

## **PEDAGOGICAL CHARACTERISTICS OF DEVELOPMENT OF INTERCULTURAL COMMUNICATION COMPETENCE.**

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**Annotatsiya.** Ushbu maqolada oliy tibbiy ta'lim muassasalari xorijiy talabalarning madaniyatlararo muloqot kompetentsiyasini rivojlantirishga oid zamonaviy pedagogik yondashuvlar, yangi madaniy va ijtimoiy muhitga moslashish muammolarning samarali yechimlari nazariy va amaliy ma'lumotlar taxlil asosida yoritib berilgan.

**Аннотация.** В данной статье на основе анализа теоретических и практических данных освещены современные педагогические подходы к развитию межкультурной коммуникативной компетентности иностранных студентов высших медицинских учебных заведений, эффективные решения проблем адаптации к новой культурной и социальной среде.

**Abstract.** In this article, modern pedagogical approaches to the development of intercultural communication competence of foreign students of higher medical educational institutions, effective solutions to the problems of adaptation to the new cultural and social environment are highlighted on the basis of theoretical and practical data analysis.

**Kalit so'zlar:** madaniy hamohanglik, madaniyatlararo muloqot kompetentsiyasi, pedagogik yondashuv, ko'p tillilik, xorijiy talabalar, his-tuyg'ular, moslashish, adaptatsion jarayon, muhit.

**Ключевые слова:** культурная совместимость, межкультурная коммуникативная компетенция, педагогический подход, многоязычие, иностранные студенты, эмоции, адаптация, адаптационный процесс, среда.

**Key words:** cultural compatibility, intercultural communication competence, pedagogical approach, multilingualism, foreign students, emotions, adaptation, adaptation process, environment.

### **Access**

In this article, the study of the social, cultural and linguistic characteristics of foreign students in medical higher education institutions in Uzbekistan and the forms of their manifestation in the environment of multiculturalism and multilingualism, education and training. The analysis of the results of the scientific research conducted at the Urganch branch of the Tashkent Medical Academy in order to research the effect on the effectiveness of the process from a scientific-methodological and practical-pedagogical point of view is presented. In the course of the research, various pedagogical, psychological, cultural and axiological aspects of the successful implementation of social adaptation of foreign students to a different educational and cultural environment and the development of intercultural communication competence were studied. In a world increasingly interconnected through global migration, foreign students, especially students involved in medical education, need to improve their cultural and linguistic

knowledge, multiculturalism and multilingualism, to communicate effectively in different social, cultural and pedagogical situations. the problems of formation of their professional competences have not been sufficiently researched yet. From this point of view, the issues of full and effective use of the opportunities to increase the export of educational services in the conditions of higher medical education are directly related to the solution of the problems of adaptation of foreign students to a different socio-cultural and pedagogical environment. indicates its importance and relevance.

This article reflects on the experience of foreign students who develop intercultural communication competence through the difficulties that arise in the educational and cultural conditions of the country they are studying.

### **Heoretical information and methodology**

There are different approaches to the concept of intercultural competence among researchers. In particular, a number of experts from abroad approach the definition of this term from the point of view of behavior and emphasize that a number of behavioral qualities of a person are important in communicating with representatives of other cultures. [5,14]. Among these qualities, the following are distinguished: the ability to show respect to another person and give a positive assessment; an objective and unbiased attitude to the behavior of another person; the ability to accept the point of view of the interlocutor, to look at events and events from the point of view of others; the ability to respond tolerantly to unexpected changes of events, to overcome a previously unknown and uncertain situation without showing confusion.

This structure of intercultural competence is limited to a certain extent and does not take into account the different cultural situations in which a person may find himself in the process of communicating with representatives of other cultures. This definition does not distinguish between diverse cultural elements and identities, nor does it sufficiently take into account the interaction of language and cultural aspects. In our opinion, the presence of only these behavioral qualities in a person cannot ensure knowledge of culture and the formation of intercultural competence, although these qualities can be considered as conditions for effective interpersonal communication and part of the general model of intercultural competence.

