



Pedagogical Conditions for the Development of Intercultural Communication Among Students

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Abstract: In the XXI century, informatization stands out as the most significant global trend in the development of society. Global informatization processes can be observed in all spheres of human activity, including education. Reforms and modernization of the education system of the Republic of Uzbekistan includes informatization as one of the priority areas. The use of ICT contributes to the intensive development of educational software, such as multimedia technologies, which allow successfully solving many tasks of the modern educational system: a variety of presentation forms of educational material, ensuring the availability of education online and offline, improving pedagogical technologies, developing modern methods and forms of the educational process.

Key words: teaching and learning English, ICT, educational multimedia technologies, foreign language competences, intercultural communication, pedagogical conditions.

Today, the professional training of an English teacher at modern higher education institutions is based on a competence-based approach in our country. Developing communicative competence and its components such as linguistic, sociolinguistic, pragmatic and strategic competences are the requirements for the professional and personal qualities of future English teachers and the formation of sociolinguistic competence of future English teachers is one of the core issues for the successful implementation of the role of an intermediary in intercultural communication. Competence in the modern scientific world is understood as a quality consisting of a number of components and manifested in the ability and willingness of an individual to realize acquired and formed knowledge, skills and personal qualities in their professional activities with a high degree of self-regulation. The sociolinguistic competence of an English teacher is viewed as a personal quality, including axiological, linguistic, cultural, linguistic, situational-behavioral and evaluative-motivational components.

As the main part of the sociolinguistic competence of an English teacher, we need single out the following five components:

- 1) Axiological (tolerance, respect for culture, traditions, value system and people of a foreign language society);
- 2) Linguistic and cultural (the ability to discursively use background knowledge that reflects the socio-cultural reality of a foreign language society, and the readiness to conduct a dialogue of cultures);
- 3) Linguistic (possession of speech etiquette and socially labeled verbal means of communication, such as dialects and sociolects, special turns of speech);



4) Situational-behavioral (possession of socially marked non-verbal means, such as gestures, facial expressions, phonation features, and the ability to build their behavior based on the communicative goal, communication situation and social role and status of the interlocutor);

5) Assessment-night-motivational (the ability to control, analyze and evaluate their speech behavior) (O.Bobrikova, 2016).

Having this in mind, an online survey was conducted (created by google forms) among students anonymously to identify the difficulties in language perception which helped me to outline possible ways to improve the process of forming and developing sociolinguistic competence of future English teachers in controlled independent education.

Here, I would like to introduce one of the interactive boards known as Padlet which is one of the modern applications to create an online board for group discussions, collecting ideas and brainstorming, problem-solving activities and for more purposes in teaching and developing sociolinguistic competence of students in controlled independent education as well. Teachers can use this tool easily in “Bring Your Own Device” (BYOD) classroom since all students will be able to access it for free regardless what device they have. Students post to the wall or make comments on the assignments, reports, cases, debates, reminders, pictures, audio or video, links and other types of information which were displayed by the teacher.

Teachers can also assign independent student projects as continuous, mid-course and final assessments where students choose their topics and design a wall based on the themes of the independent education out of the classroom in order to develop sociolinguistic competence. For example: teacher uploads a case study or creates a task on the topic “Where do stereotypes come from?”. Students brainstorm the ideas and prepare their findings including pictures, audio or video, and other information to share on the wall with others. As being English teacher, we can create various tasks below to use on padlet.

-Brainstorming on a topic, statement, case study, project or idea on the extra linguistic issues in intercultural communication (students can discuss collaboratively on the tasks such as attitudes, rituals, traditions, body language, taboos and social roles in different cultures, stereotypes, images, symbols);

-Gather student work (Use Padlet to gather student work for articles and research on the topic “Cultural identity”)

-University events (Students comment their impressions on cultural events organized today give some innovative new ideas for further cultural events)

-Article discussions to teach culture (Students read literature, newspapers, TV, Internet, pictures, realia, films, signs, etc.)

-Birthday wall (Every student has to write some nice birthday wishes).

-Story time (Create a story so that students should continue and post their ideas on the Padlet.

-Evaluate the material (coursebooks, lesson plans, activities) for teaching intercultural issues, being sensitive about culture while designing materials

-Case study (Students discuss how to dealing with culture clashes (acculturation, culture shock, social distance, preserving cultural identity, behaving in intercultural settings)

In conclusion we can say that by integrating Padlet into the classroom, students will be encouraged to develop their sociolinguistic competence in controlled independent education



including their ability to think critically about and resolve problems in intercultural communication, a high level awareness and understanding of linguistic and extralinguistic issues in communication of their own and target culture, the ability to evaluate, adapt, design materials for teaching culture, independent study skills, communicative language skills on the wall and IT skills as well.

