

methods of forming innovation can be considered to be the "backward derivation" (also known as back derivation or back formation). There are a number of examples which serve to further illustrate the operation of neologisms in modern English.

Key words: coinage, mechanisms and tools for creating English-language lexical innovation, affixation, telescopes, compounding.

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FORMATION OF INTERCULTURAL COMPETENCE OF FOREIGN LANGUAGES THROUGH THE SYSTEM OF HIGHER EDUCATION

The current amplitude of globalization and the degree of constant interaction between people with different mentalities and from different cultures points up the importance of gaining experience in the area of intercultural competence. For teachers of foreign languages, developing competence in this field has become one of the main components of their activities. Theoretical reviews of research on this subject and summaries of the achievements of scientists suggest that for future foreign language teachers, the acquisition of experience leading to intercultural competence cannot be obtained using traditional approaches to the problems of their personalities. For the work of students and university teachers, this situation leads to a perpetual block in adapting to the progressive processes of international cultures, because it is not possible to learn a foreign language in a manner that is completely detached from the corresponding foreign culture, or which fails to identify the linkage of that culture with others. In the article the formation of intercultural competence of future teachers of foreign languages, reveals the main principles, objectives and concept of improving intercultural competence of students of pedagogical profile have also been analyzed.

Key words: designing and rebuilding educational reality, creativity, emotional and value relationships, object-intercultural, social and intercultural competence, intercultural autokompetentsiya, moral and aesthetic standards of conduct.

Formulation of the research problem and its significance. During globalization intensity of interaction of people with different mentality and culture has been becoming one of major factor in mutual understanding. The importance of necessary experience of intercultural competence for would be teachers of foreign languages is also becoming one of the most important component of their activity or during their mutual communication they come across with new aspects of human civilization.

The Uzbek system of pedagogical education is aimed at stimulating mobility of students in high schools in getting acquainted with the results of human civilization. This mobility is necessary for future teachers during their education abroad in modernization their educational skills and pedagogical experiences.

So it is necessary for future teachers to overcome mechanical borrowing norms of other cultures too. Such overcoming is possible only due to accumulation of experience of intercultural competence of future teachers of foreign languages.

Analysis of the research into this problem. At the present strategy of formation of experience of intercultural competence future teachers of foreign languages hasn't been cleared up yet.

The theoretical analyses of scientific researches and generalization of achievements in teaching of students allow drawing conclusion that formation of experience of intercultural competence of the future teachers come across with the difficulty connected with traditional approaches to the problem [1–3].

Such situation generates constantly in creating informational and communicative break between students and teachers isolates of higher school from the world culture technological procedures.

The necessity of development of such system of pedagogical interaction, which promotes experience of intercultural competence of future teacher of foreign languages, has become up to date problem [2].

Nowadays the necessity of formation of theoretical and methodological basis of the conception for formation of intercultural competence is becoming more and more actual [3, 425].

Statement regarding the basic material of the research and the justification of the results obtained. At the present stage of pedagogical science the existing representations about structurally functional models of formation of intercultural competence is not enough, they don't cover all aspects of the functioning of this model; such as conceptuality, systematic character controllability, efficiency, reproducibility specification of its leading components – target, structural substantial, productive definition of uniform criteria and parameters for each levels of formation of experience of intercultural competence of future teachers of foreign languages is necessary.

The pedagogical interaction is considered as a system of intercultural field where mutual influence of different subjects of educational process is seen in mastering by students through learning foreign languages in intercultural, social-intercultural, intercultural auto competence, in obtaining moral-aesthetic norms of behavior and prospect of personal growth due to recognition of value of each person, provider formation of experience of intercultural competence of the future teachers [1, 24].