K.Knapp offers a more refined definition of the concept of intercultural communication competence, which means "the ability to achieve an equal understanding of representatives of other cultures and communication communities, as well as representatives of one's own culture" [6,7]. The researcher singles out the following components of this ability: knowledge of communicative actions and their interpretation in one's own and foreign culture, as well as in language; general knowledge of the relationship between culture and communication, including the dependence of the way of thinking and behavior on the features of culture-specific thinking, as well as the differences between cultures determined by these features; solving problems that arise in the process of communication to stabilize interaction.

The main advantage of this approach is to identify two interrelated aspects of a person's intercultural competence - the ability to understand local and foreign cultures and to establish a stable relationship between thinking and behavior. In general, K. Knapp's model is mainly focused on the behavioral aspect of communication with representatives of other cultures, and does not mean communication as an exchange of cultural content, but mainly focuses on understanding and knowing the culture.

Mill argues that intercultural competence, as an embodiment of change and alternative, is important when there are different ways of living, and serves to ensure the diversity and variety

of opinions: "It is useful to have diverse opinions. like, it is better to have different lifestyles and give any benefits to different signs so as not to harm each other" [4,49].

The data obtained during the research serve as an empirical basis for the development of a model pedagogical model for the development of intercultural communication of foreign students in higher medical educational institutions. Among the important factors and conditions for the formation of intercultural communication competence, the following should be highlighted:

- Embrace difference positively. In a negative perception of difference, seeing the state of tension between different faiths as the main source, we cannot achieve the goals based on universal values, which seek to recognize the diversity of people and cultures. The fear of being different, sometimes striving for uniformity in personal beliefs, on the one hand, guarantees stability and helps to avoid vulnerability. However, this attempt to avoid vulnerability makes communication in everyday life difficult, because when we try to hide our uniqueness, we limit the free development of our personality.

- Identity through diversity: Bennett argues that the culture of a given society consists of "all that its members need to know or believe in order to function in a way that is acceptable to them" [2] , but this "acceptable" style emerges as a new perspective of intercultural competence. As a result, what is socially acceptable is not acceptable in another context.

Due to the "social dimension in the mind of every individual" [3], through the challenges of everyday life, students who leave their country to study in another country bring the concept of intercultural communication to their society, as well as cause social change. will also be. This is done by studying their culture and their perceptions of the culture of the new country they are living in, and by researching their beliefs.

As Byram noted, the development of intercultural communication competence is also related to the development of critical thinking skills. When such a change is "improved and integrated into a person's sense of self, a step is taken to become an intercultural person" [1]. Intercultural communication competence can be enhanced through opportunities to recognize that diversity is a fundamental human asset.

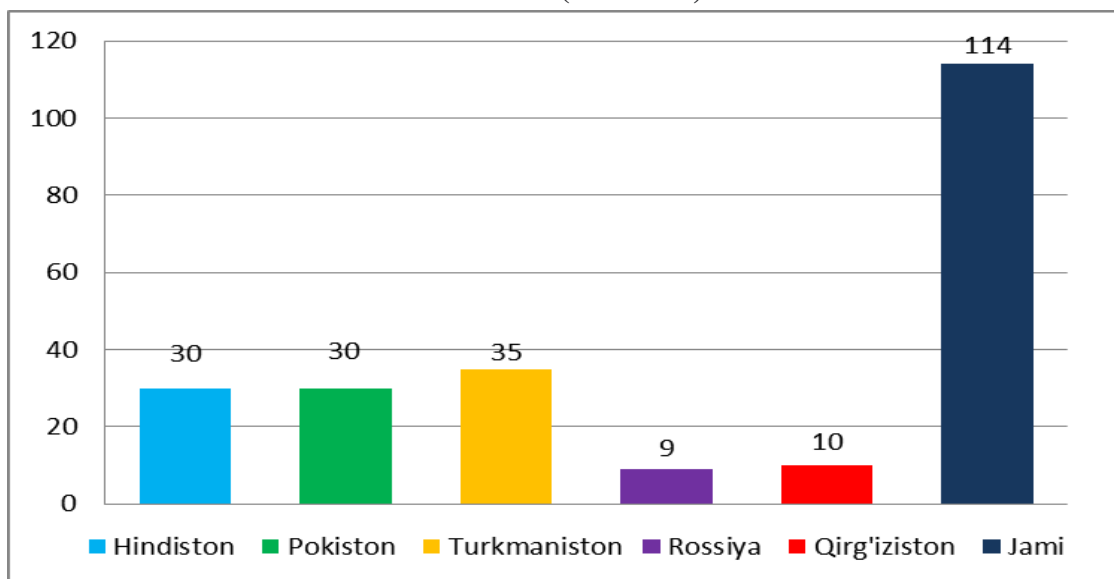
In this study, the quantitative and qualitative changes obtained through questionnaires are related to the perception characteristics of foreign students in different socio-cultural conditions and the management of conflicts that may arise in everyday communication and activities in an immersive environment. serves to obtain scientifically based conclusions.

