

## **Develop Intercultural Sincerity In The Children**

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**Abstract:** In the course where learning foreign languages starts from a young age, on the one hand, attention should be paid to the development of language competences, and on the other hand, to the formation of the ability for general, intercultural communication and learning strategies.

**Keywords:** intercultural communication, general competences, foreign language competences, intercultural competences and learning materials.

### **Introduction**

Culture has an influence on the beliefs and behaviors of everyone and is passed down from generation to generation. Studies show that culture influences every aspect of human development and is reflected in childrearing beliefs and practices. Children need the cultural identities of their families to be recognized and honored. Children need to learn a variety of skills in order to function effectively in a diverse society. Children have the right to grow up in environments where differences are expected and respected. culture is a source of strength, especially for young children. In the process of teaching foreign languages at an early age, all resources are fully used in order to create the best opportunities for children's development, including emotional, creative, social, cognitive and linguistic dimensions of the child's overall development. Intercultural communication competence is mainly included among them. A child who is interested in and open to intercultural communication will later become an interculturally competent person, which is the recognized goal of foreign language training today. The student's foreign language competence is not measured by the native language competence of the speakers, but rather by the ability to perform the multifaceted tasks of intercultural communication. Young students who are capable of intercultural communication should be encouraged to the level of formation in the spirit of openness and tolerance, and content topics that can develop these characteristics should be recommended in foreign language classes for young people. Familiarity with a foreign language at a young age should arouse interest in languages, develop a desire to learn a language, and encourage the child to be able to speak another language besides his own.

General competencies:

The development of general competences - for example, identity and social competences - does not occur independently of the development of other competences, which is why it is an important task of learning foreign languages at a young age. The development of the following general competencies should be supported within the framework of teaching foreign languages at a young age:

- Self-competency: in the process of learning a foreign language, the child strengthens his sense of self through his achievements and perception, learns to evaluate and value himself and his personal place in the group, and in a foreign language begins to feel the courage to communicate.
- Social competence: the ability to evaluate oneself correctly leads to the appropriate acceptance of other members of the group. The child accepts others according to their personal importance, learns to appreciate everyone, work in a team, develops the feeling of "We".
- Affective competence: in relationships with others, the child learns to express his feelings, to understand conflicts and problems, and to learn about problems, but also different ways of solving them.
- Motor competence: Being in constant motion during the learning process is one of the basic needs of the child, it strengthens the receptiveness and helps to develop the mobility of the child.
- Cognitive Competence: Turning a foreign language into a content delivery medium is not the ultimate goal. Content expressed in a foreign language makes one think and also helps to develop memory. This competence develops from about the age of ten.
- Creative Competence: The unfamiliar sounds and symbols of a foreign language, like new and unexplored content, provide pleasure, stimulate interest, discover new ideas and encourage the testing of new approaches.
- Cognitive Competence: New exposures to us make us sensitive to our environment, our needs, and the needs of those around us. Intelligence leads to gaining the respect and attention of others, as well as gaining the trust of others.

Foreign language competences:

Until now, there are no scientifically-practically proven opinions about the language competences that children should acquire at the age of ten, which would serve as a basis for establishing clear standards. However, the information that children have the ability to master the pronunciation of a foreign language under certain conditions is an exception. In this case, it should be taken into account that in the process of language learning, the child's language competences develop differently in each area of language skills. It should be related to the main focus of learning a foreign language at a young age, that is, working on listening and speaking in primary schools, especially in the first lessons. Kindergartens and preparatory schools prioritize receptive skills such as listening, listening comprehension, and general comprehension. In elementary school, more productive and interactive strategies, skills and interactive actions (speaking, writing, oral interactive communication) are added to these

#### INSTRUCTIONS :

- Regardless of the time to start learning a foreign language at a young age, every child should be given time to receive language impulses, that is, he should not be forced to speak or inappropriately corrected when he tries to speak.
- The special ability of the child in the field of pronunciation should be developed purposefully and regularly, especially by listening to materials in the original language.
- Learning to write in a foreign language should be done very carefully.

- For the development of foreign language competences, the content, linguistic and methodological aspects of the knowledge given should be directed to the communication needs of children.

#### Intercultural competence:

The development of intercultural competence in the process of learning foreign languages at an early age includes, on the one hand, the educational aspects of social interaction with others, and on the other hand, the communicative aspects of mutual understanding through a foreign language. Even at a young age, it is possible and appropriate to stimulate children's interest in intercultural issues through the content and learning activities of educational materials selected with a specific purpose, for example, it can be done by:

- country studies curriculum that provides knowledge about the culture of the country where the language is studied (for example, knowledge about holidays and traditions)
- through comparative materials about "other" culture and own culture; through them, children's perception is strengthened (for example, subjects taken from everyday life, art).
- materials that develop a sense of empathy towards the owners of other cultures
- life events (role plays). Through them, the ability to behave in an intercultural situation is practiced.

A child learns about a foreign culture by imagining it through pictures, texts, or virtual opportunities expressed in a foreign language. In the process of receiving information about a foreign culture, the reception of familiar information plays a key role, because the purpose of education is to combine new information and impressions with familiar information to increase knowledge through connected learning.

Learning materials should be selected in such a way that the child should be able to:

- to discover foreign aspects in familiar things and familiar aspects in unfamiliar things,
- recognizing something else as something else
- learning to manage the insecurities and stuttering that occur when meeting another culture.

#### DIRECTION :

- Each learner is a certain type of learner based on his or her individual aptitudes and can develop his or her own special language learning methods and learning strategies.

• This issue should be addressed separately and in detail in the foreign language lesson. Learning with all the senses means that the child strengthens his perception and observes exactly how he behaves in the process of language learning, and as a result, he understands the most effective way to learn foreign languages. If the child is closely introduced to different learning strategies, he can find out what he is inclined to, and then he can independently organize the learning process and learning rhythm.

• Learning strategies facilitate the process of learning foreign languages and have a direct impact on the formation of a positive attitude towards learning foreign languages and their practical application. Learning strategies also help in learning other foreign languages.

## RECOMMENDATION:

In cases where learning foreign languages starts from a young age, on the one hand, attention should be paid to the development of language competences, and on the other hand, to the formation of the ability for general, intercultural communication and learning strategies.

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