The concept of formation of intercultural competence of future teachers of foreign languages includes:

- the main idea of this concept is development professional competence of the graduates of pedagogical high schools in the condition of integration with global educational system with the aim of interaction Uzbek people with the representatives of other cultures;

- the characteristic of process of formation of experience of intercultural competence of future teachers according to organizational-search, conceptually;

- determining, control-summing stages, each of which is connected with recognition, judgment and understanding of intercultural interaction and establishment of parity in relation to values accepted in different cultures and norms of behavior structural-functional model of formation of experience of intercultural competence of future teacher of foreign languages in pedagogical interaction which can answer the main demands of the basic methodological requirement, (conceptuality, controllability, efficiency, reproducibility), when pedagogical interaction contains samples of intercultural competence including mutual influence of objects and elements of culture;

- regularity and principles Orientation of Uzbek educational system to training of future teachers of foreign languages to intercultural interaction with representatives of other language communities;

- interaction of experience of intercultural competence of teacher with their professional competence (principle of system integrity, a principle of the basic part, a principle of expedience);

- an orientation of experience of intercultural competence of graduates of high schools to development humanistic potential of a personality of a student, growing his valuable orientations, the valid attitude to the representatives of other cultures (principle of unity of consciousness and activity a principle of other cultural reflections);

- mutually enriching of cultures of subject of educational process and real actions in formation of experience of intercultural competence of future teachers of foreign languages in pedagogical interaction (principle of dialogue – interactive technologies, principle of contrast situation).

Conclusions and prospects for further research. The concept of formation of experience provides the coordination of language intercultural and social aspects. The productivity of the process of formation of experience can be reached through observance of complex pedagogical

conditions; including to the educational process «Dialogue in to the intercultural context»; working out tasks for independent activity; creative laboratory works; using remedial (purposeful activization motivational of educational process).

Good results can be achieved when students are included in to the process of intercultural-focused environment of training of pedagogical competence).

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Халілова Шахноза. Формування міжкультурної компетентності майбутніх учителів іноземної мови в системі вищої освіти. Інтенсивна глобалізація та постійна взаємодія людей з різним менталітетом і культурою диктує сьогодні важливість досвіду міжкультурної компетентності. Для викладачів іноземних мов саме ця компетентність має стати одним із головних компонентів їх діяльності. Теоретичний огляд наукових досліджень з даного питання та узагальнення досягнень вчених дозволяють зробити висновок, що створення досвіду міжкультурної компетентності майбутніх викладачів іноземної мови не вписується в традиційні підходи до проблеми становлення їх особистості. Така ситуація генерує постійний розрив роботи студентів і викладачів вищої школи з прогресивними процесами світової культури, адже не можливо вивчати іноземну мову зовсім відірвано від іноземної культури або не пов'язуючи свою культуру з іншою. Відтак в статті аналізується формування міжкультурної компетентності майбутніх учителів іноземної мови, розкриваються основні принципи, завдання та концепції вдосконалення міжкультурної компетентності студентів педагогічного профілю.

Ключові слова: проектування і перебудова педагогічної дійсності, творча діяльність, емоційно-ціннісні відносини, предметно-міжкультурна і соціально-міжкультурна компетентності, міжкультурна аутокомпетенція, морально-естетичні норми поведінки.

Халилова Шахноза. Формирование межкультурной компетентности будущих учителей иностранного языка в системе высшего образования. Интенсивная глобализация и постоянное взаимодействие людей с разным менталитетом и культурой диктует сегодня важность опыта межкультурной компетентности. Для преподавателей иностранных языков именно эта компетентность должна стать одним из главных компонентов их деятельности. Теоретический обзор научных исследований по данному вопросу и обобщение достижений ученых позволяют сделать вывод, что создание опыта межкультурной компетентности будущих преподавателей иностранного языка не вписывается в традиционные подходы к проблеме становления их личности. Такая ситуация генерирует постоянный разрыв работы студентов и преподавателей высшей школы с прогрессивными процессами мировой культуры, ведь невозможно изучать иностранный язык совсем оторвано от иностранной культуры или не связывая свою культуру с другой. Таким образом, в статье «Формирование межкультурной компетентности будущих учителей иностранного языка в системе высшего образования» раскрыты основные принципы и разработаны концепция и основные задачи совершенствования межкультурной компетентности студентов педагогического профиля.

Ключевые слова: проектирование и преобразование педагогической действительности, творческая деятельность, эмоционально-ценностные отношения, предметно-межкультурная, социально-межкультурная компетентность, межкультурная аутокомпетенция, нравственно-эстетические нормы поведения.