During the survey, the main attention was paid to the following issues:

- What do foreign students think about the new cultural and educational environment for them?
- How do they adapt to the new environment?
- How do they develop their intercultural communication competences while coping with the challenges of a new educational and cultural environment?
- Is there a statistically significant relationship between foreign student sentiments and variable indicators (age, length of residence, gender, ethnic/national origin) identified in this study?

Field and object of research: Foreign students who lived in Uzbekistan from one to five years were selected as the object of the pedagogical experimental work conducted within the framework of this research. In May 2023, a survey was conducted among 114 foreign students studying at the Urganch branch of the Tashkent Medical Academy. Representatives of 5 nationalities took part in it.

(Picture 1)



All students are multilingual and speak two, three or sometimes more languages. As shown in Figure 2, they are between 19 and 32 years old.

Picture 2. Average age of students

	Number	Percentage
19-21	51	44,7%
22-25	50	43,9%
26-28	8	7,0%
29-32	4	3,5%
32 +	1	0,9%
Total	<b>114</b>	<b>100,0 %</b>

Among the foreign students selected as the object of the research, there are more male representatives than females, males - 51.7%, females - 48.2%.

The analysis of the responses of these 114 students to the survey questions shows that 67 students lived in Uzbekistan for less than one year, 8 students for two to three years, and 39 students for more than three years.

#### Data analysis and results

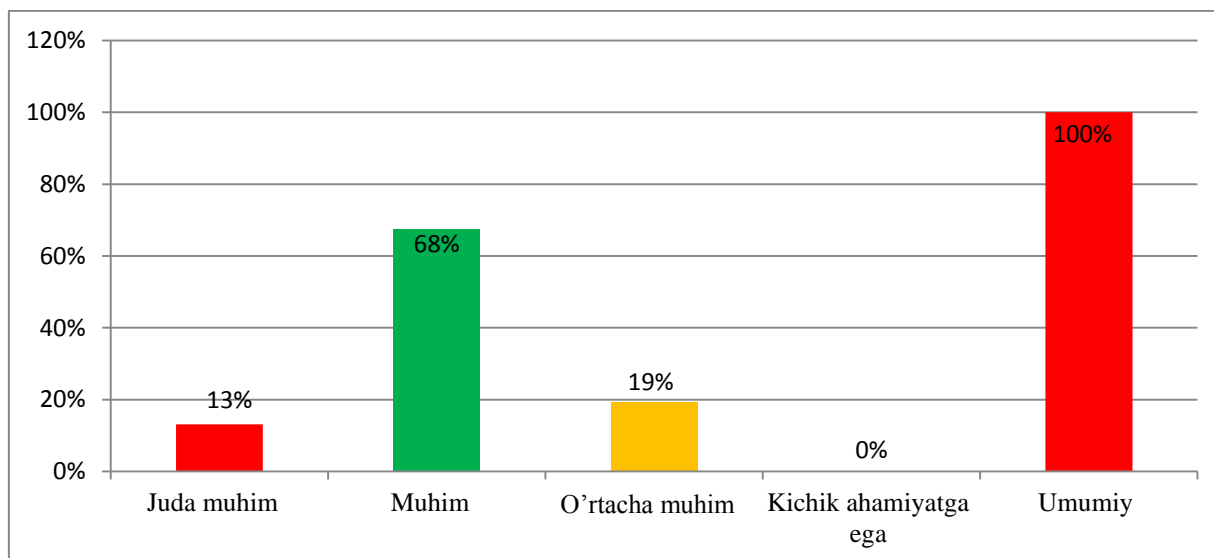
The main goal of students when they go to study abroad is to succeed in their studies, and for this, their adaptation from a certain cultural environment to a new socio-cultural space appears as a decisive pedagogical and psychological factor. In this case, the following are important and important in ensuring the effectiveness of intercultural communication competence:

1. The ability to use rules and norms of behavior that allow adaptation to cultural differences.
2. The ability to analyze problems and difficulties that may arise as a result of cultural differences in this interaction during intercultural communication.

