

Methods of Forming Intercultural Competence in Students in English Language Teaching and Psychological Aspects

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Abstract

In the article, the issue of intercultural competence, its separate components, the formation of this competence as a result of education, determination of its level, and evaluation was considered. In the era of the market economy, the Council of Europe has included intercultural competence in the list of very important competences to be acquired by future specialists - modern students. Direct assessment methods of intercultural competence are: portfolio, interview, observation, student diary analysis method and teacher's subjective assessment method. Before analyzing the listed methods, let's try to determine their common features: unlike indirect methods, direct methods evaluate the student's development and achievements qualitatively rather than quantitatively. That is why the information about the level of the formed competence obtained by the direct method is, as a rule, more detailed and is carried out as a result of an individual approach. This is mainly the advantage of direct methods. On the other hand, compared to indirect evaluation methods, these tools require more time to acquire, analyze, process, and prepare information. The article also considered the characteristic methodological difficulties, problems, advantages and positive aspects.

Keywords: intercultural competence, evaluation methods, psychological aspects

Introduction

In recent decades, in Azerbaijan, the communicative approach has been taken as the basis for teaching foreign languages, in research conducted in this field, and in the compilation of textbooks and syllabuses, and this is showing its results. Azerbaijani students and graduates are evaluated for their ability to speak foreign languages correctly and fluently from the grammatical and phonetic aspects. However, in modern times, it is not enough to follow language rules, mutual understanding, and successful communication when using language. There are problems in our educational system in order for students to cooperate at the international level in the future, properly introduce Azerbaijan, its culture, moral values and communicate with other cultures in real life.

The assessment of the achievements of Azerbaijani students in the educational process is traditionally carried out as a quantitative measurement of knowledge, abilities and skills. However, there is no system for assessing the level formed as a result of the impact of scientific knowledge, foreign languages and cultures acquired by students during their studies on their general outlook, moral education, and personal qualities. Although the subject programs and other documents presenting the goals of education and training mention the personal qualities that we have listed, which are important to be formed during education.

Currently, the formation of intercultural competence, which occupies an important place among the competencies necessary for successful operation in the labor market conditions of the Council of Europe, is not given the desired level of attention in teaching foreign languages, as experience shows. It is necessary to create a national model that reflects Azerbaijani culture and national values as assessment tools used to determine the level of formation of intercultural competence proposed by the Common European Framework of Reference for Languages (CEFRL-The Common European Framework of Reference for Languages) in 64 countries of the world.

To assess intercultural competence, western researchers mainly refer to the institutional descriptors we mentioned above. CEFRL is a common database that lists the knowledge and skills necessary for effective communication, develops textbooks and exams, and develops language programs. The evaluation tools offered by this institution, which help to determine the level of progress and competence formed at any age, at each stage of education, cannot be applied in the same way for every nation, culture, specialty, audience, and context. Western scholars suggest to other countries to adapt and prepare national assessment models according to their culture¹.

¹<https://www.rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/> 168073ff31

Although intercultural competence and its individual components have not yet been accurately studied, the issue of forming, leveling and evaluating this competence as a result of teaching is one of the most relevant topics for researchers recently. At the same time, studying and applying this issue is accompanied by serious difficulties. Even, some researchers show that it is not possible to assess the level of intercultural competence due to the following reasons:

According to A E Fantini, (2009) the main difficulty in the assessment of intercultural competence is the question of determining the other abilities that are included in this competence and required for successful communication, apart from mastering a foreign language. According to him, the reasons why language knowledge and skills are easier for most teachers to assess than other affective components of intercultural competence, which are rarely the object of traditional assessment, are:

- 1) Inaccuracy in assessing other components of intercultural competence due to the context-dependent nature of which is more important;
- 2) These components are difficult to measure and calculate.

A. Fantini advises teachers to be creative and non-standard in assessing intercultural competence. One of the widely used and widely cited intercultural competence assessment tools he created and proposed is "YOGA" ("Your Objectives Guidelines and Assessment"). In this assessment tool, a certain number of points is provided for each criterion. The analysis of the answers given on several criteria allows for a sufficiently qualitative assessment of the level of the form of intercultural competence [Fantini A.E, 2008, p. 465-474].

