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67.	Jumayeva D.T., Hasanova X.F., Kobilova F.T. Psychological features of teaching a foreign language to children of primary school age.	303
68.	Kadirova N.R. Ways of overcoming negative language transfer in the process of development of grammar skills at English classes.	309
69.	Karimov T.X. Xorijiy tillarni o'qitishda zamonaviy texnologiyalardan foydalanish.	317
70.	Karimov T.X. Teaching English etiquette to students.	321
71.	Кенжаева К.А. Вопросы обучения профессиональной терминологии.	327
72.	Khaknazarova L.A. Key principles of lingua-didactics in teaching system.	332
73.	Khamitov E.E. The challenges of translating idioms in media.	336
74.	Khamitov E.E. Peculiarities of teaching listening and speaking in ESL groups.	340
75.	Khamzaev S.A. Contrastive analysis of functional features of neologisms in the English and Uzbek languages.	343
76.	Khusanova S.B., Bobokeldiyeva G.A. Functioning of compound words in the modern English literary texts.	347
77.	Khusanova S.B., Karimova D.K. Peculiarities of classification of parts of speech.	350
78.	Khusanova S.B., Karimova D.K. Peculiarities of translating phraseological units.	355
79.	Kosheva D.X. Oliy ta'lim auditoriya diskursi: xususiyat va shartlar.	361
80.	Кобилова Ф.Т. Психологические аспекты стресса и тревоги при изучении второго или иностранного языка.	364
81.	Kurbanova F.K. A deep look into the study of approaches in developing intercultural competence of students.	369
82.	Kurbanova I.Sh. Semantic analysis of railway terminologies formed via conversion method.	372
83.	Kusanova U.M, Imomova Sh.J. The instructional strategies for promoting oral communication skills among young learners in English classes.	378
84.	Kusanova U.M, Qutlieva N.R. Internet technologies for advancing English language learning vocabulary and pronunciation skills.	380

A DEEP LOOK INTO THE STUDY OF APPROACHES IN DEVELOPING INTERCULTURAL COMPETENCE OF STUDENTS

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Abstract: Intercultural competence has been presented to be a crucial legacy for university graduates to suitably and successfully accomplish in educational postures which are strongly more miscellaneous and intercultural. This is why, to realize IC development contributors in higher education is quite essential. Thus, to comprehend how IC assessments work effectively and their role in IC, the peculiarities of IC regarding methods have been explored.

Keywords: assessment, competencies, higher education, intercultural competence, literature review.

Introduction.

Intercultural Competence is a vital competence for students in culturally diverse spaces and has frequently been introduced in guiding principles for higher education institutions that aim at more internationalization in learning [6,63b.] to produce employable graduates. Globalization has caused cultural and political changes and is therefore a driver of interculturality. Interculturality, referring to the formation of relationships among different social and ethnic groups by exchange and exposure [4,153b.], results in more culturally diverse work environments and behaviors. People who respond well to those culturally diverse spaces and the respective diverse individuals are said to be equipped with IC. Developing IC, among other further competencies, is necessary to respond to these diverse populations and working behaviors [3,477b.].

Materials and methods.

Various concepts such as cross-cultural competence, global competence, and global citizenship have been interchangeably used with IC. IC is also referred to as Intercultural Communication Competence [2,241b.]. However, these concepts differ slightly [2,248b.]. Deardorff's definition of IC is of value, as it is commonly accepted in HE contexts. Deardorff defined IC as the "ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes". Generally, the common ground of the various definitions of these terms includes multi-dimensional constructions and interactions with people from different cultures.

IC is predominantly discussed and applied in the context of national cultures. This understanding is implicitly reflected in the term intercultural. The various definitions and models display the heterogeneous understandings of IC. Among the critics, certain voices have emphasized the advantages of Deardorff's process model on IC in HE [1,770b.]. In the context of HE, IC research highlights IC development in study abroad programs, language learning, seminars, virtual and multicultural groups contexts. Literature has presented IC as an increasingly important requirement for participating in prospective organizations and their diverse workplaces. However, it provides multiple perspectives on definitions, interventions and assessments that fail to present a coherent picture of effective IC development in HE.