3. The ability to consider one's own behavior in a way determined by the cultural group to which they belong and to understand the relativity of perception of reality.

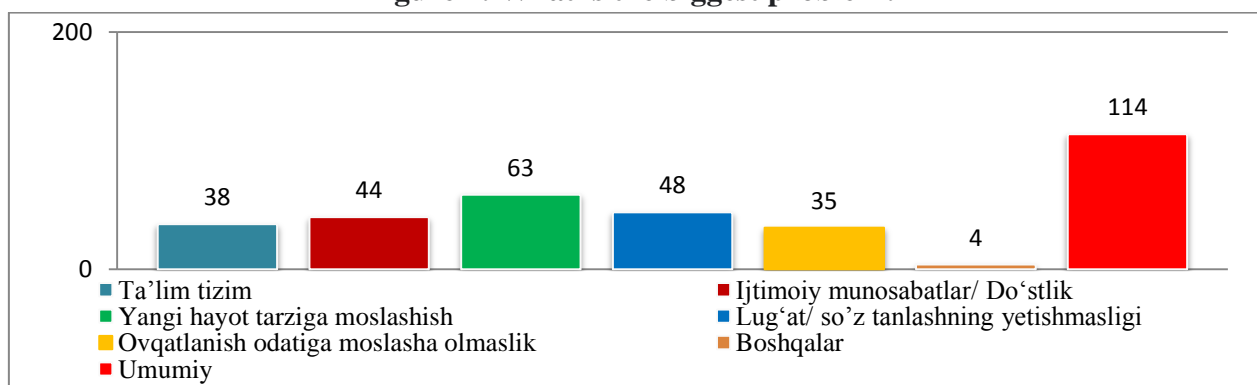
Regarding the initial point of adaptability, we present here students' views on adapting to a new culture. We saw that 92 out of 114 students believe that adapting to a new environment is very important or important, and only 22 students consider it moderately important.

**Figure 3: Indicator of attitude towards the need to adapt to a new culture**



As for the analysis of abilities, it is necessary to talk about the problems and difficulties that students face, their introverted and extroverted characteristics in interacting with a new culture, and their ability to overcome problems and conflicts in the process of mutual communication. z is reflected. Almost half of them (46.7%) stated that the biggest problem is adapting to a new social and educational environment, more precisely, having friends and a social life. Figure 4 below shows an analytical view of students' problems and difficulties.

**Figure 4: What is the biggest problem?**



When students come to Uzbekistan for the first time, they usually have a positive attitude. During the discussion, they were asked, "What made the most impression on you when you came to Uzbekistan?" the question was addressed.

The answers of the respondent-students are mostly full of exciting, emotional experiences:

"I was very impressed by the hospitality, kindness and national customs of the people in Uzbekistan"

23 years old, female, has been living in Uzbekistan for 5 years.

"I really liked the way people respect each other in the process of communication, the culture of dealing"

23 years old, male, has been living in Uzbekistan for 5 years.

"Uzbek language, especially Khorezm dialect, similarity of culture with Turkmen culture, kindness of people to each other, hard work"

26 years old, male, has been living in Uzbekistan for 4 years.

"Historical monuments, national music, dance, national food, people's attitude to ecology and cleanliness impressed me."

20 years old, male, has been living in Uzbekistan for 1 year.

"Warm and friendly attitude of local residents to foreign students"

19 years old, male, has been living in Uzbekistan for 8 months.

A positive attitude is easily accepted when he starts his life in a new educational and cultural environment. International students begin their studies with a period of high optimism, known as the "honeymoon phase". They are excited to be in Uzbekistan, and this situation is clearly visible from the opinions of the above students.

Regarding the question of cultural differences, foreign students face difficulties in accepting some aspects of the culture of Uzbekistan, more precisely, comparing these aspects with their native culture.

