



PEDAGOGICAL FACTORS OF IMPROVING THE QUALITY OF HIGHER EDUCATION THROUGH THE DEVELOPMENT OF CULTURAL AND COMMUNICATIVE COMPETENCE OF STUDENTS

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Received: May 22 th 2021 Accepted: June 7 th 2021 Published: July 10 th 2021	The article describes the pedagogical factors of improving the quality of higher education through the development of cultural and communicative competence among students.
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INTRODUCTION

In the 21st century, when the global development trend enters a new phase of globalization, ensuring the quality of higher education takes on a new dimension. The development of intercultural communicative competence among students has undergone significant changes in the management of modern society and the education system. Culture should be understood not only as a means of interaction, but also as a means of determining the prestige of a country in the international arena, which has a significant impact on all spheres of politics, economy and society. Culture plays an important role in the development of society, especially in the upbringing of harmoniously developed individuals. Because culture plays a key role in the development of human knowledge, skills and experience, spiritual potential through practical activities, reflecting the talents, capabilities, abilities and identity of a person. Indeed, the role of culture in the upbringing of the individual has established itself on the experience of world civilization.

Therefore, in the last ten years, the issues of pedagogical education, together with culture, have been intensively studied in the higher education system. The question remains how to effectively teach students the development of intercultural communicative competence. Most often, there are cases of mixing the science of intercultural communication with local history. The lack of textbooks and resources in Uzbek in this area creates difficulties not only for teachers, but also for students.

The purpose of the article is to conduct a comparative analysis of the experience of developed countries in ensuring the quality of higher education on the basis of scientific justification of the factors of the development of the competence of cultural dialogue among students and to acquaint them with one of the methods used to form this competence. To this end, the article was initially based on the relevance of the problem and will be devoted to the history of the methodology of teaching culture in all areas of higher education in order to highlight the causes of this process. The main object of the topic is the competence of cultural communication of students, the article considers that it is defined as the methodological principles of comparative analysis of the experience of developed countries in ensuring the quality of higher education focused on the communicative and didactic method.

MATERIALS AND METHODS

The article presents an experimental method and proposes it as one of the innovative methods of effective teaching based on a comparative analysis of the experience of developed countries in ensuring the quality of higher education. The methods of survey, observation and statistical data analysis were used as the research method.

RESULTS AND DISCUSSION

The renowned Dutch psychologist Geert Hofstede divides countries into categories of collectivism and individualism according to cultural aspects. One of the hallmarks of a collectivist society is the concept of "we", in which the interests of the community prevail over the interests of the individual. Each action is performed on the advice of the majority, the opinion of the majority should be taken into account, mutual assistance, support is expected and evaluated very positively. In societies of the individual category, independent decision-making by the individual and independence, self-

interest prevail. In such societies, a person's prestige is largely determined by his own success in life. In such societies, fierce competition makes individual success difficult. In countries under such social pressure, traditional customs such as family and marriage come second. In a 1968-1972 study by IBM-concert staff in 132 countries, Hofstede included the industrialized Western countries, the United States, Australia, the United Kingdom, and Canada as countries based on individualism; Africa, Latin America, South Asia are among the cultures of collectivism.

