



O'ZMU XABARLARI

ВЕСТНИК НУУЗ

АКТА NUUZ

MIRZO ULUG'BEK NOMIDAGI O'ZBEKISTON MILLIY
UNIVERSITETI ILMIY JURNALI

JURNAL
1997 YILDAN
CHIQA
BOSHLAGAN

2023
1/12

Ijtimoiy-
gumanitar
fanlar turkumi

Bosh muharrir:

I.U.MADJIDOV – t.f.d., professor.

Bosh muharrir o'rinbosari:

Y.S.ERGASHOV – f-m.f.d., professor.

R.X. SHIRINOVA – fil.f.d., professor

Tahrir hay'ati:

Sagdullayev A.S. – t.f.d., akademik.

Ashirov A.A. – t.f.d., prof.

Balliyeva R. – t.f.d., prof.

Malikov A.M. – t.f.d., prof.

Yusupova D.Y. – t.f.d., prof.

Murtazayeva R.H. – t.f.d., prof.

Mo'minov A.G. – s.f.d., prof.

Nishonova O.J. – f.f.d., prof.

Abdullayeva N.B. – f.f.d., prof.

Madayeva Sh.O. – f.f.d., prof.

Tuychiyev B.T. – f.f.d., prof.

Utamuradov A. – f.f.n., prof.

Muxammedova D.G. – psix.f.d., prof.

Siddiqova I.A. – fil.f.d., prof.

Mengliyev B.R. – fil.f.d., prof.

Sa'dullayeva N.A. – fil.f.d., dots.

Arustamyan Y.Y. – fil.f.d., dots.

Pardayev Z.A. – fil.f.f.d., PhD.