According to M. Bayram, one of the first researchers in this field, depending on the direction, level, context and purpose of teaching, the teacher can reject some components of intercultural competence and accept more important ones. For example, if as a learning outcome student are expected to acquire and assess the aspect of intercultural competence "understanding the partner's point of view", then this aspect should be taken as the main objective. M. Bayram recommends the pre-selection of the most important component, level, direction that any individual should have in order to be competent in intercultural communication, and the preparation of the educational program in this direction as the main issue in the evaluation process of the formation of intercultural competence. The goals should be realistic, according to the program and course of education. Considering the duration and intensity of the program, a realistic goal and time for evaluation should be determined. The methods of evaluation should also be in accordance with teaching methods and should reflect the desired result of the teaching process. Depending on the purpose and context of education, the basis is to inculcate knowledge and abilities in the chosen direction, to achieve not quantitative, but qualitative changes and development [Byram M,1997].

Many researchers point out that, despite the large number of assessment methods, no method is able to comprehensively assess intercultural competence, there are only approaches that are more or less useful depending on the assessment context. It is important to use several different methods to make the assessment comprehensive and targeted.

In the research conducted by D. K. Deardorff with the participation of leading experts on intercultural competence, the most effective methods were adopted: interviews, case methods, research of specific events, self-assessment, direct observation [Deardorff D.K,2008, p. 46].

For M.V.Lustiq and B.H.Spitzberg, the most difficult point in the field of intercultural competence assessment is determining how to observe. Some categories of people may self-assess their intercultural competence in the most favorable way. If competence is perceived as achieving goals, self-actualization, then the individual may be the only expert capable of self-evaluation. On the contrary, when it is important to accept the correctness of the behavior according to the norms, it is more appropriate to evaluate these characteristics by a partner or an observer [Lustig M.W, 1993].

However, the effectiveness of self-assessment is questionable. Due to the fact that the students are not always able to accurately and concretely determine what they can master, and in addition, they tend to raise and exaggerate their indicators and achievements, self-assessment cannot be considered reliable enough for measuring intercultural competence.

However, some researchers [Lustig M.W,1993] believe that an adult should be able to objectively evaluate his own results. The respondent must understand why he answered the question in one way or another. Intercultural competence also involves developing the learner's self-awareness, and therefore the learner's own participation in assessment should be a key element of this process. Self-assessment is a very important component of reflective teaching. In addition, if we consider that the formation of intercultural competence is carried out in a short period of time in the academic environment, then in this context, taking into account the time limit, it is appropriate to use self-assessment.

It has been accepted with certainty that it is a big mistake to blindly take the evaluation tool developed and successfully applied by any researcher as an author and use it in the framework of teaching or research [Deardorff D.K, 2009, p.486].

Let's determine whether assessment materials are suitable for use in teaching or research:

1. Relevance of the content of the assessment tool to the purpose of teaching and research;
2. Placing the guidelines and scale for open use by authors without the requirement to undergo essential certification to use the assessment tool;
3. Validation, use, and validity of the instrument in the appropriate research area.

In addition, it is necessary to use methods suitable for students' levels in the assessment of intercultural competence. In the choice of methods, the cultural characteristics of the audience should be taken as the main condition.

Studies have been conducted on which tools are more widely used to assess intercultural competence in American educational institutions. By ranking the identified results from most to least used, the appropriate sequence was obtained:

1. Interview (89%)
2. Coursework or presentation (79%)
3. Observation (68%)
4. Portfolio (56%)
5. Subjective evaluation of the teacher (56%)
6. Test method (56%)
7. Questionnaires for self-evaluation independently prepared or adapted by the educational institution (33%)
8. Commercial, paid surveys for self-assessment (22%).

The result of the study proves that direct methods are used more. But researchers recommend combining methods to get complete, objective and comprehensive results. 70 percent of the foreign scientists who participated in the survey confirmed that it is better to combine several different methods to carry out evaluation work [Deardorff D.K,2004]. Such combined methods always include tests and questionnaires.

Directly refers to methods: Portfolio, interview, observation, student diary analysis method and teacher's subjective evaluation method. The student himself does not directly participate in the assessment process conducted by these means. At this time, information about the level of intercultural competence is obtained only on the basis of the student's behavior. For example, behavior during role-playing games, speeches during group discussions, responses to questions during an interview [Sinicropo C., Norris J., Watanabe Y,2007., p. 28].