"What do you think is the biggest difference between your native culture and the culture of Uzbekistan?"

"There is a big difference in wedding ceremonies, there are a lot of excess expenses, and the bride is burdened with material expenses."

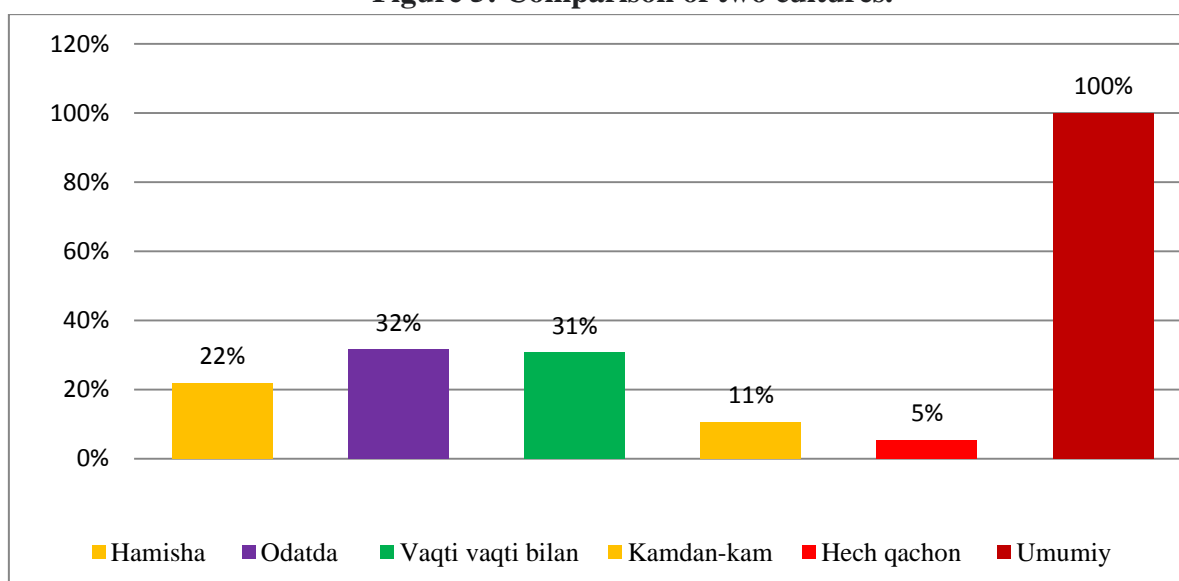
23 years old, female, has been living in Uzbekistan for 5 years.

"There are differences in national costumes, wedding ceremonies, national customs, and food"

23 years old, female, has been living in Uzbekistan for 5 years.

Most of the students compare two cultures in their daily life (usually: 36 students and sometimes 12 students). But as we mentioned above, foreign students are not limited to comparing themselves. Instead, they feel that they should want to adapt to their new culture (Figure 3) and that they should make conscious choices about ways to expand their adaptation and that respect for different lifestyles will allow this to happen. they must understand. Let each person live as he wishes rather than others forcing him to live as he wishes" [4,79].

**Figure 5: Comparison of two cultures.**





The students' feedback presented in this article confirms their ability to use different behavioral strategies that allow them to adapt to cultural differences. Most of them understand that adaptation is very important, but not all students can fully imagine the possibilities of developing their intercultural competence through interaction in a new environment.

Foreign students should understand the need to enrich their cultural and linguistic knowledge in order to effectively communicate in various social, cultural and pedagogical-psychological contexts in a world that is increasingly interconnected through the process of global migration and internationalization of education.

### Summary

The results of the research presented in this article showed that the problem of developing intercultural communication competences of foreign students studying in higher medical educational institutions of Uzbekistan is not yet sufficiently researched, it is an urgent issue of great socio-pedagogical importance.

The competence of intercultural communication is one of the important components of the professional and personal competence of future medical workers, and its development and improvement consists of several stages as a complete and perfect pedagogical-psychological process. In this process, components such as the historical-etymological origin of a different cultural-linguistic environment, the characteristics of national consciousness, and, most importantly, the perception, understanding and reflection of the specific aspects of the norms of behavior and social attitudes are of decisive importance.

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