THE WAYS OF DEVELOPING STUDENTS' INTERCULTURAL COMPETENCE THROUGH FOREIGN LANGUAGE TEACHING IN THE HIGHER EDUCATION SYSTEM

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Abstract: This paper explores the concept of intercultural competency in higher education, highlighting its importance in educating students for a globalized world. It addresses the definition of intercultural competence, which includes the capacity to communicate successfully and appropriately with people from many cultures. The article discusses numerous pedagogical tactics and curriculum frameworks that institutions might use to help students improve their intercultural skills. It also investigates the difficulties that educators encounter in creating an inclusive learning environment, as well as the significance of institutional support in encouraging intercultural awareness.

Аннотация:Данная статья исследует концепцию межкультурной компетенции в высшем образовании, подчеркивая ее важность в обучении студентов для глобализированного мира. В ней рассматривается определение межкультурной компетенции, которое включает в себя способность успешно и адекватно общаться с людьми из различных культур. Статья обсуждает множество педагогических тактик и учебных рамок, которые учреждения могут использовать для помощи студентам в развитии их межкультурных навыков. Также исследуются трудности, с которыми сталкиваются преподаватели при создании инклюзивной учебной среды, а также значимость институциональной поддержки в содействии межкультурной осведомленности.

Annotatsiya: Ushbu maqola oliy ta'limda madaniyatlararo kompetensiya tushunchasini o'rganadi va uni globalizatsiyalashgan dunyoda talabalarga ta'lim berishda muhim ekanligini ta'kidlaydi. Bu maqola madaniyatlararo kompetensiya-bu ko'plab turli xil davlatlardan kelgan odamlar bilan muvaffaqiyatli va to'g'ri muloqot qilish qobiliyatini o'z ichiga olishini yoritib beradi. Maqolada Oliy ta`lim muassasalari talabalarni madaniyatlararo ko'nikmalarini rivojlantirishga yordam berish uchun foydalanishi mumkin bo'lgan turli pedagogik taktikalar va o'quv dasturlari muhokama qilinadi. Shuningdek, ta'lim beruvchilar samarali o'quv muhitini yaratishda duch keladigan qiyinchiliklar va madaniyatlararo xabardorlikni rag'batlantirishda o`qituvchilarning qo'llab-quvvatlashining ahamiyati o'rganiladi.

English: Keywords: intercultural competence, intercultural education, higher education professional collaboration, educational innovation, cultural sensitivity, cross-cultural communication, cultural awareness.

Russian: **Ключевые слова**: Межкультурная компетенция, Межкультурное образование, Профессиональное сотрудничество в высшем образовании, Образовательные инновации, Культурная чувствительность, Межкультурная коммуникация, Культурная осведомленность.

Uzbek: Kalit so'zlar: Madaniyatlararo kompetentsiya, Madaniyatlararo ta'lim, Oliy ta'limda professional hamkorlik, Ta'lim innovatsiyalari, Madaniy sezgirlik, Madaniyatlararo muloqot, Madaniy xabardorlik.

Introduction.

Learning and mastering a foreign language is a lifetime process that provides diverse chances for EFL learners, whose shared objective is to successfully communicate with native speakers. It is not enough to know the language well to interact effectively. Nonetheless, being aware of

cultural and disciplinary differences is critical to success in any discipline of language. As higher education institutions try to prepare students for a global workforce, including foreign teaching practices into the curriculum has emerged as a critical strategy for developing intercultural competency. Therefore, higher education should be the institution that teaches students the value of cross-cultural communication to achieve intercultural effectiveness when studying, living, traveling, or working abroad. As the topic of intercultural competence has grown in importance in recent years, the globalization era has needed individuals who possess and apply this skill effectively. Intercultural competence refers to the set of knowledge and abilities required to successfully communicate with individuals from diverse ethnic, religious, cultural, national, and geographic groups, as well as respect for diversity and a readiness to accept the idea that there are other perspectives on the world.

