



PEDAGOGICAL NECESSITY OF DEVELOPMENT OF INTERCULTURAL COMMUNICATION IN STUDENTS IN THE CONDITIONS OF GLOBALISATION OF EDUCATION

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Article history:	Abstract:
<p>Received: May 7th 2021 Accepted: May 20th 2021 Published: June 17th 2021</p>	<p>In this article, the global trends of higher education today, its peculiarities, positive and negative aspects, the socio-pedagogical necessity of formation of cultural communication competence in students in the processes of mutual exchange in the field of higher education are analyzed.</p>
<p>Keywords: Education, higher education, student, globalism, culture, communication, communication culture, competence.</p>	

INTRODUCTION

First of all, it should be noted that the process of globalization affected directly to the higher education system and it is integrated and internationalized when it is discussed about global developing tendency of the point of world high education.

Not only countries and universities introducing new strategies and projects under globalization, but also highly pay attention to international student exchanging, organizing higher education branches in abroad, using other formations of international relations.

It is known that leader universities of the world always develop their academic and scientific relations. It should be noted that one of the important aspects of globalizing higher education the English language is becoming main communicating language in all fields for improving international relations. This gives a chance to improve using common communicating language even though the students who have different culture in the global education's atmosphere.

In one side as a result of affect of globalization to the education gives a chance to study and work in any point of the world, in another side it is noted that this seems as a national-cultural-threat in the developed countries too. Regardless, nowadays students, young scientists and international educational projects entering to another country as a removing border along the world.

In turn, internationalization is manifested both on a global and regional scale. As an example as a consequence of Bolony Europe higher education point formed including 48 countries that begun in European Union in 1999. [1].

MATERIALS AND METHODS

Cooperation in education is on the rise in other continents too. This process is getting widespread in Latin America, African Union, Asia and Pacific Ocean countries and south-east Asia. Among the world's richest countries, Singapore, Qatar and the United Arab Emirates are focusing on the internationalization of higher education, opening branches of the world's leading universities and attracting leading foreign scholars to the educational process and research. [2].

According to the data of UNESCO, the number of foreign students has risen 80 percent since 2010 till now. More than 5 million students are studying in abroad in the world. It should be noted that the Universities of North America, Western Europe and Australia attract the Asian and African students with own high education service. [3]. First of all these universities announcing different projects to foreign students for their own financial aim in globalizing period. Some universities are entering the market of educational services in developing countries by opening their branches directly in other countries. This process is not secret for anyone that becoming a reality for our country's development. Today a lot of youth of our country are studying at several developed country's universities or branches of them. Indeed, the fact that the year 2020 in our country is called the "Year of Science and Enlightenment and Digital Economy" confirms the need to carry out important tasks for the development of the social sphere, including higher education that is national system of training on an innovative basis. [4]. It should be noted that this process requires the achievement of indicators that determine the development of the country, increase the production and export of competitive goods to the world market, the organization of higher education, which is a separate indicator of social growth. the educational process in higher education institutions, the need to improve research at the level of the requirements of the economy of the new era, social systems. Therefore, in order to meet the demand for

competitive personnel at a new stage of development, "Last year, 19 new universities, including 9 branches of prestigious foreign universities, were opened for the development of higher education. Training on 141 joint educational programs has been launched as cooperating with leader foreign universities. A total of 146,500 students were chosen as students to higher education institutions, or 2 times more than in 2016." [5]. In order to provide the social requirement for professional staff, this process is being continued. " In present time there are 14 branches of universities and institutions of South Korea, Great Britain, Russia, Italy, Singapore and Latvia in our country. [6]. It is clear above that, nowadays the most important pedagogical issue is developing intercultural communication competence of students.

RESULTS AND DISCUSSION

In the global educational environment, special attention is paid to the formation of students' competence in intercultural communication, the study of universal values based on the integration of world communities and their introduction into the educational process, taking into account the interaction of different cultural forms. Especially, in developed higher educational institutions the process prepares specialists of foreign languages, it is based on the national and intercultural competence, the level of intercultural philological literacy, the understanding of intercultural differences, the development of intercultural standards, the improvement of intercultural immunity of students.

Researches which are on the structure and characteristics of intercultural communication competence of students, their role in solving cultural, economic, informational and social problems of nations, raising the general cultural level of the population, innovative approaches to shaping the intercultural worldview, axiological approach to research, are being conducted in the world.

The scientific results works for developing intensive methods of teaching foreign languages in modern conditions, to introduce the main trends in improving the mechanisms of development of professional cultural competence of future foreign language teachers, to stimulate young people's intention for knowledge, global thinking and tolerance.

