

INTERCULTURAL COMPETENCE IS AN INTEGRAL PART OF THE PROFESSIONAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

Mirzayeva Sayyora Rustamjon qizi

doctoral student of Namangan State University

Email: ermamatova.sayyora94@gmail.com

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Annotatsiya: Tillar ko'pincha boshqa madaniyatlarga kirish eshigi hisoblanadi. Shunday qilib, til o'rganish o'qituvchilarga o'quvchilarga lingvistik kompetentsiyadan tashqari, madaniyatlararo kompetentsiyalarini rivojlantirishga yordam berish uchun ko'plab imkoniyatlarni beradi. Til o'rgatishning madaniyatlararo jihati o'quvchilarni boshqa madaniyat vakillari bilan muloqotga tayyorlaydi. Shuningdek, u o'quvchilarning boshqa madaniyatdagi odamlarni, ko'pincha turli fikrlar, qadriyatlar va xatti-harakatlarga ega bo'lgan shaxslar sifatida tushunish va qabul qilish qobiliyatini rivojlantiradi. Ushbu maqola madaniyatlararo kompetentsiya bo'lajak chet tili o'qituvchilarining kasbiy kompetentsiyasining ajralmas qismiga aylanishi mumkinligini ko'rsatadi.

Kalit so'zlar: Madaniyatlararo kompetentsiya, kasbiy kompetentsiya, til o'rganish, Madaniyatlararo kompetentsiyani rivojlantirish, muloqot.

Аннотация: Языки часто служат воротами в другие культуры. Поэтому изучение языка даёт учителям множество возможностей помочь ученикам развить не только лингвистическую, но и межкультурную компетенцию. Межкультурный аспект в преподавании языка готовит учеников к взаимодействию с людьми других культур. Он также развивает у них способность понимать и принимать людей из других культур как личностей, часто с другими взглядами, ценностями и моделями поведения. В этой статье показано что межкультурная компетенция может стать составной частью профессиональной компетентности будущих учителей иностранных языков.

Ключевые слова: Межкультурная компетенция, профессиональная компетенция, изучение языка, развитие межкультурной компетентности, коммуникация.

Abstract: Languages are often gateways to other cultures. Language learning therefore gives teachers multiple opportunities to help pupils develop their intercultural competences besides their linguistic competence. The intercultural dimension in language teaching prepares pupils for interaction with people of other cultures. It also develops pupils' capacity to understand and



accept people from other cultures as individuals, often with different opinions, values and behaviours. This article shows that intercultural competence can become an integral part of the professional competence of future foreign language teachers.

Keywords: Intercultural competence, professional competence, language learning, Development of intercultural competence, communication.

Intercultural competence refers to the ability to effectively and appropriately interact with people from different cultural backgrounds, encompassing knowledge, skills, and attitudes. It involves understanding and respecting diverse perspectives, adapting communication styles, and navigating cultural nuances to build positive relationships and achieve goals in multicultural settings.

Intercultural competence is the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds – at home or abroad. Intercultural competence is a valuable asset in an increasingly globalised world where we are more likely to interact with people from different cultures and countries who have been shaped by different values, beliefs and experiences.

Intercultural competence is part of a family of concepts including global competence, graduate attributes, employability skills, global citizenship, education for sustainable development and global employability. Core to all these concepts is recognition of globalisation as a force for change in all aspects of the contemporary world, and the importance for graduates to be able to engage and act globally.

Intercultural competence in language teaching refers to the ability of language learners to effectively and appropriately interact with individuals from different cultural backgrounds, while demonstrating an understanding and appreciation of those cultures. It goes beyond simply learning grammar and vocabulary; it involves developing the skills to navigate cultural differences, overcome misunderstandings, and build meaningful connections.

Social and political reforms in Uzbekistan reflect an objective need for analyzing and finding ways to develop modern approaches to training and education of young people in order to ensure the progress of the country, to strengthen its position in the world and its role in the Central Asian region. However, it should be noted that profound changes took place in the world in the last quarter of the twentieth century, explained by the process of



globalization. Intercultural competence is becoming the cornerstone of all changes in education in this process.

Intercultural competence in the field of education reform in the country is an important research topic. This is due to the fact that Uzbekistan, since the period of independence, has been able to take its rightful place in the global community, gaining invaluable experience of international cooperation. There are twenty major international organizations in the country. Uzbekistan cooperates with five hundred international actors under political, economic, cultural and educational agreements. Uzbekistan is a member of forty different international organizations. In this regard, the possibility of entering into international contacts is growing, and communication with foreigners is becoming a reality, while interaction with other cultures becomes part of our daily lives. Schools carry out student exchanges more and more often, teachers organize joint projects, and undergo practical training abroad, thus, participating in intercultural communication and a dialogue of cultures.

Improving the professional competence of future foreign language teachers is essential to ensuring effective language instruction in an increasingly globalized world. This process involves enhancing not only linguistic proficiency but also pedagogical skills, cultural awareness, and the ability to integrate modern technologies into teaching practices. The development of professional competence can be achieved through a variety of methods, including structured teacher education programs, ongoing professional development, the use of innovative teaching techniques, and the incorporation of digital tools. Furthermore, reflective practices, collaborative learning, and exposure to diverse teaching methodologies help future teachers adapt to dynamic educational environments. Development of intercultural competence involves the interaction of two cultures in several ways: (a) to study the culture of the target language country by means of the foreign language itself and understanding the behavior pattern of foreign language speakers; (b) the influence of the foreign language and foreign language culture upon the development of the native language and behavior pattern within the native culture; (c) development of the individual under the influence of two cultures.

These qualities are part of the professional competence of foreign language teachers. By the nature of his/her activities, a teacher has to constantly work with people and be engaged in a dialogue of cultures, not only at the level of international communication, but also at the level of “a teacher - a student” relations, where the partnership approach is used more and more often.



Intercultural competence is formed in the process of learning foreign language communication, taking into account cultural and mental differences of native speakers, and is a prerequisite for a successful dialogue of cultures.

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