

ISSN: 2450-8160

Herald pedagogiki. Nauka i Praktyka

wydanie specjalne



Warszawa
2021

Editorial Team

Editor-in-chief: *Gontarenko N.*

EDITORIAL COLLEGE:

W. Okulicz-Kozaryn, *dr. hab, MBA, Institute of Law, Administration and Economics of Pedagogical University of Cracow, Poland;*

L. Nechaeva, *PhD, PNPUI Institute K.D. Ushinskogo, Ukraine.*

K. Fedorova, *PhD in Political Science, International political scientist, Ukraine.*

Aryslanbaeva Zoya, *Ph.D. in Uzbek State Institute of Arts and Culture Associate Professor of "Social Sciences and Humanities."*

Karimov Ismoil, *Kokand State Pedagogical Institute*

Nishanova Ozoda, *National University of Uzbekistan named after Mirzo Ulugbek*

Isamova Pakiza Shamsiyevna, *candidate of pedagogical sciences, associate professor of Uzbek State World Languages University, Republic of Uzbekistan, Tashkent city.*

(wydanie specjalne) Volume-2, № 2 March 2022

ARCHIVING

Sciendo archives the contents of this journal in ejournals.id - digital long-term preservation service of scholarly books, journals and collections.

PLAGIARISM POLICY

*The editorial board is participating in a growing community of **Similarity Check System's** users in order to ensure that the content published is original and trustworthy. Similarity Check is a medium that allows for comprehensive manuscripts screening, aimed to eliminate plagiarism and provide a high standard and quality peer-review process.*

About the Journal

Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or “commonsensical” pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

HP publishes two issues per year, including Themed Issues. To propose a Special Themed Issue, please contact the Lead Editor Dr. Gontarenko N (info@ejournals.id). All submissions deemed of sufficient quality by the Executive Editors are reviewed using a double-blind peer-review process. Scholars interested in serving as reviewers are encouraged to contact the Executive Editors with a list of areas in which they are qualified to review manuscripts.

INTERCULTURAL COMMUNICATION IN HIGHER EDUCATION

Pan Olga,

Senior Lecturer at the Yeju Technical Institute in Tashkent

Abdullayeva Gulchekhra Mirzhalilovna,

Senior Lecturer at Yeju Technical Institute in Tashkent

Abstract: The article offers a comprehensive vision of the model of intercultural adaptive ecosystem of the university with two outlines - internal and external. The internal outline includes four components: values, methods, processes and structures. The external outline of intercultural adaptive ecosystem of the educational organization also consists of four components: domestic educational collaborations, international cooperation, interaction with national and cultural communities, and recommendations to the authorities.

Keywords: culture, foreign students, intercultural communication., the process of adaptation

The tasks of increasing the international competitiveness and export of Uzbek education within the framework of national development priorities are inextricably linked to the need to create a favorable environment for the adaptation of foreign students on the basis of ecosystem and stakeholder approaches. The formation of integral and multidimensional model of intercultural adaptation ecosystem for Uzbek universities and other educational organizations should take place with full recognition of the values of external and internal internationalization in all types of activities in order to form long-term key competencies. The model of intercultural adaptation ecosystem should become a matrix and a kind of framework solution in terms of strategic development of universities in the global world, taking into account rethinking and complicating their mission as a social institution in international partnership.

The article offers a comprehensive vision of the model of intercultural adaptive ecosystem of the university with two outlines - internal and external. The internal outline includes four components: values, methods, processes and structures. The external outline of intercultural adaptive ecosystem of the educational organization also consists of four components: domestic educational collaborations, international cooperation, interaction with national and cultural communities, and recommendations to the authorities.

Intercultural communication is the process of interaction between representatives of different human cultures. The concept of ICC is believed to have been introduced in the 1950s by the American cultural anthropologist Edward T. Hall. Two important attributes of intercultural interaction in a host country can be emphasized: the size and proportions of the receiving ties and the strength of the host ties. First, the strength and volume of host ties increase over time. By spending more and more time in another cultural space, international students gradually increase the quantity and quality of contact with people in the host country, sometimes even replacing their ethnic ties. We believe that the

emergence of contact or interaction is not even the most important thing; instead, we suggest that research should pay more attention to what actually happens during these contacts. Third, it is important to emphasize the essential role of interaction depending on the length of time spent in the new culture. Research has shown that international students have few friends in their host country. We found that more than 50% of international students at the first stages of their adaptation do not maintain close contact with their compatriots, or with other international students; 31% of students complained that they had difficulty understanding the thoughts and behavior of Uzbek students, and reported frustration with communication, because according to representatives of both ethnic groups each has more interesting and meaningful issues to discuss. For example, Uzbek students often talk about sports (soccer, basketball, etc.), while Chinese students know little about it and are completely uninterested. A study of the interaction of African students studying in Uzbek similarly indicates that at the beginning of the adaptation process, African students encountered a lack of common topics for discussion. We are willing to describe the initial intercultural communication between international and domestic students as "hi-bye", which would translate to a degree of communication equal to acquaintance and occur at the level of greeting and no more. 83% of the international students we surveyed confirmed this position. Despite the fact that 70% of international students participating in this survey agreed that Uzbek students were still quite friendly and open to them, they described communication with Uzbeks as acquaintance with the formal maintenance of a "hi-bye" type relationship. The study of intercultural interaction showed that about 4/5 of the international students we surveyed had insufficient and/or poor contact with their Uzbek colleagues and professors at university, due to which they experienced great problems in adapting and learning. Approximately one third of international students identified poor contact with faculty and Uzbek students as a big (very big) problem for them. More than a third (34.05%) of international students considered communication with Uzbek students as "bad" (19.15%) or "very bad" (7.45%) or even noted a stage of "no contact" (7.45%). Nevertheless, more than half of the students consider communication with their diaspora (56.18%) or with students from other nationalities (57.14%) as "good" or "very good." Good language skills reduce the cultural distance between international students and their host peers, facilitate interaction, and broaden the topics of discussion. The first reason that inhibits the process of intercultural communication is the motivation of international students. Motivation to study abroad can be primarily instrumental rather than integrative. By instrumental motivation we mean primarily gaining knowledge, studying for an exchange, getting a degree, or getting a job. In contrast to those who have an integrative goal, which includes the desire to experience foreign culture or learn a foreign language, this group of students has little interest in further interaction with local (Uzbek) students. In addition, Uzbek students also lack motivation. The survey showed that students in the host country did not realize the benefits of intercultural contact with foreign students, and showed little interest in communicating with them.

