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MADANIYATLARARO KOMPETENTLIKNI RIVOJLANTIRISH MODELLARI VA YONDASHUVLARI

Annotatsiya

Ushbu maqola bugungi globallashgan dunyoda muhim ko'nikma bo'lgan madaniyatlararo kompetensiyani rivojlantirish modellari va yondashuvlarini o'rganadi. Aralash usullar tadqiqot dizaynidan foydalangan holda, maqolada madaniyatlararo sezgirlikni rivojlantirish modeli (DMIS) va madaniy intellekt modelining madaniyatlararo kompetensiyaning kognitiv, ta'sirchan va xulq-atvor jihatlarini oshirishdagi samaradorligi o'rganilgan. So'rovnomalar, intervyular va hujjatlarni tahlil qilish orqali 150 nafar ishtirokchidan ma'lumotlar to'plandi. Miqdoriy natijalar shuni ko'rsatdiki, tuzilgan madaniyatlararo trening dasturlari empatiya va muloqot ko'nikmalarini sezilarli darajada yaxshilagan, sifatli natijalar esa immersiv tajribalar va refleksiv amaliyotlarning ahamiyatini ta'kidlagan. Maqola takomillashtirilgan o'quv dasturlari, institutsional qo'llab-quvvatlash, texnologiyalarni integratsiyalash, doimiy baholash va madaniyatlararo kompetensiyani rivojlantirish bo'yicha hamkorlik bo'yicha tavsiyalar bilan yakunlanadi.
Kalit so'zlari: Madaniyatlararo kompetensiya, madaniyatlararo sezgirlikni rivojlantirish modeli, madaniy intellekt modeli, aralash metodlar tadqiqoti, madaniy moslashuvchanlik, madaniyatlararo muloqot, madaniy onglilik, xilma-xillikka o'rgatish.

МОДЕЛИ И ПОДХОДЫ К РАЗВИТИЮ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ

Аннотация

В этой статье рассматриваются модели и подходы к развитию межкультурной компетентности - важнейшего навыка в современном глобализированном мире. Используя смешанный метод исследования, в статье рассматривается эффективность модели развития межкультурной чувствительности (DMIS) и модели культурного интеллекта в повышении когнитивных, аффективных и поведенческих аспектов межкультурной компетентности. Данные были собраны у 150 участников с помощью опросов, интервью и анализа документов. Количественные результаты показали, что структурированные программы межкультурного тренинга значительно улучшают навыки эмпатии и коммуникации, а качественные результаты подчеркивают важность иммерсивного опыта и рефлексивной практики. В заключение статьи приводятся рекомендации по совершенствованию программ обучения, институциональной поддержке, интеграции технологий, непрерывной оценке и сотрудничеству для развития межкультурной компетенции.
Ключевые слова: Межкультурная компетенция, модель развития межкультурной чувствительности, модель культурного интеллекта, исследование смешанными методами, культурная адаптивность, межкультурная коммуникация, культурная осведомленность, тренинг разнообразия.

MODELS AND APPROACHES TO DEVELOPING INTERCULTURAL COMPETENCE

Annotation

This article explores models and approaches for developing intercultural competence, a critical skill in today's globalized world. Using a mixed-methods research design, the article examines the effectiveness of the Developmental Model of Intercultural Sensitivity (DMIS) and the Cultural Intelligence Model in enhancing the cognitive, affective, and behavioral dimensions of intercultural competence. Data were collected from 150 participants through surveys, interviews, and document analysis. Quantitative findings revealed that structured intercultural training programs significantly improved empathy and communication skills, while qualitative findings highlighted the importance of immersive experiences and reflective practices. The article concludes with recommendations for improved training programs, institutional support, technology integration, continuous assessment, and collaboration to promote intercultural competence.
Key words: Intercultural competence, developmental model of intercultural sensitivity, cultural intelligence model, mixed-methods research, cultural adaptability, cross-cultural communication, cultural awareness, diversity training.

Introduction. In an increasingly globalized world, the development of intercultural competence has become essential for fostering effective communication and collaboration across cultural boundaries. New generation learning English as a foreign language is tech and social media lovers; however, the notions of interaction, literature, language, and culture are often perceived differently[2]. Intercultural competence refers to the ability to understand, communicate, and interact effectively with individuals from diverse cultural backgrounds. This competence is particularly vital in educational settings, international business environments, and multicultural societies. Various models and approaches have been proposed to enhance intercultural competence, including the Developmental Model of Intercultural Sensitivity (DMIS) and the Cultural Intelligence Model. This study aims to examine these models and identify effective strategies for developing intercultural competence.

Recognizing the importance of fostering intercultural competence at a national level, Uzbekistan has implemented policies to promote linguistic and cultural inclusivity. A key initiative in this regard is the Decree on the Development of the Uzbek Language and Improvement of Language Policy, signed by President Shavkat Mirziyoyev on October 20, 2020. This decree outlines a comprehensive plan to enhance the status and usage of the Uzbek language across various sectors, improve language education, and promote the language internationally. Additionally, it emphasizes the importance of creating opportunities for ethnic minorities in Uzbekistan to develop their native languages while simultaneously facilitating their learning of Uzbek. By strengthening linguistic inclusivity, the decree contributes to the development of intercultural competence within the nation, ensuring effective communication and social integration among diverse communities [1].

By studying both global models and national initiatives, this study seeks to explore effective strategies for fostering intercultural competence, bridging theoretical frameworks with practical policy implementations.

Literature Review. Intercultural competence encompasses cognitive, affective, and behavioral dimensions.