Consequently, despite the growing number of studies, the stream lacks a consistent body of literature. Researchers and practitioners must understand what constitutes an effective assessment to implement and assess IC in HE. "Questions around ICC development naturally lead to how to measure ICC and what evidence points to successful ICC development". At this point, a more definite foundation is needed for research to cultivate a coherent understanding. This literature review aims to bring clarity to this issue. With the goal of filling the research gap addressed by Deardorff, "what are effective ways and methods to measure individuals' intercultural competence development more holistically?", this article systematically reviews the current approaches to assessing IC in the context of HE and what IC competencies are being assessed through the different approaches to IC assessment published between 2000 and 2022.

Discussion and results.

Although there is an extensive body of literature on this and related themes, the research gap addressed has not yet been filled. As such, our study will contribute to the existing body of literature in three ways. First, we identify the varied approaches to IC assessment methods in HE by reviewing and discussing a specific sample of empirical studies. In the next step, we discuss the competencies assessed using the various IC assessment methods to explain which competencies are made transparent. Second, we critically examine the IC assessments concerning their administration, methods and competencies. During this process, we focus on the principal aspects necessary for effective and holistic IC assessment in HE. Finally, we propose practical implications based on theoretical discussion that would allow research to advance toward a more holistic IC understanding. Such research facilitates a better understanding of IC development and the adoption of IC development in HE.

The literature review aimed to provide a clearer understanding of IC development in HE by answering the question, "What are effective ways and

methods to measure individuals' intercultural competence development more holistically?". The perspective of IC assessment was applied to provide a foundation to answer this question. A detailed understanding of the IC assessment approaches allows for a more efficient and appropriate adoption of IC development. Mažeikienė and Virgailaitė-Mečkauskaitė [5,75b.] stressed the importance of the holistic picture for an applied assessment. A holistic IC assessment comprises the right choice of IC assessment administration factors and methods. Ultimately, the IC assessment must respond to the overall concept that reflects how IC is defined and operationalized in modeling. For HE purposes, IC assessment must respond to fostering effective and appropriate reactions in intercultural situations and the four dimensions posed by Deardorff.

Cultivating IC produces numerous skills that help students handle unfamiliar or uncertain situations. Specifically, students proficient in IC become skilled at adaptation and adjustment, such as within novel cultural settings. Furthermore, IC fosters adaptability and flexibility, facilitating assimilation into unfamiliar contexts. This mental and behavioral flexibility is paramount when navigating culturally diverse situations. Additionally, this competence requires the ability to change one's perspective, incorporating and appreciating alternative viewpoints to one's existing paradigm. In this vein, curiosity and openness, both competencies strongly linked to IC, can bolster the receptiveness and assimilation of new ideas and perspectives. Furthermore, heightening awareness of cultural divergences while discouraging judgment cultivates an expansive understanding of cultural knowledge, values and potential paths of engagement. Such awareness invites the reevaluation of personal approaches and attenuates ethnocentrism, facilitating a more expansive and reflective approach to novel situations.

Conclusion.

Introducing a multi-language approach for the language of publications would certainly have impacted the final pool of studies. Moreover, although an objective approach to the literature search was strictly followed, biases cannot be dismissed. For instance, one's culture and educational background strongly influence the IC field. Therefore, the literature review reflects the researchers' cultural biases and education. In addition, the applied process model for IC development represents one approach among several other definitions and models. The four-dimension process was concretely followed to analyze the pool of studies. Nevertheless, a different approach with a different number of dimensions and perspectives could deliver different results. Despite the abovementioned limitations, this study marks a first step toward reorganizing the body of literature more consistently and better understanding IC assessments in IC development. Future research needs to take the

next step and deepen the understanding of the appropriate use and administration of IC assessments with regard to HE-specific IC development.

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SEMANTIC ANALYSIS OF RAILWAY TERMINOLOGIES FORMED VIA CONVERSION METHOD

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Abstract: This article conducts a semantic analysis of railway terminologies generated through the conversion method. By systematically transforming existing railway terms, the conversion method aims to enhance clarity, precision, and adaptability within the railway domain. Through a comprehensive examination, this study elucidates the semantic nuances and implications of converted railway terminologies, shedding light on their efficacy in facilitating communication and comprehension within the railway sector.

Keywords: Railway terminology, Conversion method, Semantic analysis, Communication, Clarity.