Before analyzing the listed methods, let's try to determine their common features: unlike indirect methods, direct methods evaluate the student's development and achievements qualitatively rather than quantitatively. That is why the information about the level of the formed competence obtained by the direct method is, as a rule, more detailed and is carried out as a result of an individual approach. This is mainly the advantage of direct methods. On the other hand, compared to indirect evaluation methods, these tools require more time to acquire, analyze, process, and prepare information.

Portfolio is an Italian word and means a folder of documents. It makes it possible to observe the level of development achieved by the student in the teaching process. There are several types of portfolios, depending on the purpose of the study:

- 1) Achievements folder: Achievements, various events, sports competitions, certificates won in competitions, letters of commendation, diplomas, letters of thanks, which stimulate the student's overall development, are collected here.
- 2) Development folder: In this folder, both quantitative and qualitative indicators of the level of knowledge, skills and competences gained by the student are observed.
- 3) The materials included in the student's curriculum, research topics, free work prepared within the framework of scientific work, research plans, research works and results, statistical material, abstracts, speeches, theses and articles are systematically collected in the research folder.

In the thematic folder, any subject in the curriculum is taken, and the material related to it, information related to its study, the opinions, attitudes and recommendations of both the student and the teacher related to difficulties and problems are collected, studied, and proposals for their elimination in the future are discussed, and is selected [A.S. Badalova 2015, p.132-133].

In the portfolio, it is possible to track not only the final achievement, but also the dynamics of development to determine the level of the student's intercultural competence. Considering that intercultural competence has a

complex composition, we will see that the portfolio method is quite convenient for assessment. Here, the dynamics of acquiring each aspect of intercultural competence (cognitive, affective and behavioral) through various tasks in the educational process is reflected. Also, the portfolio combines both qualitative and quantitative evaluation, which analyzes various results of teaching and learning activities. Another advantage is that apart from the portfolio-holistic, i.e. comprehensive assessment of all elements of competence, And finally, with the help of this method, the evaluated object turns from a passive position into an active participant in the process. This in itself, of course, leads to the general activation of the reflection process and has a positive effect on the motivation factor. But until this is achieved, the student encounters many difficulties when creating his first personal portfolio. Experience shows that if the student has not worked in this format before, it is difficult to understand the tasks for preparing a portfolio. Choosing the information included in the portfolio requires a high level of reflection abilities from the student [Jacobson W., Slecher D., Burke M, 1999, p.140]. Some of the students may not be able to properly present themselves and the results they have achieved. To carry out a personal portfolio, they must have advanced analytical skills and independence. These skills and abilities must be mastered in advance. The missing aspect of the mentioned method is that the material selected and presented for the portfolio is subjective [Davis N., Cho M.O,2005, p.11; 9, p. 30]. If we consider that the material included in the portfolio is independently selected by the student, it is clear that the teacher does not receive complete, holistic information about the level of competence formation and therefore does not have the opportunity to objectively evaluate it. Another disadvantage of the portfolio method is that it requires a long period of time, either at home or in the classroom, for student-teacher feedback, self-evaluation and reflection. If we consider that the material included in the portfolio is independently selected by the student, it is clear that the teacher does not receive complete, holistic information about the level of competence formation and therefore does not have the opportunity to objectively evaluate it. Another disadvantage of the portfolio method is that it requires a long period of time, either at home or in the classroom, for student-teacher feedback, self-evaluation and reflection. If we consider that the material included in the portfolio is independently selected by the student, it is clear that the teacher does not receive complete, holistic information about the level of competence formation and therefore does not have the opportunity to objectively evaluate it. Another disadvantage of the portfolio method is that it requires a long period of time, either at home or in the classroom, for student-teacher feedback, self-evaluation and reflection.

Since the portfolio is a subjective method, it is not appropriate to compare the portfolios of different students or compare them to a specific exemplary portfolio. This situation can lead to failure by lowering the student's motivation.

In the "Student's Intercultural Competence Portfolio" project, the authors note that the creator of this property does not have to show or present it to anyone. In any case, the collected information about the level of intercultural competence formed should not be treated indifferently. Many teachers carefully analyze the presented material. The obtained material answers a number of questions. For example, "Compared to the previous level, how much has the student progressed in acquiring this or that knowledge, skills and habits?" What examples did the student include in the portfolio? What are the strengths and weaknesses of the subject? What aspects should be developed in the future? [Hashem M.E, 1995, p. 12].

