TECHNOLOGIES FOR ENHANCING INTERCULTURAL COMMUNICATION IN THE PROCESS OF TEACHING FOREIGN LANGUAGES.

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ABSTRACT

Language is the most important means of communication; without it, the existence and development of human society would be impossible. The current changes in social relations and communication tools (utilizing new information technologies) demand an increase in students' communicative competence (CLT) and require improvement in their pedagogical readiness. It is appropriate to utilize the system of language and speech norms in various situations during the interaction with other communicators to exchange ideas and choose communicative actions that align with the actual state of communication.

Keywords: communicative competence, tolerance, educational technologies, critical thinking.

INTRODUCTION

The main goal of learning a foreign language is to develop communicative competence, which is the ability to engage in communication between speakers of a foreign language and their native language, as well as between cultures. Tolerance is an inseparable part of the educational process. Modern educational technologies used to enhance tolerance in students are considered the most effective for creating an educational environment that ensures interaction focused on the individual needs of all participants. It is evident that any educational technology, no matter how sophisticated, cannot provide the best conditions for uncovering and developing students' abilities and teacher creativity.

According to Cohen, the long-term practice of teaching foreign languages shows that traditional technologies do not provide opportunities for developing key competencies in certain subjects; therefore, there is a need for a radical reorganization of the educational process. For example, actively using resources from the global Internet network significantly increases the self-education efficiency of foreign

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language teachers. Internet services offer access to the latest social, cultural, linguistic, and other valuable information.

It is clear that the role of the teacher is changing; the boundaries between the teacher and student are disappearing, which in turn facilitates collaboration. Students' roles are increasing, as they not only acquire knowledge but also engage in searching, developing, and transforming that knowledge into practical skills. In the current stage of education, the communicative approach in teaching plays an active role in shaping adequate communication among students. The Communicative Language Teaching (CLT) method takes into consideration students' active involvement. In this context, the teacher's task is to engage all students in conversation.

DISCUSSION AND RESULTS

To enhance language retention and usage, all cognitive channels should be utilized. The essence of the communicative method is to foster tolerance through the creation of real communication situations. By reintroducing communication, students can apply their previously acquired knowledge in practice.

According to I.G. Zaxarova, one of the significant advantages of the Communicative Language Teaching (CLT) method is that it encompasses various exercises and activities, including role plays, dialogues, and simulations of real communication. Recently, more teachers have been using project methodology as one of the modern effective creative approaches to teaching foreign languages; this helps develop communicative, speech, and tolerance skills in successfully achieving the main tasks of learning a foreign language.

The primary goal of the project method is to provide students with the opportunity to learn independently while solving practical tasks or problems that require the integration of knowledge from various subjects. When discussing the project method as a pedagogical technology, it includes a set of creative research, inquiry, and problem-solving methods. In the project, the teacher is assigned as the facilitator, coordinator, expert, and advisor.

According to D. Johnson's analysis, this technology helps develop students' creative abilities, enhances their imagination, tolerance, and interest. The process of preparing a project allows students to unleash their creative and intellectual potential. The project method teaches research work, teamwork, conducting discussions, and problem-solving.

The project method can be applied to teaching a foreign language on almost any topic, as the selection of subjects is carried out considering the practical significance for students. For example, in the case of applying project methodology to teach the topic of "religious tolerance," the overall aim would be for all students to create a

project on religious tolerance that they wish to learn about. Students would be grouped to solve specific parts of the overall task together, and the project components would be discussed within the groups.

As a result, the following areas of work are distinguished: 1) creating a project on religious tolerance and its impact on the spirituality and culture of the people of Uzbekistan; 2) studying the principles of religious tolerance; 3) outlining the characteristics of living in peace, friendship, and mutual understanding; 4) describing students' extracurricular activities; 5) developing a project to create an environment of tolerance.