Mas'ul kotib: Z.A.PARDAYEV

TOSHKENT – 2023

MUNDARIJA

Tarix

Abdusatorov Sh. An'anaviy o'zbek taomlarini o'rganishga oid manbalar va adabiyotlar tarixidan ayrim mulohazalar (Farg'ona vodiysi misolida).....	4
Boxodirov I. Turkiston harbiy okrugining Xiva xonligidagi ichki siyosiy jarayonlardagi ishtiroki va uning xususiyatlari	8
Ilhomov Z. Mirzo Muhammad Haydarning "Tarixi Rashidiy" asarida og'zaki tarix tadqiqotlari	12
Kadirova Y. Qashqadaryo va Surxondaryo viloyatlari umumta'lim maktablarida ma'naviy-ma'rifiy va sport tadbirlari	15
Mamatqulov A. Samarqand – Qarshi iqtisodiy rayonida sanoat korxonalarining qurilishi, uning ekologik holatga ta'siri (XX asr 60-80 yillari)	18
Narziyev N. O'zbeklar etnik qiyofasida muloqot madaniyati stereotiplariga doir mulohazalar	22
Raxmatova N. O'zbekistonda xotin-qizlarning bandligini ta'minlashda kasanachilikning o'rni (Navoiy viloyati misolida)	25
Tursunov B. O'zbekistonda sharq tillari o'qitilishi, tarix va tajriba.....	29
Tuxtabekov K. Sulton Abusaid Mirzo tomonidan Movarounnahrda hokimiyatni egallanishida Abulxayrxonning roli	32
Umarov Dj. Sovet davlatining Surxondaryo viloyatida maorif sohasida amalga oshirgan siyosati	35
Xolikulov A. XIX asr birinchi choragida Buxoro-Qo'qon munosabatlari xususida ba'zi mulohazalar	38
Холикулова Х. История узбекского языка	41
Shakirov I. История культурно-гуманитарного сотрудничества Узбекистана и Вьетнама: становление и развитие.....	44
Shukurov R. Buxoro amirligining tugatilishi tarixining Markaziy Osiyo va Rossiya tarixshunosligi tadqiqotlari	47
Ergasheva X. Ikkinchi jahon urushidan so'ng Farg'ona vodiysidagi neft sanoatini xalq xo'jaligiga yo'naltirilishi	50
Yunusova X. "Paxta ishi" qatag'onlarining kelib chiqishi va uning amalga oshirilishi haqida ba'zi mulohazalar	53
Falsafa. Pedagogika. Psixologiya. Metodika. Sotsiologiya. Siyosiy fanlar. Islomshunoslik	
Abbasova M., Abduxoliqova H. O'smirlik davri inqirozi – ijtimoiy aloqa sub'ekti sifatida	57
Абдуазимова З. Специфика профессиональной этики юриста	60
Abdullayeva D. Onaning bola bilan munosabatida etnopsixologik omilning namoyon bo'lishi	63
Abdumannotov A., Jabbarova M. Bo'lajak tarbiyachilarda ma'naviy-axloqiy sifatlarni shakllantirish.....	66
Abdurasulova N. Formation of foreign language discursive competence among students of secondary schools.....	69
Abduhamidov M. IX-X asrlarda aqidaga oid yozilgan asarlar tahlili va unda Abulqosim Samarqandiy o'rni.....	73
Ablaqulov K. Informatika fanini o'qitishda bulutli texnologiyadan foydalanish metodikasi.....	77
Alimardonov Z. Jamoat xavfsizligini ta'minlashda kursantlarning muammoli kommunikativ vaziyatlarga tayyorligi omillari ...	81
Allayarova Z. O'zbek tilini davlat tili sifatidagi tarbiyaviy maqomini oshirish – barkamol avlodni tarbiyalash omili Beruniy, Ibn Sino, Al Xorazmiy, Alisher Navoiy asarlari misolida.....	84
Almardanova S. Kasbiy shakllanish va kasbiy o'zlikni anglashning psixologik mohiyatini o'rganish	87
Arziqulova S. Kredit-modul tizimi sharoitida talabalarning o'z-o'zini personallashtirish jarayonini tashkil etishning o'ziga xosligi	90
Atamuratova Z. O'smirlardagi aybdorlik hissigi o'z-o'zini baholash darajasining ta'siri.....	94
Axmadjonov O. Ijtimoiy tizimni modernizatsiyalashning ilmiy nazariyalari tahlili	97
Axmedov Y. O'quvchilarning fizika faniga oid ekologik kompetensiyalarini fanlararo yondashuv asosida shakllantirish	100
Axmedova M., Abdullayev M. Modul-kredit tizimi uchun mustaqil ish vazifalarning intensivligi topshiriqlar tuzish va foydalanish usullari	103
Axtamova L. Dasturlashga oid topshiriqlarni tekshirishda introspeksiya tizimlaridan foydalanish	107
Ahadov M. Yangi renessans sharoitida kimyo ta'limida fan va ishlab chiqarishning dolzarb masalalari	109
Butayeva N. Ionlashtiruvchi nurlanishlarning inson organizmiga ta'siri mavzusini interfaol metodlar orqali tushuntirishning samaradorligi.....	112
Gafurov L. Giyohvandlikka qarshi kurashimiz	115
Djo'rayev F. Harbiy kadrlarda g'oyaviy ko'nikmalarni rivojlantirishning Germaniya tajribasi	117
Елмуратова А. Особенности формирования индивидуальной системы психологической безопасности у спортсменов разного пола	120
Jo'rayev Z. Abulhasan Movardiylarning ilmiy merosiga oid "Kitobul hajj"ida qur'onshunoslik masalalari.....	123
Jurayeva M. On the role of the united nations in modern times international relation	127
Ziyavutdinova X. Oiladagi nosog'lom psixologik muhit oilaviy zo'ravonlikning yuzaga keltiruvchi omil sifatida	130
Iminaxunova I. Mustaqil ta'lim jarayonida ingliz tilini o'rganishda tibbiyot ta'lim talabalarida ijobiy motivatsiyani rivojlantirish	133
Imomova N. Jamiyat farovonligi tushunchasi va uning o'ziga xos ijtimoiy-falsafiy xususiyatlari	136
Ismadiyov K. Boloniya jarayoni tarixi va ahamiyati	140
Ishankulova G. Oilaviy munosabatlar barqarorligida gender munosabatlarning psixologik ta'siri	143
Kadirova D. Badiiy uslub estetik mezon sifatida	146
Karimov X. Shaxsda axborot-psixologik xavfsizlikni ta'minlashning ilmiy-nazariy va metodologik muammolari.....	150
Kubayeva Sh. Til va tafakkur o'yinlari: innovatsion fikrlash stimuli	153
Kulatova S., Rustamova N. Kichik maktab yoshidagi bolalarda muloqatchanlikni o'stirishning psixologik omillari.....	156
Qarshiyev N. Siyosiy partiyalar mafkuralarining xilma-xilligi jamiyatni demokratlashtirishning muhim omili sifatida.....	159
Qodirov O. O'smirlarda huquqbuzarliklarini oldini olishning samarali usullari	162
Mamatov M. Yangilanayotgan O'zbekistonning ma'naviy taraqqiyot tamoyillari.....	165
Mardonov N. O'quvchi yoshlarni umumiy jismoniy tayyorgarligini oshirishda axborot texnologiyalarining o'rni.....	168
Makhmudov K. Exploring linguistic pathways to intercultural understanding and competence.....	170
Muratova Sh. Individuallikning emosional xususiyatlari va ijtimoiy-psixologik muammo sifatida	173
Muxamedjanova L. Globallashtirish davrida axloqiy qadriyatlarining qadrsizlanishi	176
Muxammadiyev F. Bo'lajak ingliz tili o'qituvchilarini tayyorlashda raqamli texnologiyalardan foydalanish zarurati.....	179
Najmiddinov M. O'quvchilarning fizika faniga oid kompetensiyalarini virtual laboratoriyalar orqali shakllantirish	183
Nazarov A. Siyosiy modernizatsiya – siyosiy taraqqiyotning muhim omili.....	187
Nafasov M. Mobil texnologiyalarni ta'lim jarayoniga tatbiqi	190
Niyozova G. Maktabgacha yoshdagi bolalarning intellektual qobiliyatlarini rivojlantirish istiqbollari	193
Nosirov O'. Kutubxona-axborot muassasi faoliyatini boshqarishda pedagogik va psixologik qobiliyatlar.....	197