1. The significance of intercultural competence. Intercultural competence comprises a variety of abilities, including cultural awareness, empathy, flexibility, and successful communication. The communicative approach, which emerged in the 1980s, increased the emphasis of culture in foreign language education. Therefore, in the higher education system, ESL students, especially graduates, need to strengthen their intercultural communication skills so that they can contribute to the development of the relationships of their countries with foreign countries.

2. Ways of avoiding obstacles in a relationship. To begin with, university students need to research the cultures and communication traditions of those with whom they intend to meet, as this will reduce the danger of making basic errors. Secondly, it is essential to establish a clear goal so that everyone understands the nature and aim of the interaction. Thirdly, students need to have background knowledge about the intended culture before socializing with its native speakers. In addition to that, to be interculturally competent, students must understand three fundamental standards:

- The ability to build and sustain good relationships.
- The ability to interact and cooperate with others.
- The ability to communicate.

2. The Foreign Language Teaching Process is a development tool.

Learners must first become familiar with their own culture in comparison with foreign culture. The development of this skill depends on the teacher's pedagogical ability.

• Factual transmission method;
• Cross-cultural contrastive method;
• communicative competence-based teaching
• Intercultural competence perspective;

Psychological and emotional resources include motivation, risk-taking delight, stress management, and ambiguity tolerance. These elements, together with the individual's cultural and racial identification and also their willingness to change, make up the individual's adaptability potential.

3. Different ways for ESL students to enhance their intercultural competence: Display of interest: demonstrating your respect and positive appreciation for other people and their cultures.

- **Orientation to knowledge**: words people use to describe themselves and their vision of the universe
- **Empathy** is behaving in ways that demonstrate you comprehend the world. Interaction management is a technique in which you regulate discussions.
- **Task role behavior** includes initiating ideas that encourage problem-solving actions.
- **Relational role behavior** involves interpersonal harmony and mediation.

- **Tolerance for ambiguity**: The ability to adjust to new conditions with ease. Interaction posture involves responding to others.

4. Best Practices for Using Foreign Language Teaching Processes in Higher Education.

Institutions should examine the following best practices for developing intercultural competency through foreign teaching processes: In addition to this, foreign teaching practices, such as study abroad programs, foreign alliances, and the hiring of diverse teaching staff, give students unique opportunities to interact with different cultures. These experiences can considerably increase students' intercultural ability in diverse ways:

1. Exposure to diverse perspectives: Interacting with international faculty and classmates exposes students to a variety of perspectives and cultural practices. This exposure tests preconceived ideas. It encourages critical reflection on one's own cultural assumptions.

2. Language Acquisition: Learning a foreign language is frequently part of foreign teaching methods. Language is an important component of culture, and learning another language can help pupils grasp cultural nuances and increase their capacity to communicate across cultures.

3. Experiential Learning: Programs that include intensive experiences, including internships or community service in foreign countries, allow students to apply their knowledge in real-world situations. This hands-on approach promotes empathy and adaptability, which are critical components of intercultural competency.

4. Collaborative Learning: Group projects with students from diverse cultural backgrounds encourage teamwork and collaboration. Such interactions assist students in improving their interpersonal skills and navigating cultural variances in group dynamics.

5. Curriculum Integration: Institutions should incorporate intercultural competency training into their curriculum across disciplines. This can be accomplished through courses in global affairs, cultural studies, and language instruction.

6. Collaboration with International Institutions: Forming alliances with universities abroad can promote student exchanges and collaborative research projects. These collaborations strengthen the academic experience while also allowing students to interact with people from different cultures.

Conclusion.

As the world becomes more interconnected, the demand for intercultural competency in the workplace and society as a whole grows. Higher education institutions offer a unique opportunity to develop these critical abilities through international teaching methods. Educators may prepare children for success in a multicultural environment by accepting diverse perspectives, encouraging experiential learning, and implementing best practices. Finally, fostering intercultural competency improves individual student results while also contributing to a more inclusive and harmonious global community.

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