



# CULTURAL COMPETENCE AS A FACTOR OF SUCCESSFUL PROFESSIONAL ACTIVITIES

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## ABSTRACT

*Cultural (intercultural) competence is the ability of a person to effectively interact with people representing different cultures. Cultural competence includes four components: understanding one's own cultural worldview; attitude to cultural differences; knowledge of different cultural practices and worldviews; intercultural skills. The article examines cultural competence as a component of the general professional competence of an individual.*

**KEY WORDS:** culture, specialist, professional culture, cultural competence.

## INTRODUCTION

It is known that an important characteristic of a specialist is a certain set of professional knowledge and skills, which for representatives of different types of activity may not coincide in composition, structure, and the degree of expression of certain qualities. Accordingly, the role of education in the modern world is not only to give young people the knowledge for successful professional activities, but also to ensure social adaptation in a multicultural environment, that is, to form their multicultural mentality. Therefore, today we can talk about the cultural competence of a specialist as a mandatory professionally important quality that ensures the effectiveness and success of the activity and the ability of the individual [1].

People who are successful in their community often find it difficult to understand members of a different culture and are just as difficult to be accepted by them. Being in a different cultural environment, they may misinterpret the actions, gestures and speech behavior of their interlocutors. And if communication with representatives of a different culture is part of a person's professional activity, then a misunderstanding will lead to ineffective cooperation. This is especially true of business communication in Asia and the East. So, if in European business etiquette it is customary to negotiate or solve problems that have arisen during lunch or dinner in a restaurant, then in China, for example, serious negotiations are not conducted in a restaurant, but there may be acquaintance of potential partners, clarification of intentions, etc.

## METHODS

We use the method of generalization and analysis in our scientific research.

## DISCUSSION

It should also be remembered that for the Chinese, the rule of good manners when meeting with an elder in age or position is a handshake with both hands, the same handshake of an equal partner will be a compliment for him. The business card of the person with whom the acquaintance took place must be accepted with both hands, as well as giving your own. The received business card should be carefully read carefully. The presence of lawyers at the negotiating table is regarded by the Chinese as a sign of mistrust. Therefore, your lawyer during negotiations should be kept in the background. Approaching with you to the entrance to the room, the Chinese will definitely offer you to go first. You must in return invite him to do the same, and only after he refuses, you can move forward. Sometimes during negotiations, the Chinese can afford to show controlled anger in order to test the nerves and composure of partners, implying that foreigners will be afraid of losing the contract and make concessions. When meeting with Chinese partners, one should avoid a firm handshake and an open direct look, which they consider an attempt to intimidate and even as a sign of direct hostility. During business negotiations, it is not customary to contact through touching, hugging, patting on the back, etc. [2]

According to K. Early and E. Mosakowski [3], cultural competence manifests itself where emotional intelligence is powerless. A person with a well-developed emotional intelligence understands what all people have in common and what distinguishes each of us from the other. A



culturally competent person is able to determine which properties of a particular person are characteristic of all people, which are only for him, and which are neither universal nor unique. Therefore, he adapts quite easily to the customs and traditions of the new environment: he develops the habit of observing and consciously adjusting to the new environment. The fact that cultural tradition has a stronger influence on our perception than scientific description is clearly illustrated by the now classic example of a grasshopper advertising poster with the caption: "In the USA, a pest; in China, a pet; in Thailand, a snack."

Nevertheless, many researchers believe that cultural competence, that is, the correct perception, understanding, evaluation of a different culture and traditions, is one of those personality characteristics that can be developed [4,5,6]. Specially developed programs for improving business relations of business partners, taking into account the characteristics of a particular region, determine the strengths and weaknesses of the participants, then a training is selected that is aimed at increasing the level of cultural competence.

K. Earley and E. Mosakowski identify the following components in cultural competence: cognitive, physical, and emotional-motivational.

To achieve a high level of cognitive competence, it is not enough just to study (on your own or at special trainings) the traditions, customs, taboos of another culture. You should develop your own learning strategy: for example, develop logical thinking.

The physical component of cultural competence assumes that your actions, manners of behavior show respect for the traditions and etiquette of another culture. The ability to perceive and adequately respond to gestures characteristic of a particular culture indicates a high level of the physical component of cultural competence.

The emotional-motivational component assumes that a purposeless, unmotivated person, having met with misunderstanding or hostility from representatives of a different culture, easily retreats and does not try to win their trust.

For the development of the motivational component, it is very effective to perform situational exercises, during which a person gains experience that allows him to move on to more complex tasks. Discussion, brainstorming, role-playing games create a natural speech situation; learn to show tact; sincerely express their feelings, including negative ones, without losing the positive acceptance of the other; choose intonation, gestures and facial expressions adequately to your feelings, situation; listen empathically to the interlocutor; correct their behavior in the process of verbal communication; show improvisation; accurately verbalize their own emotions, feelings and experiences; be able to understand the intentions in statements and build a positively directed speech.

A person gains self-confidence by solving difficult problems and finding a way out of difficult situations. Confidence is a very powerful element of cultural competence and can be strengthened by following the example of those who successfully operate in the same environment.

There are several types of cultural competence: a provincial, finding himself in an unusual environment, cannot adapt to it; the analyst methodically masters the rules and customs of a different culture, the intuitive relies on the first impression, which rarely deceives him, but in a difficult situation can be confused; the ambassador is able to convincingly show that he is at home in this cultural environment, although he may not know much about its rules and traditions, and therefore, risks underestimating cultural differences; the imitator is able to adopt the style of conversation and communication, controls his behavior well, but does not always notice the details that are essential for understanding the situation; a chameleon has a high level of all three components of cultural competence, knows how to get used to the situation and see it from the outside. Experience shows that it is easier for a person with a high level of cultural competence (innate or acquired) to act in new conditions, make the right decisions and become successful in their professional activities [7].

The main principle of the formation of professional and cultural competence of students is the integrity of the process based on the unity of the content of forms, methods of the educational process and the level of interaction between teachers and students. The professional training of specialists does not give the desired result if the blocks and disciplines of the curriculum of the specialty are not united by the same principles of interaction of all disciplines [8].

Modern vocational education should be flexible, allowing you to quickly master new courses based on the formed basic professional competencies. Thus, the conceptual foundations for the formation of professional and cultural competence are based on the following theoretical principles:

- interdisciplinarity in the study of the theoretical and practical foundations of the specialty;
- integration of the studied foundations of sciences with the practical social experience of the student;
- continuity and integrity of the process of formation of special knowledge and education of the individual;
- personal approach to specialist training;
- continuity with established traditions in the formation of the structure and content of vocational education;
- cultural conformity and practice orientation of the content of professional and cultural competence;
- flexibility and transparency of the process of education and upbringing.

## CONCLUSION

The implementation of the conceptual foundations for the formation of professional and cultural competence of students is a chain of interrelated activities that ensure the quality of professional and cultural competence at all stages of specialist training - from diagnosing the condition in the first years to assessing the quality of graduate training.

The process of step-by-step formation of professional and cultural competence includes designing, organizing the implementation of the project and monitoring the results. The process is effective if, after the end of each course, the



presented scheme turns into an “upward spiral”, gradually providing the necessary level of training for graduates.

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