Scholars such as Byram (1997) and Deardorff (2006) have emphasized the importance of cultural knowledge, empathy, and adaptability in achieving effective intercultural interactions. Several theoretical models provide frameworks for understanding and developing intercultural competence. The Developmental Model of Intercultural Sensitivity (DMIS), introduced by Bennett, outlines a continuum from ethnocentrism to ethno relativism, helping individuals progress through stages of cultural awareness [3]. The Cultural Intelligence (CQ) Model, proposed by Earley and Ang, highlights four key components: cognitive, metacognitive, motivational, and behavioral intelligence [6]. Additionally, the Intercultural Development Inventory (IDI), a psychometric assessment tool based on the DMIS framework, measures an individual's intercultural competence [8].

Empirical research demonstrates that immersive experiences, cross-cultural training, and reflective practices effectively enhance intercultural competence. For instance, study-abroad programs and international internships have been found to improve empathy and cultural adaptability [8]. Furthermore, technology-driven solutions, such as virtual exchange programs and online cultural simulations, are emerging as innovative tools for fostering intercultural learning [9]. These approaches collectively contribute to the development of cognitive understanding, emotional intelligence, and adaptable behaviors necessary for successful intercultural interactions.

Research Methodology. This study adopts a mixed-methods research design, integrating both qualitative and quantitative approaches. The rationale for this design is to achieve a comprehensive understanding of the models and approaches to developing intercultural competence by leveraging the strengths of both data types (table 1).

Table 1

Category	Details
Research Design	Mixed-methods approach integrating qualitative and quantitative data
Participants	150 total (100 survey respondents, 50 interview participants)
Participant Groups	Teachers, trainers, students from Nukus State Pedagogical Institute
Data Collection Methods	- Structured survey for quantitative data - Semi-structured interviews for qualitative insights - Document analysis (curricula, training programs, policy documents)
Data Analysis Techniques	- Descriptive statistics and inferential analysis (t-tests, ANOVA) - Thematic analysis for qualitative data - Triangulation for cross-validation
Key Quantitative Findings	- 60% of respondents had prior multicultural experience - DMIS rated as the most effective model (4.5/5) - Significant skill improvements in empathy and communication ($p < 0.05$)
Key Qualitative Findings	- Challenges: Language barriers, stereotypes, institutional support issues - Effective Strategies: Immersive experiences, reflective practices, mentorship - Emerging Trends: Technology-based learning (virtual exchange, online simulations)

Participants were selected using purposive sampling to ensure representation from diverse cultural backgrounds. The sample included teachers, trainers, and students from Nukus State Pedagogical Institute. A total of 150 participants were involved, with 100 responding to the survey and 50 participating in in-depth interviews. This approach allowed for the collection of both quantitative and qualitative data, ensuring a comprehensive understanding of the development of intercultural competence.

Data collection methods included a structured survey instrument to gather quantitative data on participants' experiences and perceptions regarding intercultural competence development. Semi-structured interviews provided qualitative insights into the challenges and best practices in developing intercultural competence. Additionally, document analysis of curricula, training programs, and policy documents supplemented the primary data, adding depth and context to the findings.

The data analysis process involved both quantitative and qualitative techniques. Descriptive statistics and inferential analyses, such as t-tests and ANOVA, were used to identify significant differences and correlations within the quantitative data. Thematic analysis was employed to identify patterns and themes from interview transcripts and documents. Furthermore, triangulation was conducted to cross-validate findings from multiple sources, thereby enhancing the reliability and validity of the results.

Analysis and Results. The quantitative findings of this article highlight key trends in intercultural competence development.

Demographic Insights: The majority of respondents (60%) had prior experience in multicultural environments, while 40% had limited exposure.

Perception of Intercultural Competence Models: Respondents rated the Developmental Model of Intercultural Sensitivity (DMIS) as the most effective framework (mean score of 4.5/5), followed by the Cultural Intelligence Model (4.3/5).

Skill Acquisition: Significant improvements in empathy and communication skills were observed among participants who underwent structured intercultural training programs ($p < 0.05$).

The qualitative insights reveal key challenges, effective strategies, and emerging trends in fostering intercultural competence. Participants identified language barriers, cultural stereotypes, and insufficient institutional support as major obstacles.

Challenges Identified: Participants highlighted language barriers, cultural stereotypes, and lack of institutional support as primary obstacles.

Effective Approaches: Immersive experiences, reflective practices, and mentorship programs were cited as effective strategies for enhancing intercultural competence [7].

Emerging Trends: The integration of technology, such as virtual exchange programs and online cultural simulations, emerged as innovative tools for intercultural learning [10].

A synthesis of these findings highlights the importance of structured models such as DMIS and experiential learning in improving intercultural competence. However, addressing systemic barriers and using technology remain critical for long-term success.

Conclusion and Recommendations. This article highlights the importance of structured models and experiential learning in developing intercultural competence. The findings reveal that models like DMIS and the Cultural Intelligence Model are effective in fostering empathy, communication skills, and cultural adaptability. However, the study also identifies significant challenges, such as language barriers and institutional support gaps, that hinder progress.

In order to enhance intercultural competence, it is recommended that a number of key strategies be implemented.

Enhanced Training Programs: Implement comprehensive intercultural training programs that incorporate experiential learning and reflective practices.

Institutional Support: Establish policies and resources to support intercultural initiatives and reduce systemic barriers.

Technology Integration: Leverage virtual exchange programs and online cultural simulations to enhance learning opportunities.

Continuous Assessment: Utilize tools like the Intercultural Development Inventory (IDI) to regularly assess and improve intercultural competence.

Collaboration and Networking: Foster partnerships between educational institutions, corporations, and cultural organizations to create diverse learning environments.

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