The interview (eng. Interview) is conducted in the form of a personal conversation between a teacher and a student. Unlike oral questioning, which is the most common form of control during an interview, the teacher is not satisfied with only questions covering the material covered. The teacher is more interested in the student's ideas about intercultural interaction and behavior in situations imagined as an experiment than in these types of questions. In this way, it prompts the student to self-evaluation and analysis. This method, which is used to determine the level of formation of the student's intercultural competence, has the ability to collect information in a more in-depth and individual way than an oral survey. During the interview control method, the student can justify and explain his answers. Diagnosing the interview at the beginning of the educational process,

In Azerbaijani educational programs, the control method such as interview is very rarely used. To determine the level of competence, the following type of questions can be used during the interview: "What skills do you think are important for successful intercultural communication?"; At what level have you developed these skills?; Why/why not?; Have you ever used these skills in life?; Was it received successfully?; Do you have other contacts?; What other skills would you like to develop in yourself?"

These questions are general in nature. Students with high intercultural competence or experience in this field can be asked more specific questions. For example: "What is your first reaction when you encounter a cultural difference?"; Do you think it is more important to pay attention to cultural similarity or cultural difference?"

An interview to assess individual aspects of intercultural competence the types of questions used during the method should also be different. In order to assess the affective component of intercultural competence or the orientations of learners, it is recommended to ask them questions about prejudices towards one or another

culture, changes in attitudes towards another culture, and stereotypes during teaching. If the cognitive component of intercultural competence or knowledge is evaluated, it is appropriate to ask questions about the lifestyle, culture, traditions, customs, and national values of speakers of this or that language.

In order to assess the skills and habits related to the behavioral component of intercultural competence, the teacher should use questions during the interview that reflect the student's ability to communicate and the level of language skills.

Unfortunately, the interview method does not fully cope with the difficulties in assessing the level of intercultural competence. It is important to have a metric that allows us to obtain a numerical value for the measurement of competence, which is our research object. In order to correctly evaluate the answers obtained during the use of the interview method, it is necessary for teachers to have methodical instructions. Due to the lack of an evaluation system, it is difficult to guarantee a qualitative and objective evaluation based on the Interview method.

Observation method (Eng. Observation of Students by Others: Performance Assessment in Real Life Situations) is clearly superior to other methods. This method is also called "method of experts" or "method of competent judges" in the western literature. The most accurate tool and method to determine the level of intercultural competence formation is to observe the individual's behavior in authentic, real, communication situations or when creating situations that he will have to face in the future life during the lesson. It is the individual's knowledge, not his intention, but his actions that allow those around him to judge whether he is interculturally competent or not. The observation method is considered appropriate because it does not create any tension or stress during use.

From the methodological point of view, the lack of self-evaluation in the evaluation process and the fact that the individual does not participate in the evaluation process is one of the advantages of the observation method. We should also note that the indicated advantages also create difficulties in using the method. First of all, it is not easy to create real communication conditions and authentic scenarios and scenes in the classroom. On the other hand, the advantage of this method is that when determining the level of intercultural competence formation, the behavioral factor taken as the basis cannot be used to evaluate every aspect of the competence. Behavior reflects only some aspects of an individual's intercultural competence.

It is also difficult to assess the student's theoretical knowledge of intercultural communication through the observation method. He may not always reflect the knowledge he has in intercultural communication through his behavior. Of course, if the student knows that he will be evaluated, he can demonstrate his behavior in the desired way. In order to avoid this difficulty, the teacher should not reveal that he is observing for evaluation purposes.

Due to the non-participation of the subject in the evaluation process, all responsibility falls on the expert, the observer. If the expert uses the correct methodical instructions and recommendations, he can perform the assessment with high quality. The most important thing is that the observer should not think from the perspective of his own culture when conducting control measures.

A teacher should always avoid his own cultural views and subjective opinions. Teachers with different cultures and work experience should work as a group to conduct the assessment objectively and smoothly. Representatives of other cultures can make an objective decision about the success and quality of students' behavior in teaching or real intercultural communication situations [Deardorff D.K, 2004, p.75]. It is also recommended to include an observer who has no previous acquaintance with the students in the group of experts.

