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DIDACTIC SUPPORT FOR THE DEVELOPMENT OF INTERCULTURAL COMPETENCE IN STUDENTS

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Abstract: *The article is dedicated to one of the most global problems of modern pedagogy, which depicted in detail the didactic features of teaching of intercultural competence.*

Keywords: *intercultural competence, linguistic and cultural, typological features of the dictionary, paradigmatic classification of vocabulary.*

Introduction

The process of globalization has today covered all spheres of human life, including the sphere of culture. And if until recently the history of mankind was only the history of individual countries, peoples and cultures, today it is visibly turning into a global unified history of mankind: everything that happens in the life of individual countries is reflected in one way or another in life in other parts of the globe. Modern local (ethnic) cultures are losing their uniqueness and isolation, and the boundaries between them are increasingly erased and disappearing.

Literature analysis and methodology

The subject program was improved based on the advanced criteria for selecting lexical material for learning words learned from a foreign language (English) in Russian language classes.

According to V. K. Kharchenko, the acquisition of words from a foreign language begins at preschool age and continues until high school. The content of the lexical material was compiled using the sampling method, taking into account the criteria put forward for the selection of words learned from a foreign language (M.Bash, A.V.Bobrovoy, etc.).

In order to use the lexical material we have chosen as educational material, a curriculum for learning words acquired from a foreign language has been developed, and its main components (linguistics, culture and cultural studies, communicative-speech, value attitude) include the following tasks aimed at developing intercultural competence:

1) forming ideas about words learned from a foreign language by introducing the concepts of "acquiring", "word learned from a foreign language";

2) formation of ideas in linguistic description:

- the Russian language as a means of inter-national and inter-cultural communication;

- the Russian language as a phenomenon related to the development of society and its culture;

- about the vocabulary from the point of view of the origin of the Russian language (original Russian words and words borrowed from abroad);

- about the reasons (state) of lexical and linguistic-cultural acquisition from other languages;

- about sources from foreign languages;

- about the signs of sshz learned from a foreign language.

3) collecting specific linguistic facts and ideas in the process of comprehensive analysis of lexical material, for example:

- linguistics and cultural studies: (American: okay, popcorn; Italian: pizza; French: lotion; German: gel, etc.);

- linguistic: (internal form of a foreign word: bandana, cheeseburger);

- etymological (badminton, bigmak, hot dog, hamburger, etc.);

- lexicon (synonymous relationships: puzzle, shop, market);

- orthoepic (player, computer, laser, stapler) and accentological (disk, gender);

- morphological (lack of singular or plural form: internet, chips, menu, show);

- word maker (complex words: skateboard, disco, laptop);

- orthographic (double consonant: sneakers; compound: bigmak, hot dog; yogurt,

- stylistic (okay, super);

- syntactic (control, coordination as types of communication: snowboard, bandana);

4) formation of practical ideas on the use of words taken from a foreign language when making statements:

- about the variety of vocabulary (shop - supermarket - department store);

- taking into account the existence of an equivalent in Russian in the context of a choice between a word taken from a foreign language and a Russian one (a hit is a popular work);

- about the expediency and validity of using words borrowed from a foreign language.

5) solving language problems:

- to determine the word taken from a foreign language on the basis of individual characteristics, to establish the source language;

- to see the cultural origin of a foreign word;

- conducting a partial etymological analysis of the word by separating the elements of the foreign language;

- implementation of semanticization of a foreign word according to the meaning of its parts;

- carry out synonymous replacement of foreign words with Russian analogues;

- compliance with orthoepic (accentological) standards of pronunciation of foreign words;

- forms of foreign words;

- making derivative words from foreign languages;

- compliance with spelling rules of foreign words;

- making phrases and sentences with foreign words;

-taking into account the stylistic coloring, lexical and stylistic compatibility of a foreign word;

- assessment of the communication situation and correct choice of foreign language words in relation to communication goals and situations;

- to evaluate the speech of others in terms of the vocabulary of a foreign language and the use of one's own speech, to determine ways to further improve it;

6) to develop a positive attitude towards learning words taken from a foreign language in order to use them correctly and appropriately in speech, and a tolerant attitude towards speakers of other languages.

