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DEVELOPING STUDENTS' INTERCULTURAL COMMUNICATIVE COMPETENCE IN GERMAN LANGUAGE CLASSES

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Abstract. This article analyzes the theoretical and practical aspects of developing students' intercultural communication competence in German language lessons. Today, with the intensification of globalization processes, not only the mastery of language units is important in teaching foreign languages, but also an understanding of the culture, values, traditions and norms of communicative behavior of the speakers of the language being studied. The article highlights the possibilities of forming students' intercultural competence through the use of authentic texts, video materials, role-playing games, discussions and project-based educational technologies in German lessons. It also considers the pedagogical conditions for the correct perception of cultural differences, the development of tolerance and the formation of effective international communication skills. The results of the study show that the use of an intercultural approach in German language teaching serves to increase students' communicative activity, effective cooperation with foreign representatives and the development of global competencies.

Keywords: German language, intercultural communication, communicative competence, intercultural competence, authentic materials, foreign language education, tolerance, global competencies, educational technologies, communicative approach.

In today's era of globalization, the expansion of contacts between representatives of different nationalities and cultures places new demands on the process of teaching foreign languages. Now learning a foreign language is not limited only to mastering grammatical rules and vocabulary, but also involves understanding the culture, values, traditions and norms of communication of the speakers of the language being studied. Therefore, the formation of intercultural communication competence is considered one of the priority tasks in modern language education.

German is one of the most widely studied languages in the world, and it is widely used not only in Germany, but also in Austria, Switzerland and a number of other countries. Students and pupils who study this language can actively participate in the processes of international education, scientific cooperation, business relations and cultural exchange in the future. In such situations, language knowledge alone is not enough to conduct successful communication. The ability to understand the cultural characteristics of the interlocutor, to approach different points of view with respect and to express opinions in accordance with the communicative situation is also important[3].

Intercultural communication competence represents the ability of a person to communicate effectively and respectfully with representatives of other cultures. This competence, along with language skills, also includes such qualities as cultural awareness, tolerance, empathy and social adaptability. Developing this competence in German lessons broadens the worldview of students, forms in them a sense of interest and respect for the cultures of other peoples.

Various methods and tools can be used in educational practice to develop intercultural competence. In particular, studying authentic texts, videos, examples of fiction, organizing role-playing games, participating in international projects and holding discussions on cultural topics give

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effective results. Such activities allow students to gain a deeper understanding of the lifestyle, customs, and norms of communicative behavior of German-speaking countries.

At the same time, reforms aimed at improving the quality of foreign language teaching in the Uzbek education system are creating favorable conditions for the widespread use of an intercultural approach. The introduction of modern pedagogical technologies and innovative methods, along with the development of students' communicative competence, serves to prepare them for international cooperation. In this regard, the issue of developing intercultural communication competence in German lessons is one of the most relevant topics from a scientific and practical point of view. This article analyzes the essence of this competence, effective methods of its formation, and its role in German language education.

In the 21st century, the system of teaching foreign languages has significantly improved, and new pedagogical approaches have been introduced into the process of language learning. Modern methodology associates learning a foreign language not only with mastering grammatical rules and vocabulary, but also with a deep understanding of the culture of the language being studied. From this point of view, the development of intercultural communication competence in German lessons is an important factor in increasing the communicative potential of students.

Intercultural communication competence is understood as the ability of a person to communicate effectively, respectfully and purposefully with representatives of other nations and cultures. This competence, along with language knowledge, also includes cultural awareness, empathy, tolerance, flexibility and critical thinking skills. The development of this competence in German lessons expands students' opportunities for practical use of the language and prepares them for international communication.

One of the important tools for implementing an intercultural approach in the process of teaching German is the use of authentic materials. Authentic materials are texts, videos, audio recordings, newspaper articles, websites, and works of art that are created by the German-speaking community and used in everyday life. Such materials allow students to observe real-life situations in which the language is used[1].

For example, students who watch a video about the Oktoberfest festival, which is widely celebrated in Germany, will learn about the history, traditions, and social significance of this event. Later, they can conduct a comparative analysis with the Navruz festival, which is celebrated in Uzbekistan. This will develop students' skills in comparing and analyzing cultures[3].

The communicative method is of particular importance in the formation of intercultural competence. This method allows students to actively communicate, exchange ideas, and participate in various communicative situations. Pair and group work organized in German lessons develops students' not only language skills, but also intercultural communication skills.

For example, a role-playing game can be organized on the topic of “Traditions of welcoming guests in Germany.” One group of students will play the role of a German family, and the second group will play the role of foreign guests. During the lesson, they will practice greetings, starting a conversation, and following the rules of hospitality. As a result, students learn to apply theoretical knowledge to real-life situations.

Studying the similarities and differences between German and Uzbek cultures is also an effective way to develop intercultural competence. For example, while hospitality is considered an important value among the Uzbek people, the concepts of personal space and independence play an important role in German society. By studying these differences, students understand how to behave in different cultural environments[5].

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There are also cultural differences in the issue of time. In Germany, strict adherence to time is one of the important rules of professional and social relations. If a meeting is scheduled for 10:00, participants are expected to arrive at that time. Discussing this situation in the lesson will expand students' cultural knowledge and help them successfully participate in international cooperation.

Project-based educational technologies also play a significant role in developing intercultural communication competence. Projects develop students' skills in conducting independent research, analyzing data, and presenting results[2].

For example, by preparing a project on the topic "Education systems in Germany and Uzbekistan," students compare the school and higher education systems of the two countries and present the results in German.

The development of information and communication technologies has further expanded the possibilities of intercultural education. Nowadays, students can communicate with German-speaking peers via the Internet, participate in international forums, and gain experience in cultural exchange through online seminars. Such activities increase students' interest in the language and help them gain real communicative experience.

For example, during virtual meetings organized between schools in Uzbekistan and Germany, students prepare presentations about their countries. While German students provide information about the cities of Berlin, Munich or Hamburg, Uzbek students introduce the cultural heritage of historical cities such as Samarkand, Bukhara and Khiva. As a result, representatives of both sides gain new knowledge about each other's cultures[3].

The role of the teacher is also extremely important in the process of developing intercultural competence. The teacher is not only a specialist who imparts language knowledge, but also acts as an intercultural mediator. He or she helps students understand different cultural perspectives, think without stereotypes and educate them in a spirit of respect for other peoples.

In addition, the use of examples of German literature also broadens the cultural worldview of students. Through the works of writers such as Johann Wolfgang von Goethe, Friedrich Schiller, Thomas Mann and Hermann Hesse, one can get acquainted with the history, philosophy and cultural values of the German people. Discussions based on literary works develop students' critical thinking skills.

The development of intercultural competence also increases students' motivation to learn a language. Because they begin to perceive language not only as a subject, but also as a means of communication with other peoples. This significantly increases the effectiveness of the educational process[4]. Thus, in order to develop intercultural communication competence in German lessons, it is necessary to use authentic materials, apply communicative methods, organize project activities, effectively use digital technologies, and widely use cultural comparison methods. These approaches serve to harmoniously develop students' linguistic, communicative, and social competencies and prepare them for successful functioning in a modern global society.

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