In order to more accurately assess the competence in question during observation, M. Hashem developed a list of behavior indicators that are considered successful during the observation of behavior in intercultural communication [Hashem M.E, 1995, p. 26]. This list called "Student Checklist of Intercultural Communication Indicators" is an assessment tool for an expert observer. With its help, the teacher can monitor or analyze the development dynamics of the object he observes in any period of time.

During the evaluation, the teacher should evaluate in this order:

- 1) Observe the student's behavior;
- 2) Make notes about this observation;
- 3) This observation should be attributed to one of the proposed aspects of intercultural competence;
- 4) He should adapt his observation to one or another level of competence.

In the evaluation process, a list of competent behavior indicators or a table for notes is provided, which is of great help to the teacher². The teacher should observe the behavior and choose the suitable and convenient format of the assessment.

² INCA (International Competence Assessment): Assessor Manual. Ld 7, 2004.p 15

In addition to directly observing students' behavior to assess their intercultural competence, teachers can arrange for video and audio recording of the lesson. This gives them the opportunity to follow the lesson repeatedly and evaluate the behavior of each student.

The observation method is used by teachers mainly during lessons that use imitation, imitation games and various forms of discussion.

When using the term "discussion", we can understand it in a broad sense and note several forms: group discussion, role-playing games, round table and panel discussions [Kovalchuk M.A 2008 , p.15].

"Role-playing games" It is more appropriate to explain the concept of (eng.role-playing) as a result of comparison with the concept of "imitation" or simulation (eng.simulation), which is close to it in meaning. Role playing and simulation games belong to the classical methods available in the field of intercultural communicative teaching. Game situations are also considered important in learning foreign languages. While playing a role-playing game, the student enacts any character, reveals his impressions, experiences very real feelings and experiences. During joint play with partners, they learn to communicate, take into account the wishes and activities of others, defend their opinions, as well as develop joint plans and accept other people's opinions.

"Imitation Games" participants are assigned roles that correspond to their real-life activities. In the process of entering the role, each participant expresses his personal attitude to the problem and suggests a solution to it, despite the fact that the role is formal. The game participant's perception of the problematic situation, the behavior he demonstrates, determines his unique individual characteristics.

The situations set up in simulation games can either be typical events that the participants have repeatedly encountered in real life, or they can be made up. Cross-cultural imitation games called "Bafa Bafa" (eng. Bafa Bafa) and "Albatross" (Albatross) are widely used all over the world. [Pruegger V.J 1994 , p. 375].

In contrast to simulation games, in role-playing games, the behavior of each participant is determined by the role he has already assumed. The attitude to the problem, the general direction is already determined by the nature of the role. The subject is not free to display his own behavior. Role-playing games are divided into two types in the inter-disciplinary communication teaching methodology: simple role-playing games, in which some of the students participate, while others observe the progress of the situation; games in which all members of the group participate are complex games. Usually, role-playing games show situations in which representatives of two completely opposite, different cultures meet. During communication, in accordance with the goals of the role-playing game, the participant encounters a problematic, unexpected situation partner to deal with. The participants of the role-playing games are divided into two groups: the intercultural competence of the participants of the first group is evaluated, and the others create a reason and provoke them to demonstrate this competence. Evaluation criteria of role-playing games were also presented by YS Polat [Polat E.S 2008 , p.215].

The most important of the disadvantages of role-playing games is that the student cannot adapt himself to the presented role in usually constructed artificial situations. Let's list other shortcomings: not creating the same conditions for all students, inaccuracy, existing difficulties during teaching, unreliable assessment, etc. Despite this, role-playing games are one of the methods most often used by foreign language teachers. During evaluation, the behavior of one group of students is evaluated by another group of students. The success of the behavior is based on the reaction to the actions of the individual in role-playing games.

When using role-playing games, it is not recommended to try to assess all aspects of intercultural competence, which is a complex composition. You can be satisfied with one or two components. Here, based on experience, we can say that two components - empathy and dullness of behavior - are more pronounced.

Of course, it is impossible not to assess the language skills of the student during role-playing games. During the observation, the teacher must pay attention to the following:

- 1) The ability of the observed student to respond correctly to the context according to the opinion of the interlocutor (low level of intercultural competence);
- 2) The student uses various strategies to respond adequately to the information he receives (average level of intercultural competence);
- 3) Does the student take into account the cultural characteristics of the interlocutor, is he able to cope with conflict situations (high level of intercultural competence)?