The relevance of the use of information and communication technologies, namely, multimedia applications to educational and methodological complexes, is dictated by the pedagogical needs to increase the effectiveness of teaching foreign languages in elementary school, the need to develop speaking skills, independent learning activities, a creative approach to learning, the formation of critical thinking of young learners. The use of multimedia applications in teaching English contributes to the formation of speaking skills, the development of foreign language communicative competence of primary schoolchildren, which is the main conceptual direction of the modern education system of Uzbekistan.

The state educational standard provides the introduction of teaching foreign languages from grade 1. For young learners, acquaintance with a foreign language presupposes, first of all, acquaintance with the life of their peers who speak the target language. Social experience comes through getting to know children's songs and the world of fairy tales, watching cartoons for children and reading children's literature.

E. Smirnova, analyzing research in Russia, the United States and Europe, emphasizes that up to 80% of information received by children by adolescence, they receive not from paper education media, but from electronic media. [9]

This situation is also confirmed by the results of a survey conducted in schools in India. The obtained data show that more than 80% of teachers and 85% of students are positive about the use of multimedia technologies in language teaching. According to the opinion of teachers and students, multimedia technologies play a role in the study of a foreign language, in independent understanding and contribute to the interaction of the teacher and students outside the educational process. The results of the above studies also show that multimedia technologies created for language learning contribute to the understanding of foreign language concepts. [10]

We support the opinion of T. Gubina that the quality of education increases significantly from the teacher's active use of information technologies in the process of studying the material. Multimedia lessons, according to the author, most optimally and effectively correspond to the didactic goals of the lesson and consider the following aspects:

- Educational aspect: students' perception of educational material, comprehension of connections and relationships in the object of study.
- Developing aspect: the development of cognitive interest in students, the ability to generalize, analyze, compare, enhance the creative activity of students.
- Educational aspect: fostering a scientific worldview, the ability to organize independent and group work. [4]

The indisputable point of E. Polat's view that the use of new information technologies helps to implement a student-centered approach to learning, provides individualization and differentiation of learning, taking into account the skills of students, their level of training, abilities, etc. [8]



According to the State Educational Standard for Foreign Languages for the system of continuing education of the Republic of Uzbekistan, it is determined that the main goal is the formation of foreign language communicative competence (CC) with the aim of free communication in various spheres of everyday life, academic, scientific, professional direction with representatives of the multicultural world.

On the basis of multimedia programs, it is possible to form a high-quality CC, because they provide ample opportunities for solving the goals and objectives of the educational process, taking into account the age characteristics of students. [6]

We agree with S. Arapova, who pointed out that educational multimedia contributes to the development of students' abilities related to foreign language intercultural communication and the acquisition of social experience aimed at self-realization of participants in the communicative process. [2]

G. Mingazizova considers multimedia applications in the educational process at different stages of the lesson: when studying new material, generalizing and consolidating what has been learned, assessment [7]. We agree with the author that the apps develop students' abilities in language acquisition, and also allow correlating educational material, taking into account the individual characteristics of students. Multimedia resources are able to create and involve students in the language environment, develop their creative activity and communicative competence.

The use of multimedia resources in teaching English forms communication skills such as argumentation, defending one's point of view, competent presentation of one's thoughts, analysis and ways of solving problems, and developing critical thinking. [5]

So, let's highlight a number of advantages of using multimedia in the educational process: there is a better perception and memorization of the studied material; the level of student's personal motivation for contact with a new area of knowledge increases; there is an optimization of the time parameters of the learning process due to much less time spent per unit of training. [1; c.15]

In addition, distance learning during a pandemic has highlighted the undeniable benefits of using ICT in general and multimedia applications in particular. In order to prevent the spread of coronavirus infection in the Republic of Uzbekistan and ensure sanitary and epidemiological calm, activities in educational institutions were suspended. [3] During the quarantine period, lessons were held remotely with the organization of daily broadcast from 08.30 on 3 channels of the National TV and Radio Company of Uzbekistan. The online lessons used songs, videos, interactive and animated exercises from multimedia applications, not only to English textbooks for primary grades, but for high school as well. The experience of distance learning has once again demonstrated the effectiveness of using applications in the educational process.

As conclusion, it should be mentioned that the use of multimedia applications in teaching English to primary schoolchildren contributes to the implementation of a student-centered approach to teaching, differentiates learning, taking into account the individual characteristics of primary schoolchildren. Teaching with the help of multimedia applications not only fosters the skills of working together in pairs and groups but contributes to the organization of independent work of each student at the period of the distance learning.



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