
DEVELOPMENT OF STUDENTS' CULTURAL COMPETENCIES BASED ON AN INTEGRATIVE APPROACH

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Abstract:

This article is dedicated to the development of students' cultural competence based on an integrative approach. Approaches to the development of cultural competence to students were considered.

Keywords: Cultural competence, foreign culture, integrative approach, motivation, language teaching, students.

The process of development of higher education in the modern world is characterized by increasing the full requirements for the level of education and culture of students. As a result of this, it is possible to form a system of values and relations suitable for a multinational society, to improve the process of education focused on the individual, and to increase the abilities of students to the maximum extent [1].

By language educational center, we understand cultural competence based on an integrative approach to the foreign language and the cultural and educational environment of the foreign language, which includes training, education, and development of students in the context of foreign language culture.

Based on the existing points of view in the scientific and methodological literature on the component of this competence, the research presents the content of cultural competence in the process of foreign language teaching as a set of motivational, content, activity and evaluation components, and also describes this competence. Relationship of the studied cultural competence with other competences. Linguistic, socio-cultural, general cultural, sociolinguistics. Based on an integrative approach, a functional model of its development was developed in accordance with the selected components of cultural competence:

motivational - motivation and achievement of results affecting it for the development of cultural competence of students serve as links that unite into a single system that ensures the maintenance of all levels of motivation, as well as the rational use of their individual and group potential, and also, continuing the

idea of motivation in the development of cultural competence, the students who focusing on the educational process, evaluate the opportunities to reveal their potential as a sum of their professional knowledge, practical experience, intellectual, organizational and creative abilities at the university. As a result of a positive evaluation, a motivational attitude to increase cultural competence is formed in the student, which is the result of stable work;

content - the content of cultural competence is not only cultural knowledge and it is considered as a shaper of skills, but also of feelings. N.G. Muravyova defines cultural competence as a person's knowledge of various social and cultural spheres, including the ability to interact with other people based on his own semantic experience in various spheres of life, the creative ability to form emotions in the information space. considers it an integral feature that means the use and readiness of information resources for activity. [4]. A person in the process of actively mastering the resources of the information society receives a certain cultural experience, in which the semantic aspect plays an important role. activity - the elements of cultural competence are their main despite the fact that it is mastered by a person within the framework of skills acquired in the family from childhood and adapted throughout life, this level is not enough for the successful socialization of a person. The family conveys the values of the previous generations to a person, creates the foundations of personality, sets the basic concepts of good and bad, standards of behavior and thinking. In addition, at the school stage, the activities of continuing the development of cultural competence through various activities are carried out within the framework of the integrated multicultural educational environment, which covers not only general, but also additional education. In such conditions, the growth of culture occurs due to the enrichment of the student's personal and social experience, the complexity of the level of communication, the use of new social activity roles.

The functional structure of the development of cultural competence in the process of teaching a foreign language is a didactic system: scientifically based research on the mechanism of teaching language to students implementation with involvement; organizational approaches aimed at determining educational goals, selection of components and principles; choosing the exact organizational structure of the content of foreign language education and development; scientific-methodical conceptual apparatus, including forms, methods and selection of educational tools; selection of scientific-methodical conceptual



apparatus, including forms, selection of scientific-methodical conceptual apparatus, including forms, methods and educational tools; control to determine the results of training and to correct it development of diagnostic tools.

Important approaches to developing students' cultural competence based on an integrative approach were selected. They are: social-culture, communicative and active, dedicating to personality, conscious (cognitive), competence.

By the methodology of developing cultural competence of foreign languages, we understand the system of knowledge about the laws of the process of developing cultural competence in extracurricular activities in a foreign language with professionally oriented training, a set of techniques, methods, tools, pedagogical influence on students we can see the conditions, their sequence and ways to influence this process to optimize it.

The complex of developed pedagogical technologies helps to increase the effectiveness of the process of developing the cultural competence of a foreign language. This includes:

- application of game technologies to design intercultural and communicative speech situations (various role-playing games, business and country-oriented games);
- creating an educational environment embedded in the culture of the country of the studied language with elements of discussion, communicative and intercultural tasks of a problematic and research nature, creative projects;
- the possibility and necessity of using various modern communication and information technologies.

It is worth saying that in the development of cultural competence, the system of problematic cultural studies tasks on the use of a foreign language and socio-cultural competence plays a methodologically dominant role. [3]. Also, a student has his own individual characteristics, and these characteristics have a great impact on his educational activities and create conditions for the development of the language learner's creative abilities and the improvement of the quality of teaching [2]. In this way, we can see cases of development of students' cultural competence based on an integrative approach.

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