Discussion what is? The Latin word "discussion" means "investigate, explore". During the group discussion, students exchange information, ideas, and ideas. During discussions and disputes, when trying to achieve the correct solution of any issue or problem through the "clash" of different opinions, the students' attitude towards the interlocutor, showing respect, expecting ethical rules while defending their positions, allows teachers to evaluate their intercultural competence.

F. Rustamov considers it appropriate to comply with the following requirements for effective holding of

discussion-type events in higher schools:

- discussion or dispute should be prepared in advance;
 - all students must be ready for the discussion or debate;
 - during the course of the discussion or dispute, time should not be wasted; a participant should come up with concise, clear theses;
 - to engage in discussion or dispute among students' skills to participate should be formed and for this purpose cognitive exercises should be conducted before them;
 - discussion or dispute should create conditions for students to "wrestle words" or try to solve the problem correctly;
 - during discussion and dispute, conflicting opinions, opposing views, even wrong positions should not be prohibited, students should be given full freedom to express their opinions;
- if necessary, the teacher should intervene in the students' debate and direct the course of the debate [Rusatmov F.A, Dadasheva T.Y, 2007., p. 238].

"Roundtable" is also a type of discussion and is a mixed form of group discussion with the role-playing games described above. During the round table, the participants are assigned a certain role in the discussion of any problem. The student does not speak on his own behalf, but on behalf of the character he presents. During the discussion, the behavior of the participant is determined by the nature of the social role he plays. The student's attitude to the discussed problem should correspond to the interests of the character of the social group he represents [Kovalchuk M.A, 2008., p.71].

The advantage of the described methods used to assess the level of intercultural competence formation is that students are not aware of being evaluated by the teacher while performing the tasks. Therefore, it is impossible for them to give insincere answers to please. The downside is that it takes too much time to check and evaluate each student individually in the classroom.

Another method is the method of analysis of narrative diaries or reflective journals. A diary, like a portfolio, reflects the development dynamics of students' intercultural competence in the form of a document. Like the interview method, the diary provides personal information about the student's experience in the process of developing competence. On a daily basis, the student shares and analyzes the impressions, feelings and experiences he has experienced during the real intercultural relations he has encountered in life along with the theoretical knowledge he has gained about intercultural competence. The method of analyzing the student diary is mainly used to evaluate the development of competence either during the educational process or while working in a foreign country. Sometimes, in cases where there is no foreign language and cultural environment, communication, can also be used during experimental education. Keeping a diary allows reflection, which is important for the development of intercultural competence. Reflection has a therapeutic effect on the unpleasant feelings and emotions experienced by the student when encountering other cultures. Apart from this, the analysis of the communication from different points of view and the consideration of the partner's opinion allow to increase the level of attention and empathy to the elements that affect the successful reception of intercultural communication.

The difficulties in using this method are the same as those in other direct methods such as portfolios, interviews, and observations. When a teacher instructs a student to take notes, he assumes that the student will do so honestly and sincerely. But while experiencing the sharp, negative emotions taught during the formation of intercultural competence, he tends to make unfavorable judgments about representatives of other cultures. In such cases, students may often refuse to share with the teacher, especially in writing. In addition to the ethical effectiveness of the notebooks or diaries used for the assessment of intercultural competence, it is also doubtful whether the information contained therein is correct, objective, or reliable.

A number of researchers have developed criteria to assess the level of intercultural competence based on the student diary. Of these, V. Jacobson suggests conducting the assessment process based on the division of learning another culture "actively" and "passively". Learning the culture in a "passive" way takes place without the individual's direct contact with another culture, its representatives. As the "passive" acquisition of culture takes place with the help of various information resources in the native environment, mainly the cognitive component of intercultural competence develops. "Active" learning, on the other hand, occurs during interaction with cultural carriers. During the relationship with representatives of different cultures, the individual in real life, in his experience, this relationship,

The author explains the "passive" and "active" form of learning another culture as familiarization with national cuisine: the first case as having knowledge about the dishes preferred by representatives of certain cultures, and the second case as the impression obtained after eating these dishes. We can show this in examples of different fields of culture. For example, one can have different knowledge about Azerbaijani mugham art, but the impression one gets after listening to it live is completely different.

It is clear that records of the process of acculturation in an "active" form demonstrate the development of intercultural competence. In any case, the student's personal characteristics and capabilities should be taken into account during the assessment.