Discussion and results

The content of the structured curriculum reflects the components of intercultural competence. As the main condition for its implementation, we consider students' acquisition of words learned from a foreign language on the basis of the educational dictionary as a source of necessary information.

Among the basic skills indicated in the curriculum, which are necessary for students to master words taken from a foreign language, is the ability to work with foreign literature. As a result of learning the Russian language, the student should use the acquired knowledge and skills in professional activities and working with dictionaries in everyday life [222, p. 7].

Specific examples of words borrowed from modern foreign languages are given in "Universal Dictionary". The universality of the dictionary lies in the fact that any information about each word (its meaning, origin, pronunciation, spelling, lexical correspondence, etc.) can be found.

As the research shows, there is a lack of quality dictionaries of foreign words today. One of the goals of our research is not only to create such a dictionary, but also to determine its theoretical and methodological foundations.

The first step is to determine the typological features of the dictionary.

All dictionaries are divided into two groups: encyclopedic and linguistic.

The peculiarity of encyclopedic dictionaries is that they explain not words, but reality (objects and persons, events and concepts). Encyclopedic dictionaries, in turn, can be universal and sectoral: on philosophy, history, technology, mathematics, physics, pedagogy, literature, music. The task of field encyclopedias and encyclopedic dictionaries

is to explain the concepts related to the relevant knowledge and field in a certain framework, and to place the words expressing these concepts in alphabetical order.

Linguistic (linguistic, philological) dictionaries are based on different principles. They collect and explain word and phraseological units themselves, explain their lexical and grammatical meaning, use in speech, etc. Linguistic dictionaries are divided into translation (bilingual and multilingual) and monolingual dictionaries. In translated dictionaries, foreign language words are explained using native words, and vice versa, other language words are translated into Russian. Monolingual linguistic dictionaries explain the vocabulary of the Russian language from different angles. In turn, they are divided into the following types:

- a) lexico-phraseological dictionaries (explanatory, synonymous, antonymic, foreign words, phraseological);
- b) word-former (morphemic, word-former, etymological);
- c) grammar;
- d) orthographic.

To the user, the educational dictionary of words taken from a foreign language should not only be a reference tool, but also to a certain extent take on the role of "Russian language textbook" (P.A. Grushnikov). Therefore, such a dictionary should perform the same functions as other dictionaries:

- information function (allows access to accumulated knowledge in the shortest possible time);
- normative function (determines the meaning and use of words, helps to improve and unify the language);
- educational function (forms the skills of working with a dictionary of words taken from a foreign language);
- help function (allows you to quickly find information about the origin of words and the interpretation of words taken from a foreign language);
- systematization function (allows to present knowledge of the vocabulary of the language in the system).

At the same time, the idea of creating a new type of dictionary - a synthetic dictionary - is being promoted. It is based on the fact that it includes absolute, relative and syntactic. Therefore, a synthetic dictionary is a type of dictionary that provides access to all three elements of word meaning. In this case, the opening of the first one is achieved by assigning a certain place to the word in the paradigmatic classification of the dictionary. The disclosure of the third element is provided by an adequate procedure for describing the suitability of the word. The second element is revealed by the revelation of the two things indicated, as well as by giving the word differentiating properties.

T.V. Babushkina said that in the process of etymological analysis, students follow the teacher and refer to the facts of history, culture, ethnography, thereby expanding their

worldview, linguistic and general cultural competence. However, this is general and requires specification.

Conclusion

In conclusion, it can be said that the etymological aspect of learning words from a foreign language is very important for the development of intercultural competence. Etymological work on the assimilation of a word learned from a foreign language can be carried out at different levels: etymological analysis, etymological observations, etymological information;

The implementation of a competent approach to the study of acquired words in a foreign language requires its implementation "on the basis of the task", which encourages students to acquire independent knowledge based on the analysis of lexical examples. The system of learning words learned from a foreign language should be based on the system of educational language tasks for learning words learned from a foreign language in unity of content and form of expression.

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