UDC: 316.7:8125

Kudratbek MAKHMUDOV,

Head of the Interfaculty Department of Foreign Languages, Chirchik State Pedagogical University

E-mail: k.makhmudov@cspi.uz

Based on the review by D.Otajonova Associate Professor of Chirchik State Pedagogical University, Ph.D

EXPLORING LINGUISTIC PATHWAYS TO INTERCULTURAL UNDERSTANDING AND COMPETENCE

Annotation

This article presents a novel methodology for developing intercultural communication competence through a comparative study of language elements. Recognizing the increasing importance of effective intercultural communication in a globalized world, this research adopts a multidisciplinary approach, integrating insights from linguistics, cultural studies, and communication theory.

Key words: Intercultural Communication, Comparative Linguistics, Cultural Competence, Language and Culture, Communication Styles, Cross-Cultural Interaction, Linguistic Analysis.

MADANIYATLARARO TUSHUNISH VA MULOQOT KOMPETENSIYASIGA ASOSLANGAN TA'LIMNING LINGVISTIK YONDASHUVLARINI O'RGANISH

Annotatsiya

Ushbu maqola til elementlarini qiyosiy o'rganish orqali madaniyatlararo muloqot kompetentsiyasini rivojlantirishning takomillashtirilgan metodologiyasini o'rgangan. Bugungi kunda samarali madaniyatlararo muloqotning ahamiyati ortib borayotganini hisobga olgan holda, ushbu kichik tadqiqot tilshunoslik, madaniyatshunoslik nazariyalaridan olingan fikrlarni birlashtirgan holda keng qamrovli yondashuvni ilgari surgan.

Kalit so'zlar: Madaniyatlararo muloqot, qiyosiy tilshunoslik, madaniy kompetensiya, til va madaniyat, muloqot uslublari, madaniyatlararo o'zaro ta'sir, lingvistik tahlil.

ИЗУЧЕНИЕ ЛИНГВИСТИЧЕСКИХ ПОДХОДОВ К ОБРАЗОВАНИЮ НА ОСНОВЕ МЕЖКУЛЬТУРНОГО ПОНИМАНИЯ И КОММУНИКАЦИОННОЙ КОМПЕТЕНТНОСТИ

Аннотация

В этой статье была исследована улучшенная методология развития компетенции межкультурного общения посредством сравнительного изучения языковых элементов. Учитывая растущую важность эффективной межкультурной коммуникации сегодня, в этом небольшом исследовании предложен комплексный подход, сочетающий в себе идеи лингвистики и теорий культурологии.

Ключевые слова: Межкультурная коммуникация, сравнительное языкознание, культурологическая компетентность, язык и культура, стили общения, межкультурное взаимодействие, лингвистический анализ.

Introduction. In the era of globalization, the ability to communicate effectively across cultural boundaries, known as intercultural communication competence (ICC), has become increasingly crucial. This competence is not merely about language proficiency; it involves understanding cultural norms, values, and non-verbal cues that govern communication in different cultural contexts. The significance of this competence extends across various domains, including international business, diplomacy, education, and social integration, impacting both personal and professional interactions.

The foundation of ICC lies in recognizing and respecting cultural diversity. In a world where cross-cultural interactions are commonplace, misunderstandings arising from cultural differences can lead to conflicts, inefficient business practices, and hindered diplomatic efforts. Conversely, effective intercultural communication fosters mutual understanding, promotes international cooperation, and enhances multicultural teamwork.