Foreign scientific sources emphasize that the development of intercultural communicative competence among students was an important part of the social sciences before the introduction of communicative methods. Along with studying the culture of the country, the student had to know the facts about the country, that is, its geography, history, political and social system. The goal was for the students to have a general idea of the country with which they collaborated, and to be able to use this knowledge during the trip. In this concept, the knowledge that needs to be studied and assimilated is defined as competence. Skills such as reading, writing, listening and speaking include socio-cultural and intercultural communication competencies. "Socio-cultural knowledge refers to knowledge about everyday life in the cooperating country (for example, food and its rules, holidays, organization of free time, etc.), lifestyle, relationships between people, values, traditions. Under the concept of intercultural communication competencies, students understand the relationship between themselves and other cultures, the ability to apply certain strategies in communicating with other cultures, to be a cultural mediator between themselves and other cultures, the ability to find solutions to misunderstandings and conflicts in intercultural communication. These competencies are also defined in the requirements of the State Standard for the level of training of graduates of all levels of training in foreign languages. Here, socio-cultural knowledge is defined as sociolinguistic competence, and intercultural communicative competence as pragmatic competence. Many studies have been carried out to find a method for the development of intercultural communicative competence in students. However, today world scientists note that there is no single method that is most effective in this regard, but there is a set of different methods. These methods must be adapted to educational standards, curricula, languages being studied, and educational content. Today, students tend to develop the competence of intercultural communication not on the basis of one method, but on the basis of didactic methods. Today it is recommended to organize the development of intercultural communicative competence in modern communication-oriented students on the basis of the following didactic and methodological principles. The study of new educational material is focused on real life, relevant to real life, the formation of competencies in the learning process, the learning content must meet the requirements, needs and interests of the student, the educational process must be organized in an interactive mode, the formation of independent learning skills, the use of the principle of multilingualism, acquired knowledge should be oriented towards application in life. Within the framework of these principles, the central requirements for the formation of the competencies of cultural communication among students are formulated. The inclusion of cultural studies in the educational curriculum of higher educational institutions in recent years is proof that special attention was paid to this urgent and important problem in our country. In the experience of the countries of the world since the 60s of the last century, many different methods and approaches have been developed for the formation of cultural and communicative competencies in students, and they were taught mainly in the form of seminars. However, since the formation of these competencies has become the main requirements not only in higher education, but also in the field of secondary and preschool education, it became necessary to further develop existing methods, and scientific research in this regard is still ongoing. In particular, in the process of teaching the subject "Culture and Communication", the author also conducted an experiment. During the 2020-2021 academic year, the experiment was conducted with the participation of second-year students of the Fergana State University in the direction of history, foreign language, economics, Tour guide and translation activities. Initially, in the first year of the academic year, students were introduced to the theoretical foundations of the science of culture and communication, that is, they were taught such topics as communication, culture, intercultural communication, the process and models of communication, models of intercultural communication. The main purpose of this was to acquaint students with the basic theoretical knowledge in the field, to teach each term and concept from the point of view of the subject. Naturally, the lack of foreign experience among the majority of students, that is, in foreign countries, makes it difficult for them to obtain theoretical knowledge on the above topics. Therefore, after discussing the theoretical part of the topic with the students, the students were given the task of conducting a small experiment on the topic at each lesson in order to test the knowledge gained in the theoretical part in practice. The study of topics in the field of intercultural communication on examples from real life, and most importantly, the involvement of students in the practical application of theoretical knowledge through the organization of experiments, allows them to easily assimilate the material. An integrated approach to combining theory and practice in teaching intercultural communication leads to the gradual formation of intercultural communicative competence. The formation of intercultural communicative competence pedagogically teaches students a sense of identity, a deeper understanding of their own culture, the principles of tolerance, which is the ultimate goal, as well as independent work and thinking. In our country, the main goals of education are self-awareness, respect for national culture and values in the educational process. The study of intercultural communication is one of the most effective ways to achieve this goal. Because when a student compares himself, his language, his culture with the language and culture of other peoples and analyzes their similarities and differences, he achieves a deeper understanding of himself.

CONCLUSION

The use of various didactic and methodological principles in the educational process creates the basis for increasing interest in science. Based on the above scientific rationale and experimental results, we have concluded that the following is recommended:

- Studying and teaching foreign languages requires an integrated approach to language and culture in general. Topics in foreign language lessons should be studied as comparatively possible. When teaching the science of intercultural communication, it is necessary to teach theory in direct connection with practice and on its basis.
- In the process of teaching science, it is advisable to use interactive methods that encourage students to work actively, taking into account didactic and methodological principles.
- In the process of teaching the subject of intercultural communication, it is necessary to study topics with examples from real life, which will help increase the interest and motivation of students in science.
- When teaching the subject of intercultural communication, it is necessary to study topics with examples from real life, which will help increase the interest and motivation of students in science.
- Teachers should clearly distinguish between competences in intercultural communication and local history.
- The formation of competencies for intercultural communication should be seen as an effective way to teach self-awareness, respect for national culture and values.

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