In the final lessons, the project is presented by groups. Each group conducts its presentation. Such tasks are very exciting for students, and they feel a sense of responsibility in completing these tasks. At the same time, they acquire skills such as working with Microsoft PowerPoint, finding interesting materials, and illustrations. During the presentation process, students learn public speaking, develop their oratory skills, demonstrate and defend their viewpoints, spontaneously respond to given questions, and overcome the fear of speaking, gaining self-confidence. The project method is being widely implemented in educational practices in Uzbekistan. The technology for developing students' critical thinking involves asking students questions and understanding the problems that need to be addressed. As A.S. Shukmanova emphasizes, critical thinking is an individual trait, with each student creating their own ideas and forming their own assessments and beliefs independently, finding their solutions to problems and supporting them with sound and reliable evidence. Critical thinking also has a social aspect, as every opinion is verified when shared with others. A student's active life position becomes particularly evident when comparing previous knowledge and understanding with newly acquired knowledge. Various forms of activities aimed at developing students' critical thinking and tolerance are available, such as essays, reflective essays, discussions, dialogues, role-playing, and others.

Research-based learning technology has a special place here, allowing students to engage in high-level knowledge, independent activities, and the development of new problem-solving approaches while familiarizing themselves with research processes. The main generalized model in research serves as a method of creative inquiry: seeing and framing the problem, proposing hypotheses, testing them, and cognitive reflection on results and processes.

To develop cross-cultural communication skills, it is important to provide students with comprehensive knowledge about the culture, customs, and traditions of an English-speaking country; this way, students can develop a notion of tolerance and

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consciously choose their communication style. Modeling situations of cross-cultural communication in foreign language lessons allows students to compare lifestyle characteristics of the people from our country and the countries of the language they are learning, helping them better understand our culture and develop their presentation skills. Such an approach is only possible if genuine teaching tools are utilized.

The "Language Portfolio" is a tool for students to self-assess their cognitive and creative work and reflect on their activities. This collection of documents represents the student's independent work. The portfolio is designed by the teacher to provide: tasks for students to select materials for the portfolio; questionnaires for parents that require detailed checking of the students' work; parameters for including works in the portfolio and assessment criteria. The experimental technology of portfolio creation is a method for demonstrating your achievements and abilities during a specific learning period and envisioning the application of acquired knowledge and skills in practice. The portfolio allows for accounting of the results achieved by the student in various activities: educational, social, communicative, and aimed at practical application in education, which is considered a significant element of a real approach. Students can see the data base of their progress through the entire study period (projects, certificates, reviews, individual creative activity evaluations).

"Critical thinking technology has been articulated in the works of American educators K. Meridit, Ch. Temple, and J. Stil, aimed at developing students' thinking abilities. According to American psychologist D. Halpern, the development of critical thinking also fosters students' observational skills, logical reasoning, analytical skills, evaluation, conclusion drawing abilities, fairness, creative imagination, values, worldviews, and depth of judgment.

The need and importance of gamified learning (Role-play) technology has been highlighted by scholars as it aims to help students internalize social experiences; this technology aids in developing students' initiative, imaginative capacity, creativity, and alignment with goals. During the game, students exchange knowledge and skills. Group activities allow students to perceive collective success as their own, thereby boosting their motivation.

The case study technology, or the method of analyzing certain economic, social, or business situations, was developed by American scholars at Harvard Business School in 1924. This method allows students to test proposed solutions to situations and choose the most effective one. The advantages of the case method are its realism and the active interaction between participants during discussions.

The importance of using information and telecommunications technologies (TELL, CALL, MALL) in the educational process has been emphasized by many scholars, as they motivate learning by recreating the real environment of activities, facilitating the management of the educational process, and simplifying the monitoring of students' knowledge.

Undoubtedly, the use of technology positively influences the teaching and learning of foreign languages. How can technology be used to improve the teaching/learning of a foreign language? Utilizing computers, the internet, smart boards, mobile phones, video games, music players, and so on, during the language learning process increases students' interest and language proficiency. The new generation (teachers/students) effectively utilizes technology. They all engage with technological tools and, in some way, are drawn to the target language through technology. Traditional teaching methods no longer motivate and engage students. Students become more interactive, and learning outcomes lead to effective results. Furthermore, the positive outcomes also create satisfaction for both teachers and students. Experienced teachers present various opportunities for students at different levels and stages. The most commonly used device is the smartphone. Teachers and students use it to develop skills such as listening and reading. In addition, viewing targeted language elements through technological resources provides students the opportunity to enhance their proficiency in the second language."

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