Previous research in this field has primarily focused on identifying the key components of intercultural competence. These include cultural awareness, linguistic skills, empathy, flexibility, and the ability to manage ambiguity. Studies have explored various frameworks for understanding and teaching these skills, with a significant emphasis on experiential learning and cultural immersion.

However, there remains a gap in understanding the specific role of language elements in intercultural communication. While some research has touched upon the impact of language on intercultural interactions, there is a need for a more detailed exploration. This article seeks to fill this gap by conducting a comparative study of language elements across cultures, thereby providing deeper insights into how language shapes and is shaped by cultural contexts. By integrating the findings of this study into the broader framework of ICC, the article aims to offer practical strategies for individuals and organizations navigating the complexities of a globalized world.

Theoretical Background

ICC can be broadly defined as the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes [3]. Key components of ICC include cultural awareness, empathy, cognitive flexibility, and communication skills. Cultural awareness involves an understanding of cultural differences and similarities, while empathy refers to the ability to see things from another person's cultural perspective. Cognitive flexibility is the ability to adapt one's communication style to fit different cultural contexts, and communication skills entail the effective use of verbal and non-verbal language in intercultural interactions.

Several theories have been instrumental in shaping the understanding of ICC. G.Hofstede's Cultural Dimensions

Theory highlights how values in different cultures affect behavior, which has significant implications for intercultural communication [6]. Another important theory is E.T.Hall's High Context (HC) and Low Context (LC) cultures, which describes how communication in HC cultures relies heavily on contextual cues, whereas in LC cultures, communication is more direct [5].

In the context of language, the Sapir-Whorf Hypothesis suggests that the structure of a language influences its speakers' worldview and cognition, impacting intercultural communication [10]. This idea is further developed in contemporary research, indicating that language shapes thought patterns which in turn influence communication styles [2].

Research from Russian and CIS countries contributes significantly to this field. For example, V.Karasik [7] in Russia explores the role of language in shaping cultural identity, while studies in Uzbekistan focus on the interplay between language, culture, and communication in Central Asian contexts [1]. These studies underscore the complexity of language elements in intercultural communication, highlighting the need for a nuanced understanding of linguistic influences in different cultural settings.

In summary, the theoretical background of ICC encompasses a range of concepts and theories, with language playing a pivotal role in shaping intercultural interactions. The integration of these theories provides a comprehensive framework for understanding and developing intercultural communication competence.

Developing Intercultural Communication Competence

Based on the findings of the comparative study, several strategies can be recommended for developing ICC:

Enhanced Cultural Awareness - Encourage individuals to learn about the cultural contexts of the languages they are studying. This can involve studying cultural norms, values, and social practices, which are often reflected in language use.

Language Flexibility Training - Develop programs that focus on understanding and practicing the flexibility required in different linguistic contexts. For instance, training in switching communication styles from direct to indirect, depending on cultural norms.

Empathy Development - Facilitate activities that promote empathy, such as role-playing exercises where

participants communicate from the perspective of another culture, enhancing their ability to understand and interpret cultural nuances in language.

Non-Verbal Communication Skills - Since non-verbal cues can vary significantly across cultures, training programs should include components that teach the interpretation and appropriate use of body language, gestures, and facial expressions [4].

Idiomatic Expressions and Local Phrases - Encourage learners to familiarize themselves with idiomatic expressions and local phrases, as these often carry deep cultural meanings and connotations.

Practical Applications

Language Learners: Incorporate cultural studies into language learning curricula, making learners aware of the cultural underpinnings of the language.

Educators: Teachers and trainers can use real-world case studies to illustrate the impact of cultural differences in language use, making lessons more relatable and impactful [8].

Professionals: In multicultural workplaces, workshops on cultural and linguistic flexibility can enhance teamwork and reduce misunderstandings.

Case Studies or Real-world Examples:

Successful Intercultural Communication

A case study involving a multinational company that successfully navigated a business negotiation by understanding the high-context communication style of their Japanese counterparts. The company's representatives learned to interpret non-verbal cues and understand indirect refusals, leading to a successful deal.

Misunderstandings due to Cultural Differences

An example where an American manager's direct communication style was perceived as rude by his Indian team members, who were accustomed to a more indirect approach [9]. This misunderstanding led to initial distrust and communication breakdown, which was later resolved through cultural sensitivity training.

Results and Discussion. The results of the comparative study provide insightful interpretations and implications for the field of intercultural communication and language learning.

