphathy	51 % – 73-81 points 38% – 82-96 points 11% – 96-102 points	49% – 70-76 points 31% – 77- 83 points 20% – 84-98 points	53 % – 69-73 points 35% – 74-80 points 12% – 81-89 points	50% – 75-81 points 35% –82-90 points 15 % – 91-101 points
Social perceptive activity	50 % – 70-80 points 33 % – 81-90 points 17% – 91- 98 points	51% – 73-80 points 29% – 81-89 points 20 % – 90-98 points	54 % – 70-78 points 25% – 79-85 points 11% – 85-93 points	49 % – 73-82 points 39 % – 83-90 points 12 % – 91-97 points
Intercultural competence	53 % – 67-74 points 32 % –75-80 points 15% –81-93 points	50% – 69-78 points 31 % – 79-82 points 19% – 83 -90 points	52 % – 64-70 points 35 % – 71-80 points 13% – 81-89 points	58% – 70-81 points 32 % – 81-89 points 10% – 90-96 points

The interpretation of the results show that at higher educational institutions as a result of the study of Tajik and Russian students together with Uzbeks the adaptation is formed towards the behavior of the representative of other nationality there. That's why the formation of intercultural competence , social perceptive attitude and emphatic feeling does not pass with much difficulty for them. The more there are representatives of other nations at the university, the higher is the emphatic and social-perceptive index of students.

Besides this, when the degree of foreign language acquisition and the dynamics of students' attitute towards it was studied with the participation of the students of Samarkand StateUniversity and Navai State Pedagogic Institute the following data was collected:

According to the program in the next stage the method of DMIS and bilingualism index survey was used. The results of it were interpreted as following:

Respondent:	On the basis of DMIS model		On the basis of the survey about foreign languages	
	Ethnocentric index(general result)	Ethnorelative index (general result)	Sociolinguistic ability (English as a foreign language)	Sociolinguistic ability (Foreign languages)
NSPI (150 participants)	35%	65%	70%	German language: 6% French: 4% Russian: 20%
SamSU (130 participants)	40%	60%	75%	German: 5% French: 4% Russian: 16%

If we analyze the second part of these results, which is Bilinguality model according to the *CEFR* (Common European Framework of Reference) we can see the following results. In the system of CEFR research respondents are divided into three big groups. These groups have nine levels:

Level group	NSPI	SAMSU
ABasic User	30,3%	22,2%
A1Breakthrough	21,7%	18,8 %
A2Waystage	13 %	18%
BIndependent User	12%	12%
B1Threshold	5%	3%
B2Vantage	3%	5%
CProficient User	7%	9%
C1Effective Operational Proficiency	5%	7%
C2Mastery	3%	5%

The fact that sociolinguistic competence is the main component of intercultural competence is shown with the help of selected methods and experiments in this article. The methods of *CEFR* and *DMIS* can show not only the levels of intercultural sensitivity and sociolinguistic competence, but also can give opportunity to use trainings that help to develop these features stage by stage and being conducted twice.

These methods approach the problem of competence development systematically and increase the linguistic ability of the target group and study the acquisition experience of each language on a wide scale.

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