In the same way, we must consider and interpret mental features such as anxiety, uncertainty and anxiety in communication. All people are characterized by homeostasis, in which one tries to achieve a constant variety of life variables in our internal semantic structure just to achieve an ordered whole. When people initiate interactions that disrupt their inner peace and habitual system, they experience imbalance and anxiety. In order to prevent such anxious and insecure feelings, some international students simply have to avoid interaction in their host country. Another unusual reason why some ethnic groups remain isolated is jealousy in their national circle. Many international students fear causing jealousy among their ethnic friends because of their close interaction with another nation. Jealousy, in fact, shows a paradoxical relationship between students: on the one hand, foreigners admire those who are able to establish good relationships with Uzbek students; on the other hand, their lack of foreign language skills and weak intercultural communication skills discourage them from the same interaction. To cope with stress and frustration, members of the national community put pressure on those who betrayed them and established close contact with another ethnic group. We can note that starting a relationship with another ethnic group often ruins a tolerant relationship. In some cases, international students face racism and discrimination, nevertheless, most Uzbek students do not have negative attitudes towards international students and treat them rather with coolness and indifference.

We conclude that national friendships provide international students with: (1) a familiar structure in a new multicultural world, (2) mutual respect and approval, (3) the possibility of suitable marriage partners and/or substitute parents in difficult situations, (4) relief from the stresses of adjustment. Such material, informational, emotional, educational, and recreational services make it easier for students to adjust in the initial stages. Because of feelings of insecurity and a sense of their cultural identity abroad, international students tend to build friendships with one of the national students and seek and maintain their national and cultural identity. However, previous academic research has supported a positive relationship between intercultural communication and the process of international students' adjustment in the host country.

First, intercultural communication contributes to the academic adjustment of international students and proves their foreign language skills. International students benefit from effective intercultural communication in indicators such as better academic performance, little denial, adequate self-motivation, greater use of the services provided, feeling less alienated and homesick, developed sense of identity, improved or fluent Uzbek language skills, greater satisfaction with the learning process, more enjoyment of university and life in general. We advocate that international students who interact frequently with their ethnic group, but who also practice foreign contacts, will undergo a faster process of sociocultural adaptation than those who only stay in the national group. Second, to maintain mental health, as good contact with Uzbek students ensures the psychological well-being of international students. We found that freshmen who felt well reported higher levels of social support to us. So far, the vast majority of research

on intercultural communication between international and host students considers co-national friendship as a negative influence on adjustment in the long run.

Despite the fact that the problems of interaction between representatives of different cultures are studied at the interdisciplinary level, in our opinion, there is a need to understand the problem in the context of not only sociological, but also pedagogical research, which is due to the prevalence of intercultural interaction of foreign students in the system of higher education of the Uzbek Federation. This view provides an opportunity to create pedagogical conditions and solutions for successful adaptation and intercultural interaction of individuals in the modern world. In turn, this allows us to state that intercultural communication related to the process of education in higher education determines intercultural communication as an integral part of the process of adaptation of international students.



References.

- 1.Sadokhin A.P. Introduction to intercultural communication: textbook / A.P. Sadokhin. - M.: Publishing house "Omega - L", 2009.
- 2.Ter - Minasova S.G. Languages and cultures: struggle for world domination or peaceful coexistence? Problems of Philology and Intercultural Communication at the Present Stage: Materials of the International Scientific-Practical Conference. Vol. 1.- Yakutsk: publishing house of the Yakutsk University, 2008. - c.3-11.
- 3.Miroljubov A.A. Cultural orientation in teaching foreign languages / A.A.Miroljubov // Foreign languages at school. -1997.- №4. -c17.
- 4.Elizarova G.V. Culture and foreign language teaching.- SPb: KARO, 2005. -352 c.
- 5.Self-actualization of youth in society. Achievements. Problems. Prospects./ Ed. by Tikhomirova E.I. Samara. Publishing house AsGard, 2009. -528 p.
- 6.Noskova N.P. The development of linguistic personality in the aspect of multicultural education in a technical university. Linguistic and cultural contacts of different nations./ Sb. materials under the ed. of A.P. Timonina, Part 1. - Penza, 2001.
- 7.Milrud R.P., Matienko A.V. Alternative testing of communicative competence of students. Izd vo Titul. Obninsk. 2007. №1 (17). C.4-12.