Cultural Embeddedness in Language

- The study vividly demonstrates how deeply cultural norms and values are embedded in language. Idiomatic expressions, sentence structures, and non-verbal cues are not just linguistic features but are reflective of cultural worldviews and communication styles.

Impact of Language on Communication Styles

- There's a clear correlation between language elements and communication styles. HC languages (like Japanese) often require more interpretive and non-verbal communication skills, while LC languages (like English) favor directness and clarity.

Challenges in Intercultural Communication

- The study highlights common challenges faced in intercultural communication, such as misunderstandings arising from direct versus indirect communication styles and the misinterpretation of non-verbal cues.

Figure 1. Interpretation of Study Results

Based on the above-given results the following implications for intercultural communication can be developed:

There's a significant need for training programs that go beyond basic language proficiency to include cultural nuances and communication styles. Such training should be an integral part of language learning and professional development in multicultural environments.

Language educators should incorporate cultural intelligence into their teaching methods. Understanding the cultural context of language will help students communicate more effectively in diverse settings.

For global businesses and international relations, these findings underscore the importance of cultural competence. Understanding the subtle nuances of language can lead to more effective negotiations, collaborations, and cross-cultural interactions.

And the following implications for language learning can be concluded:

Language curricula should be designed to include cultural education, where learners are not only taught the language but also the cultural contexts in which it is used.

Language learners should be encouraged to develop empathy and flexibility in communication, understanding that

effective communication involves adapting to the cultural norms of the language.

It can be seen the study reiterates that ICC is not merely about linguistic ability but involves a deep understanding of the cultural intricacies embedded in language. This insight is pivotal for anyone looking to navigate the complexities of our increasingly interconnected world effectively.

Conclusion. The research presented in this article underscores the intricate relationship between language and culture and its profound impact on ICC. Key findings highlight that language elements such as idioms, syntax, and non-verbal cues are deeply embedded with cultural values and play a significant role in shaping communication styles across different cultures. This interplay between language and culture presents both challenges and opportunities in intercultural communication.

Significantly, the study reveals that effective intercultural communication extends beyond linguistic fluency. It requires an understanding of cultural nuances, empathy, and the ability to adapt communication styles to different cultural contexts. These insights have practical

implications for language learners, educators, and professionals in multicultural environments. Developing ICC involves not just learning a language but also immersing oneself in the cultural subtleties that govern its use.

The importance of developing ICC in today's globalized world cannot be overstated. In a world where cross-cultural interactions are increasingly common, the ability to communicate effectively across cultural divides is invaluable. It fosters better understanding, collaboration, and harmony in diverse settings. For businesses, it can mean the difference between successful international partnerships and costly misunderstandings. In education, it prepares students for a globalized workforce. And in everyday social interactions, it promotes tolerance and mutual respect.

To sum up, this research contributes to a growing body of knowledge that highlights the need for a holistic approach to language education and intercultural training. By integrating the insights from this study, individuals and organizations can enhance their intercultural communication skills, leading to more effective and harmonious interactions in an increasingly interconnected world.

REFERENCES

1. Akhmedova, O. (2019). *Language and Culture in Uzbekistan: Sociolinguistic Aspects*. Tashkent: Uzbekistan Academy of Sciences.
2. Boroditsky, L. (2001). Does Language Shape Thought?: Mandarin and English Speakers' Conceptions of Time. *Cognitive Psychology*, 43(1), 1-22.
3. Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. *Journal of Studies in International Education*, 10(3), 241-266.
4. Ergashevna, A. M., & Shamsiddinova, K. D. (2021). Intercultural conflicts of Uzbek and English stereotypes. *Middle European Scientific Bulletin*, 11.
5. Hall, E. T. (1976). *Beyond Culture*. New York: Anchor Books.
6. Hofstede, G. (1984). *Culture's Consequences: International Differences in Work-Related Values*. Beverly Hills, CA: Sage Publications.
7. Karasik, V. (2002). *Language Circle: Personality, Concepts, Discourse*. Volgograd: Peremena.
8. Makhmudov, K. (2023). *Developing Intercultural Communication in Teaching English* (1st ed.). Yangi Chirchiq Book.
9. Solnyshkina, M. I., & Qizi, P. N. A. (2023). Effective methods to teach intercultural communication to Uzbek students. *International Journal of Advance Scientific Research*, 3(05), 83-87.
10. Whorf, B. L. (1956). *Language, Thought, and Reality: Selected Writings*. Cambridge, MA: MIT Press.