

CONNECTION INTERCULTURAL COMMUNICATION AND EDUCATION

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**Annotation:** This article clarifies the concept of intercultural communication and education and related terminology. Intercultural education is as important in today's world as the ability to read, write, count and use computers. It requires new directions for different points of view and life experiences.

The article provides methodological recommendations for teaching and educating intercultural communicative competence through empathy, and not in the form of education, language learning, competition and conflict.

**Key words:** intercultural communication, empathy, observation, interaction, mutual understanding, dispute, intercultural competence.

In today's fast-paced process, no country can pave the way for development without the cooperation of world culture and economy. In the region, especially with the culture and economy of Uzbekistan, as well as with the ideas and achievements of its educational process, the world community is showing increasing interest in intercultural communication and education.

UNESCO works in such areas as peace, poverty eradication, sustainable development, intercultural communication through education, development of science, promotion of international cultural and information exchange.

There are over 130 nationalities in Uzbekistan and they believe in 16 different faiths. Today they live in peace and harmony. Sociolinguistics is involved in the development of language skills in the development of intercultural education, regardless of religion or ethnicity, since the importance of a secondary social context in language learning is undeniable.

Knowledge of a foreign language or education in another state is incomplete without its social aspect. Language competence is equivalent to solving the problem of sociolinguistic competence. This is a component of communicative competence. Sociolinguistic competence is defined as the ability to use language correctly in different contexts or language situations. Various theories of language learning emerge and focus on a particular area, although the student's understanding of language as a component of the language of instruction is unified, which also promotes the development of research-oriented learning. From the concept of social competence to the concepts of sociocultural and intercultural competence.

Culture can be defined as the biologically defined means of communication (group language) of members of the same geographic area, different social relationships, different daily activities, the products of that group, and their habitats.

Scholars define culture as a particular form of worldview and a way of remaining in the human world that shares that worldview with a particular community. Based on the concept of this culture, intercultural competence can be easily related to the concept of modern society in various contexts.

Intercultural competence is our ability to carry out activities with different speakers and speakers of different languages. The concept of "intercultural" goes beyond "sociocultural" and takes into account the language of this community. Intercultural competence, however, stems from its language and culture, which is essential to any foreign language teaching. Student communication is central to intercultural competence.

Appeal to the culture of other peoples is known as "intercultural communication".

The concept of "intercultural communication" was originally developed by G. Treiger and E. Hall "Culture and Communication. Model of Analysis" (1954). Under intercultural communication, they understood the ideal goal that a person seeks to achieve in the environment.

The purpose of the intercultural communicative approach is to play an important role in shaping the ability of students to communicate in intercultural situations and be able to compare cultures. First of all, they need to learn not to rush to evaluate inexplicable situations and phenomena in another culture based on their own cultural norms. Cross-cultural comparison is not a perception of "good" or "bad" (based on criteria), but an understanding and understanding of differences.

The content of educational material chosen for a specific purpose and learning activities can stimulate the student's interest in intercultural issues, for example, thereby. Therefore, in order to get acquainted with both cultures: the language of the language being studied and the culture of the native language of the student, educational content at the country level (for example, holidays and customs) is needed that introduces the culture of the country in which the language is being studied.

Sometimes, in a multicultural society, communities may live together in the same community while maintaining cultural differences. The linguistic proximity of the parties in a conversation leads to knowledge and respect for cultures, avoids prejudice and leads to a balanced attitude.

Intercultural education is a critical process. First, it is constant and dynamic. Secondly, it is the process of building relationships between people. The empathy and understanding that teachers share with their students is often more important than the facts and figures that teachers know about demographics and ethnic groups. Empathy must be strengthened in the student's communicative communication in cross-cultural competence.

Empathy (Greek En - “in” + Greek pathos - “appetite”, “torment”, “feeling”) is a conscious sympathy for the current emotional state of another person, without losing the experience of the external origin of the experience. Accordingly, empathy is a person with developed abilities for empathy.

That is, empathy is a person's response to the feelings and state of another. An empath clearly sees and understands what exactly is happening with the interlocutor at the moment (in an emotional way). At the same time, he measures his own actions, thoughts and emotions with the state of this person.

Empathy is pure, sincere, and one must feel the other person's feelings, accept their needs as one's own problems, understand the meaning of the term and correctly assess the context, and study the cognitive and emotional characteristics of the interviewer.

Describing the complexity of the phenomenon of intercultural communication and education, scientists focus on three characteristics: communicative, psychological and social. In intercultural learning, we enrich communicative competence as we get to know different ways of communicating in the learning process, during learning periods, using some strategies of expression, respect, discussion or persuasion.

Intercultural education is a process that is free from the most difficult shortcomings and implies that nationalism and racism are not applied at all in the educational process. This reflects one entity without nationality. It is a monocultural education and can be considered as an incomplete education other than national education. It preserves the diversity of our homeland, national values and heritage, which has become our world beyond education.

The purpose of intercultural education is to educate representatives of all national-cultural groups, as well as all students, regardless of gender, using alternative, non-traditional teaching methods. The curriculum should include the experience of different peoples, as well as the differences between men and women.

Intercultural education is social justice that teaches broader thinking, reflects what you learn and applies knowledge. Discussions about social justice in groups are welcome, accepted and encouraged. The focus of such discussions may be groups that have cultural differentiation: social differences in society, racism, poverty, discrimination, war and the ability of students to respond to the situation. It is important to understand what is important in case of a misunderstanding of intercultural communication and intercultural communication, and to correctly interpret the social relations between the interviewees.

Communicative competence is the ability of a person to find the right way in different situations, as well as understanding the culture of communication and correctly assessing situations during a conversation.

A student who is in an intercultural community, in intercultural education, must know.

1. Be aware of the social and cultural changes taking place in society.
2. Know inter-group and inter-group differences, which, in turn, contribute to mutual understanding.
3. Know how to improve interaction between friends, groups and within them by learning about their different cultures and relationships.
4. The student must develop skills to communicate with different cultures and in a world of cultural diversity.

The concept of intercultural competence is a phenomenon that is learned masterfully regardless of time and space. The process can be traced back to elements of culture, from role playing or general context. It is believed that he forms a worldview by observing other cultures, communicating (traveling, meeting traditions, listening to a foreign film or song), analyzing cultural changes taking place in different areas. This, in turn, provides a better understanding of the individual and the systematization of home, family, education, media and other social relations, as well as the integration of cultural and communication patterns in the field of social relations. For cultural and communicative relations, it is necessary to create an environment that is in harmony with actions (cultural relations, sincere and warm facial expressions, attitudes), conversations (logical communication, tone) and situations (dialogue, publicity and solidarity) and political views (social respect). Even people who speak the same language can experience intercultural communication problems. It follows that the development of intercultural communication skills should be carried out outside the context of learning foreign languages. Information and communication technologies help to understand any real situations (written and audiovisual) that we need to understand our cultural differences, thus helping us to understand intercultural communication and learning.

The session should use a more flexible approach as a resource for developing intercultural competencies in learning. For example, the Internet has become a platform for meetings, advocacy and collaboration between students from different cultures. Work and cooperation will help to get to know each other and reach real communication situations in case of misunderstanding. Such situations should be handled by the students with the help of a teacher who works as an intercultural consultant. It is necessary to engage in the teaching and study of intercultural communication and to address issues related to it. The solution to this problem, of course, lies in the study of language and intercultural competence. Understanding education as a universal process, it is appropriate to consider this issue from the point of view of higher education. Thus, the teacher makes an important contribution to the process of creating intercultural communication and learning partnerships.

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