



the example of modern English have been made for a long time. A great contribution to the study of language variation was made by domestic scientists, such as A.D. Schweitzer. He introduced the concept of “national-territorial version of the English language” into scientific use, was the first to attempt to identify and describe the differences between the British and American varieties of modern English at all levels of the language system, and determined the nature of their interaction. Identifying and describing the varieties of modern English in all the diversity and interaction of its forms is a complex scientific task, the relevance of which has increased in connection with the growing processes of globalization.

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DEVELOPING INTERCULTURAL COMMUNICATION COMPETENCIES AMONG STUDENTS IN UZBEKISTAN

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Abstract

This article will examine strategies for developing intercultural communication competencies and understanding among students, especially in the context of Uzbekistan. The work presents techniques to support language competency, cultural sensitivity, and mutual understanding in



multicultural settings, drawing on well-established theories and useful methodologies. The narrative offers a thorough understanding of the educational environment surrounding the development of intercultural communication.

Key words: intercultural communication, Uzbekistan, students, language competency, cultural sensitivity, multicultural settings, educational environment, strategies, understanding, competencies, theories, methodologies.

The importance of the English language in the modern world can be assessed in one line: English is the international language of communication. More than one and a half billion people on Earth speak English, and it is difficult to even calculate how many people study it (Talbot, 2023). In other words, it is the global language of the entire world community.

With the development of information technology and the modern communications system, the English language is spreading on a global scale. Currently, it is the main candidate for the role of lingua franca, the language of international communication, which is used in almost all spheres of society (Crystal, 2003). The unprecedented nature of this phenomenon can already be judged by the fact that English is spoken everywhere in the world, and it is spoken of as a single language of international communication, a language that, following D. Crystal (2003), began to be called global.

Intercultural communication refers to the successful exchange of information and ideas between people from different cultural backgrounds. It involves not just speaking the same language, but also understanding the cultural norms, values, and beliefs that shape how people communicate. Knowledge of the English language helps people infiltrate and understand people in terms of both the language and the cultural context of communication. This helps improve Intercultural communication competence and mutual understanding, thereby reducing the likelihood of possible misunderstandings, conflicts, and communication mistakes.

Communicative competence includes knowledge of the language, its rules, and features, the ability to construct logical statements, interpret information, and



adequately respond to communication situations. Also, important aspects of communicative competence are the ability to listen and understand the interlocutor, the ability to ask questions, participate in dialogue, and resolve conflicts.

Mutual understanding is the process of mutual awareness and understanding between people that results from effective communication and interaction (Ting-Toomey & Kurogi, 1998). It is mutual respect and acceptance of other people's points of view, feelings, needs, and opinions, as well as the ability to empathize and perceive the world through their eyes.

One basic strategy is to convey to students the importance of understanding and valuing cultural differences. Students should recognize and celebrate cultural diversity. As a multi-ethnic country incorporating Turkic, Persian, Soviet and, more recently, Western influences, Uzbekistan is the ideal place to do this (Abdullayeva, 2022). Students can immerse themselves in different cultures by visiting different cultural events, museums, and surrounding themselves with different elements of other cultures (CTE resources, 2024). They can also communicate with representatives of different nationalities and cultures. This in turn will help English language learners build a deeper knowledge of cultural understanding and improve intercultural communication skills.

The next strategy is the development of cultural sensitivity, which is an important nuance in intercultural communication in Uzbekistan. ESL students can be provided with cultural sensitivity training, which includes learning about and respecting the values, beliefs, and practices of different cultures. This can be achieved through workshops, seminars and interactive events that promote empathy and understanding. Also, ICC can be incorporated by fostering students to participate in conversations about cultural heritage, and historical heritage (Abdujabbarov, 2020). Providing the students with lessons on the history, traditions, and social norms of Uzbek allows them to share their culture confidently with others while learning about an entirely different culture.



Creating language exchange programs is another way of developing ICC (Byram, 2020). Particularly the peer-tutoring model, for nurturing communication skills in ESL learners of Uzbekistan. Uzbek students converse with native speakers, not just through sterile textbooks, but on virtual platforms or even face-to-face. This dynamic interaction unlocks a treasure trove of authentic language use, peppered with the subtle cultural nuances that textbooks often miss. It is a far cry from rote memorization – it is about acquiring fluency alongside cultural awareness and empathy.

One of the most demanded and useful strategies is providing technology-mediated learning (O'Dowd, 2020). A mobile app and an online platform (that can be used to bridge distance) can unite students with worldwide language partners. Typically, platforms are mixed with interactive activities, cultural resources, and communication tools. As a result, these environments become dynamic and exciting learning environments.

The next strategy is applying project-based learning (Stollmeyer, 2001) and reflective learning (Chen & Starosta, 2006). Collaborative assignments on multicultural topics promote students to explore, present and explain their own viewpoints of other cultures. It helps formation of critical thinking, communications skills, and cultural diversity awareness. Also, students can benefit from intercultural reflection through journals, discussions, or presentations as it is a great way to process their cultural encounters, identify challenges, and develop communication strategies. Moreover, ESL students can be engaged in critical examination of their own cultural beliefs and assumptions, as well as the biases and opinions of others. This can be done through group discussions, topic-based discussions, and assignments in the form of letters or writing that promote self-awareness and cultural understanding.

An important point in the development of ICC is addressing local needs. Yildiz (2017) correctly points out how crucial it is to modify ESL courses to meet the unique requirements of a given setting. For instance, rural students in Uzbekistan might not have as much access to technology or online resources, and temporary employees could



need more flexible class schedules or specialized terminology related to their line of work.

Last but not least is providing teacher training (Deardorff, 2012). Equipping ESL teachers with these skills is the most important step, as without this it will not be possible to implement ICC in ESL classes. There should be created and supported programs that prioritize ongoing professional development opportunities for teachers.

The development of ICC among ESL students in Uzbekistan requires a multifaceted approach. This includes understanding and accepting cultural diversity, and cultural sensitivity, promoting cultural and historical heritage, creating language programs, and providing project-based learning as well as reflective, and training ESL teachers. By developing ICC and mutual understanding, students can become not just language proficient, but true global citizens. This, in turn, will help avoid conflicts in the communication of people with different cultural backgrounds, which is relevant in Uzbekistan and throughout the world.

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GLOBAL CURRENTS: THE EVOLUTION OF THE ENGLISH LANGUAGE IN THE CONTEXT OF MODERN GLOBALIZATION

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Abstract

This study examines the transformation and dissemination of the English language in the era of globalization. It explores the impact of global processes on language dynamics, challenges in its spread, and future prospects. The foundational thesis of the article is that globalization significantly influences the English language, altering both its linguistic structure and the cultural context of its use. The research analyzes the historical context, methodology, as well as the results and discussions regarding the impact of these changes on international language practices. The findings may be beneficial for specialists in linguistics and language studies as well as for those interested in globalization and intercultural exchange.

Keywords: Globalization, English language, dissemination, transformation, linguistic structure, international language practices, cultural context.

In the age of globalization, where borders between countries and cultures become increasingly permeable, the English language stands out as a leading tool for international communication and cultural exchange. Its transformation and dissemination over the past centuries highlight the significant impact it has on the