



DEVELOPMENT TECHNOLOGIES OF CROSS-CULTURAL COMPETENCE

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Annotation:

In the context of globalization, cross-cultural competence plays a significant role in professional development. This article will discuss this issue.

Keywords: Online technologies; cross-cultural communication; language competence; student survey.

INTRODUCTION

People have entered an era of unprecedented electronic information age with the extensive application and advanced development of economic globalization, integration of the world, and modern information technology. This phenomenon has increased the demand for highly qualified talents with skilled foreign language communication competence and thus has raised requirements for talent cultivation. That is why one of the ultimate goals of foreign language teaching in universities is to cultivate students' intercultural communication competence, that is, the competence in the practical application of language [1]. With the development of society, there are more and more international communications, especially in English. Therefore, adding some reasonable and relevant cultural knowledge in University English will contribute to communicating in natural and native-like English [2].

MATERIALS AND METHODS

Intercultural communication has been categorized as an explicit content of the English syllabus for English and non-English majors. Accordingly, improving information technologies has begun to receive extensive attention from foreign language circles. However, most teachings and studies regarding the cultivation of cross-cultural competence are studies on micro-level problems at the theoretical level [5]. In general, cross-cultural competence can be defined as the ability to empower individuals to be effective and communicative in intercultural contexts based on the intercultural knowledge, skills, and attitudes of an individual. In literature, intercultural competent individuals have the capability to learn foreign cultures, perspectives and approaches; to work with people from other cultures; to adapt to life in other cultures and know how to communicate with foreign colleagues [6].



RESULTS AND DISCUSSION

There is a rapid and important relationship between intercultural communication and social media with globalization. Some authors propose a real-time communicative teaching model, including the determination of communication topic, networking with communicative objects, implementation of communication based on the topic, and cultural analysis and summarization. However, this approach did not include an analysis of learning outcomes [4].

Cross-cultural sensitivity is identified as a decisive factor to successful working and living in a cross-cultural setting. Significant investments of time and resources may be put at risk if this factor is ignored. It is not enough for employees to simply have their stay abroad in their resumes to provide any measure of intercultural competence. Such people are often isolated from local cultures and their stay abroad strengthens, rather than softens, their sense of cultural insularity and superiority [5]. Cross-cultural sensitivity is a crucial variable in a variety of situations, which require interaction with people from other cultures, ranging from job performance during international assignments to tourism, immigration, and refugee resettlement. It is suggested that this quality is a key predictor of success in intercultural contexts.

Multimedia technologies broaden the capabilities of intercultural communication, diversify the models and types of intercultural communication, expand its functions, and reduce the barriers to intercultural communication gradually.

Online discussion is a powerful tool for the development of critical thinking, collaboration, and reflection and has several benefits for participants of the discussion. The nature of discussion groups on the Internet makes them free from time and place restrictions. This location independence ensures that courses are available to students around the world. When the construct of cross-cultural participants is added to the existing challenges of facilitation in an online environment, the problems are intensified. Cultural problems such as linguistic misunderstandings, misunderstandings of cultural context cues, and online participation differences can be added to the list of online facilitative challenges.

In the business sphere, organizations globalize due to economic, political and market expansion and the workforce diversity increases. In this climate, organizational strategies that focus on developing employees who are effective in cross-cultural work settings are in increasingly high demand [3]. Cross-culturally savvy employees are essential in coordinating and liaising with foreign affiliates both within and outside the organization. For example, a growing number of organizations are relocating top and middle managers to work in countries other than their home country [4] requiring sophisticated cross-cultural interaction skills. In addition to globalization, the workforce has also become increasingly diverse in terms of race, ethnicity and nationality even within an organization situated in its home country. This workforce diversity highlights the importance of fostering employees' cross-cultural skills even if they do not plan to work in an international company in the future [5].

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Thus, cross-cultural competence plays a significant role in the modern world and therefore must be taken into account when teaching students of different majors. Meanwhile interactive technologies are tightly connected with the education process and because of this connection, it is necessary to utilize them to develop a cross-cultural competence.

The objectives of this study are to:

- Conduct an intercultural communication survey among students;
- Identify online programs that universities can utilize to develop the cross-cultural competence;
- Formulate recommendations for the development of cross-cultural competence and for the utilization of associated online programs.

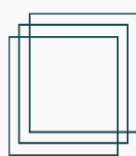
Despite the fact that students demonstrate interest in the use of e-learning methods, they focus mostly on tools associated with informal communication. To receive balanced information, students may want to participate in official online conferences or interviews with representatives of other cultures. Organizing such events is not enough and university administration should raise the interest of students in them. A voluntary participation and aspiration contribute to a better assimilation of material and, consequently, level the cross-cultural competence up.

In cooperation with programmers and with sufficient funding, universities are able to design their own online programs or websites to improve the level of cross-cultural communication. The design can stand on both the needs of students and general demands for education. In addition, universities may attract international partners to improve the effectiveness of their software.

CONCLUSION

The cross-cultural competence plays a crucial role in professional development. According to international data, the survey of 650 fourth-year (bachelor) students in the area of linguistics, who represent a workforce with the most potential and perceive the cross-cultural competence as a requirement, proves that students understand the importance of cross-cultural competence and consider it developable through online programs. However, it is proven that students are not always ready to develop intercultural competence using formal solutions. To solve this problem, several options are suggested.

First, make students realize the importance of intercultural communication. To achieve awareness, develop cross-cultural competence at the early age. Russian students believe that textbooks provide an insufficient amount of information necessary for the development of cross-cultural competence. Therefore, one of the main tasks of a teacher is to provide as much information about non-native speaking countries as possible.



This information can be provided both in class and online. Utilize online platforms or forums, as they are one of the most effective and convenient e-learning tools that allow cultural exchange alongside the development of a language competence.

In such forums, students can search for the information they need and communicate with students from other countries.

Hold online conferences or interviews with representatives of other cultures and raise students' interest in participating these events. A voluntary participation and aspiration contribute to a better assimilation of material and, consequently, level the cross-cultural competence up. In cooperation with programmers and with sufficient funding, design your own online programs or websites to improve the level of cross-cultural communication.

These undertakings may serve as a framework for other universities both in Russia and abroad to conduct their own research on the role of cross-cultural competence in the context of building an international dialogue. In addition, the outlined elements of a learning infrastructure apply to specialists in different fields.

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