

PROMOTING LEARNING AND DEVELOPING CULTURAL COMPETENCE

Feruz Komiljanovna Kurbanova

English teacher of Primary education faculty of Chirchik State Pedagogical Institute

Malika Botirova

Shahzoda Abdurahmonova

The 2nd year students of Primary Education faculty of CSPI

ABSTRACT

In this article we are going to discuss the process of developing cultural competence and the issues related to this theme. As we know culture can be arised in people`s mind with the help of family, correlation, communication, art, lifestyle education and others. However, it can be affected according to person`s religion, nationality, outlooks, manners and traditions. How cultural and culturally competent the pupils/ students are it will be evaluated during the communication and also studies.

Keywords: competence, multiculturality, cultural difference, management, diverse students, teacher profile.

INTRODUCTION

Culture can be considered as the existing styles of life including sport, art, people`s beliefs, institutions of a population which are being descended from ancestors to young generation. Several scholars have given variety of definitions to this term. So far, it has been called the way of life for an entire society. It encompasses the manners, clothings, spoken and written language, religion, rituals, art and etc. While learning automatically from ancestors, history and family; people get accustomed to some customs and traditions and also communication. Culture can be developed through different kinds of branches such as interrelation, communication, lifestyle, television, education and so on. Especially in higher education it is being evaluated greatly. Actually in the education of students, they are demanded to develop cultural competence according to their curriculum.

METHODOLOGY

Understanding cultural competence can bring the cultural difference among teachers, students, administrative representatives and also schools. Cultural competence admits that multicultural education and educational excellence are deeply intertwined for students. Diverse students may benefit from

different teaching strategies. Educators who are culturally competent have the opportunity to create their teaching styles and classroom practices according to the needs of students with rich cultural identities and help promote their success. Cultural competence can be incorporated into the classroom setting through multiple strategies. Teachers can increase an understanding of both students' cultures and how their own culture influences teaching process. Then it can be applied to their practices in the classroom, including classroom management, curriculum and parental efforts. There are several characteristics that describe culturally competent teachers including:

- Develop an awareness of differences that exist between cultures
- Critically and creatively apply understanding of diverse cultures
- Facilitate open cultural exchanges in the classroom
- Adapt curriculum and classroom activities to better connect with students

The creativity and ability of teachers to make culturally incorporated atmosphere of the lesson can be helpful for learners. The result of the lesson will have great results with culturally competent students/pupils.

DISCUSSION

The goal of culturally competent classroom management is not control and compliance but rather to provide equal learning opportunities to all students. To provide equal learning conditions, teachers should realize that conventional classroom management strategies are not culturally neutral. Strategies for implementing culturally competent classroom management include:

1. Recognize personal biases and how they may impact their expectations of students and classroom behavior. Educators can engage in readings and discussion about privilege or can write personal identity stories that reflect on how their own identities are socially constructed.

2. Expand on their knowledge of their students' cultural backgrounds. General knowledge can give teachers and administrators a better idea about cultural differences associated with rules of behavior, communication and learning styles.

3. Apply an understanding to their classroom management styles. Check how classroom policies and instruction methods might be discovered toward one cultural or ethnic group. For example, teachers can evaluate which classroom behaviours are considered "direspectful" due to cultural biases.

Additionally teachers should communicate clear expectations of behavior to avoid confusion and to be aware how consequences are applied for disciplinary incidents.

RESULTS

According to some research facts, there are two teacher profiles: the teacher who is favourably disposed towards the integration of intercultural competence in foreign language education and the teacher who is unfavourably disposed towards its integration. Teachers who are not in favour of the integration of intercultural competence teaching in foreign language education believe that it is impossible to integrate language teaching and culture teaching. They also believe that intercultural skills can't be acquired at school, let alone in the foreign language classroom. On the whole, these teachers do not believe in the positive effect of intercultural competence teaching on students attitudes and perceptions. The only effect they see is a negative one: intercultural competence teaching reinforces students' already existing stereotypes. In contrast, teachers who are favourably disposed towards the integration of intercultural competence teaching in foreign language education share a number of convictions too. They believe that teaching culture is as important as teaching the foreign language and that is possible to integrate the two. To their minds intercultural competence teaching makes students more tolerant. These teachers prefer an approach that is cross-cultural and are convinced that teachers of every subject should teach intercultural competence, not only foreign language teachers. In addition, they don't think intercultural competence should only be taught in schools with ethnic minority community children: it should be taught to all students.

As hinted above, this willingness is not reflected in the way in which they currently shape their teaching practice or define the objectives of foreign language education. These objectives continue to be defined mainly in linguistic terms with respect to the way in which teachers attend to their students' perceptions and attitudes, it's clear that teachers take their decision as how to shape their culture teaching practice largely independently of their students' current knowledge and disposition. Development of intercultural competence involves the interaction of two cultures in several ways:

- (a) to study the culture of the target language country by means of the foreign language itself and understanding the behavior pattern of foreign language speakers;
- (b) the influence of the foreign language and foreign language culture upon the development of the native language and behavior pattern within the native culture;
- (c) development of the individual under the influence of two cultures.

It is impossible to imagine a person who participates in the dialogue of cultures and remains at the same level of personal development. While communicating, the communication participant enters an entirely different, higher level, which requires: tolerance for the otherness of his interlocutor; respect for the culture of the communication partner; adoption of differences in lifestyle,

clothing, way of thinking; overcoming stereotypes about other people and their culture; manifestation of interest in the other party and their country; openness towards new and unknown things.

CONCLUSION

These qualities are part of the professional competence of foreign language teachers. By the nature of his/her activities, a teacher has to constantly work with people and be engaged in a dialogue of cultures, not only at the level of international communication, but also at the level of “a teacher - a student” relations, where the partnership approach is used more and more often. Intercultural competence is formed in the process of learning foreign language communication, taking into account cultural and mental differences of native speakers, and is a prerequisite for a successful dialogue of cultures. From these ideas and information, we may conclude that the basic attitude can be said to be desired of the FL and IC teacher, but this largely dependent on the teachers` conviction that language and culture can be taught in an integrated way.

REFERENCES

1. Bell R., Lederman, N. & Abd-El-Khalick, F. Developing and acting upon one`s conception of the nature of science: a follow-up study, *Journal of research in Science Teaching*, (2000)37, 563-581.
2. Borg, S. Teachers` pedagogical systems and grammar teaching: a qualitative study, *TESOL Quarterly*, 1998, 32, 9-38.
3. Carter, K. & Doyle, W. Preconceptions in learning to teach, *The educational Forum*, 1995, 59, 186-195.
4. *Handbook of Intercultural training* (2nd edition)(Thousand oaks, Sage), 148-164.
5. Ryan, P. Cultural knowledge and foreign language teachers: a case study of a native English speaker and a native Spanish speaker, *Language, Culture and Curriculum*, 1998, 11, 135- 153.