As a result of reformations the creating atmosphere for learning foreign languages, having improved education standards as a result of reforms aimed at educating people to be knowledgeable and independent thinkers in Republic of Uzbekistan, modern educational technologies are being created. The duties are adopted "to radically improve the quality of education in our country by training modern personnel who know several foreign languages, conducting research on foreign languages, improving the methodology of language teaching "[7] and" expanding the practice of creating specialized classes and schools with a focus on in-depth study of foreign languages." [8]. In this condition, it is important to scientifically and pedagogically substantiate and model the content of the formation of intercultural communication competencies of students to determine the criteria and indicators of assessment and increase the ability to bring the quality of education to a new level.

In development of society especially in bringing up perfect person the culture plays the most important role. Because culture perform personality on talents, potential, ability, has a main role in developing their knowledge, skills and experience, spiritual potential through practical activities.

The important elements of students' intercultural communication competence are studied art, material and spiritual heritage, science and sent by other ways to the students' mind. While the competence of intercultural communication is influenced by socio-economic relations, their emotional-emotional impact is the function of aesthetic influence, the task of bringing the past closer, revealing the history and psychology of individuals; aimed at expression through the attitude to life, the ideological function of society, which is part of the process of ideological life, performs an educational function that affects the spiritual formation of the mind, will, emotions and, finally, the communicative function that affects spiritual enrichment.

But all of these are related to the a number of factors below:

1. Forming a common cultural worldview by renewing their thinking based on inculcating the national idea in the minds of students.
2. Determining the scope of future work in the field of culture on the basis of universal values from the world, achievements in the development of culture in the past, the use of achievements in the process of inheritance.
3. taking account into affects of different forms of culture, using chances of independent development for improving horizon.
4. The impact of radical changes in the country's economy on the cultural field, the growth of international relations in the field of culture.
5. The influence of the predominance of spiritual culture in public policy on the formation of the individual's worldview.
6. Increased respect for the national, historical traditions, the intellectual heritage of the people, the formation of a sense of national identity, patriotism, a sense of national pride.

It is determined that the formation of competence of intercultural communication in students should be based on the following criteria of cultural development:

1. The scope and number of spiritual values created in the process of development of society, the degree of their spread, their assimilation by people.
2. Development of spiritual culture species at the same position.
3. All people participation to enjoy cultural value.

4. Conscious participation of all segments of the population in the creation of cultural heritage.
5. The existence of all opportunities in society for people to contribute to cultural advancement.

Based on the above philosophical criteria, the following criteria can be given for the formation of intercultural communication competence in students:

- understanding the meaning of general culture;
- feeling respect to own and others nations' culture;
- self-esteem;
- having formed historical mind;
- me and vandalism (standing against to people who discriminates cultural heritage);
- cultural attitudes to spiritual and material heritage;
- imagination and fantasy (me and myth);
- aesthetics and upbringing (me and beauty);
- moral upbringing (feeling the condition of others);
- spiritually rich (me and my heart);
- ecological culture (attitude to the environment);
- be able to express a common cultural outlook in their work.

CONCLUSION

It is impossible to provide a spiritual culture without taking into account the interrelationships of upbringing of a harmoniously developed person, the age characteristics of each pupil and his intellectual development. In this regard, the psycho-physiological development of students, including the directions and technologies of pedagogical activity, and this development is required to be consistent with the main types of activities - the conditions in the educational institution. All academic disciplines are involved in the formation of intercultural communication competence in students. It is impossible to provide a spiritual culture without taking into account the interrelationships of the upbringing of a harmoniously developed person, the age characteristics of each pupil and his intellectual development. In conclusion, in the formation of intercultural communication competence in students

1) Accordingly, the programs of social sciences, humanities, natural mathematics, "Fundamentals of Cultural Studies", national art culture and the program "History of Science and Culture" developed by E. Gelvman of Russia were analyzed. It is noted that it is expedient to create a program "Cultural Studies", taking into account the fact that an important integrative program, textbook, textbook or methodical manual has not been created.

to distinguish the leading concepts of culture as a whole system in philosophical, economic, socio-political views;

2) To determine the level of the content of the worldview in the disciplines (in terms of subjects and age);

3) It is demanded to combine the basics of science studied in the system of higher education in a single complex of general cultural sciences. According to this, the programs of social sciences, humanities, natural mathematics, "Fundamentals of Cultural Studies", national art culture and the program "History of Science and Culture" developed by E. Gelvman of Russia were analyzed. It is noted that it is expedient to create a program "Cultural Studies", taking into account the fact that an important integrative program, textbook, class-book or methodical manual has not been created.

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