Conclusion

Finally, let's examine the direct method called "subjective evaluation of the teacher" (eng. professor evaluation). When using this method, information about an individual's intercultural competence is obtained not through external observation, but based on his behavior during interaction with the teacher. Determining and evaluating the level is based on the expert opinion of the teacher, which is subjective in nature. The teacher's subjective evaluation method is used especially in cases where there is no single, correct answer to the task performed by the student. This includes: cultural-specific situations (eng. cultural mini-drama), case method, case technology (eng. case studies), technique of selecting behavior patterns or critical incident (eng. critical incident), cultural assimilator (eng.

Using these methods is invaluable for teaching as well as assessment. The impact of the cognitive experience gained at this time also allows for a deep understanding of intercultural communication. Moreover, if the student is not aware of the evaluation while performing these types of tasks, the evaluation will take place objectively.

We must note that the above-mentioned techniques and methods also have their shortcomings and difficulties. The correct answers given by the student during cultural-specific situations, critical incident, cultural assimilator, scenarios are not a reliable indicator of the development of his intercultural competence. Only when observing the student's behavior during real intercultural communication can it be confirmed that the student's level of competence corresponds to the answers he actually gives. When performing these types of tasks, the student often has an understanding and can analyze the actions, behavior, and characteristic features of a representative of another culture, but does not have the ability to adequately react and respond to these actions during communication. Acquires certain knowledge through the techniques used in teaching, but there are no changes in his behavior. In order for progress in behavior to occur, the acquired knowledge must be reinforced. Before the consolidation of knowledge, the student will still react according to the old model of behavior, since he did not acquire new patterns of behavior when communicating with a representative of another culture. The richer a student's knowledge of cultural differences, the more effective he or she can communicate interculturally. A student with a superficial knowledge of cultural differences may experience severe shock and failure when encountering real cultural differences in authentic settings in the future. Before the consolidation of knowledge, the student will still react according to the old model of behavior, since he did not acquire new patterns of behavior when communicating with a representative of another culture. The richer a student's knowledge of cultural differences, the more effective he or she can communicate interculturally. A student with a superficial knowledge of cultural differences may experience severe shock and failure when encountering real cultural differences in authentic settings in the future. Before the consolidation of knowledge, the student will still react according to the old model of behavior, since he did not acquire new patterns of behavior when communicating with a representative of another culture. The richer a student's knowledge of cultural differences, the more effective he or she can communicate interculturally. A student with a superficial knowledge of cultural differences may experience severe shock and failure when encountering real cultural differences in authentic settings in the future.

Excessively simple, generalized and abstract communication situations during the use of the subjective assessment method by the teacher can lead to the development of stereotypes in students in the future. In the cultural assimilator format, when performing the tasks of choosing the correct one from the four offered options, the students' creativity and creativity are limited, correct and extensive information about the culture is not obtained.

Subjectivity is the lack of techniques that we consider within the framework of the teacher's subjective evaluation method. Many researchers confirm the importance of joint use of different methods to eliminate the defect such as subjectivity [Deardorff D.K, 2004, p.174]. For example, it is possible to compare the teacher's subjective assessment method with the results of the self-assessment questionnaire

The evaluation process, which seems simple at first glance, is carried out with a number of difficulties, as we have seen. To overcome these difficulties, we have summarized the guidelines proposed by various researchers in the following list of didactic requirements:

- The control of the formation of intercultural competence should be carried out in a systematic way at each stage of education;
- Using different forms and types of control to increase the objectivity of the control and the motivation of the students;
- The use of essentially new, unanalyzed and unfamiliar contexts in the control of the formation of intercultural competence;
- Comprehensive control covering every structural component instilled with intercultural competence;

- Constructive control, which requires not focusing on students' shortcomings, but on their achievements;
- Differentiating control that takes into account both the individual characteristics of students and the specific characteristics of the development of intercultural competence;
- The plan of the educational process of the control of the formation of intercultural competence integration with each stage of development and organization;
- A rational approach to the time spent on the preparation and conduct of the control

Well-organized supervision is the main point of teaching to form and develop intercultural competence in students. Scientists conducting research in this field, when talking about the difficulties in assessing intercultural competence, mainly focused on four assessment criteria: reliability, accuracy, impartiality and relevance [6;7;13,]. The analysis of the studies we reviewed shows that despite all the existing difficulties, it is possible to assess intercultural competence at a high level.

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