

# Developing Interethnic Communication Culture Among Students In The Context Of Globalization

**Karimova Nargiza Mamatkadirovna**

Lecturer, Samarkand State Pedagogical Institute

**Abstract:** This article analyzes the theoretical and practical aspects of developing interethnic communication culture among students in higher education institutions in the context of globalization. The processes of globalization have significantly intensified interactions among representatives of different cultures, thereby creating a strong need to develop intercultural communicative competence among students. The study highlights the importance of fostering tolerance, empathy, and cultural sensitivity as essential components of effective intercultural communication.

**Keywords:** globalization, interethnic communication, intercultural communication, communicative competence, tolerance, empathy, cultural diversity, higher education, pedagogical technologies, interactive methods, cultural sensitivity, social integration

**Introduction.** Globalization has become an integral part of modern societal development, exerting a significant influence on all spheres of human life, particularly the education system. Today, the expansion of interactions among representatives of various nations, ethnic groups, and cultures has made the development of interethnic communication culture an urgent pedagogical issue. Students in higher education institutions, as future active members of society, must be prepared to engage in effective cooperation with individuals from diverse cultural backgrounds. Therefore, developing intercultural communicative competence among students is considered one of the key objectives of modern education.

Interethnic communication culture refers to a set of knowledge, skills, and values that ensure mutual respect, understanding, and effective communication among representatives of different cultures. This culture reflects an individual's level of socialization, communicative activity, and cultural awareness. According to modern scientific perspectives, interethnic communication culture consists of three main components: cognitive, affective, and behavioral. The cognitive component includes knowledge about different cultures, traditions, and values; the affective component reflects positive attitudes such as respect and tolerance toward other cultures; and the behavioral component involves the ability to apply this knowledge and attitudes in real communication situations.

**Main Part.** In the 21st century, globalization processes have deeply influenced all aspects of human life, including the education system. The expansion of interactions among representatives of different nations and cultures has made the formation of interethnic communication culture a pressing pedagogical challenge. Students in higher education institutions must be prepared to function as active participants in a multicultural society and cooperate effectively with individuals from diverse cultural backgrounds.

Modern education is not limited to knowledge transmission but also aims at the comprehensive development of личности (individuals). From this perspective, developing intercultural communicative competence among students is a crucial task. This requires fostering such qualities as tolerance, empathy, cultural sensitivity, and open-mindedness.

At the same time, globalization has also led to certain challenges, including stereotypes, misunderstandings, and cultural conflicts, which complicate interethnic communication. Therefore, it is essential for the education system to prepare students to deal with such challenges by developing their cultural sensitivity and empathy. Empathy, defined as the ability to understand and respond appropriately to the feelings of others, is a key condition for effective communication. Tolerance, in turn, involves respect for diverse beliefs, values, and cultural differences.

The development of interethnic communication culture in higher education largely depends on specific pedagogical conditions. First, it is necessary to create a positive psychological environment within educational institutions. Such an environment fosters open and free communication among students and encourages the

exchange of ideas. Additionally, incorporating intercultural content into the curriculum is essential. Educational materials that include information about different cultures help broaden students' worldviews. Interactive teaching methods play a particularly important role in developing interethnic communication culture. Discussions, role-playing activities, group work, and project-based learning ensure active student participation. For instance, role-playing allows students to simulate intercultural situations and develop practical communication skills. Discussions help students understand and respect different perspectives, while project-based learning encourages independent thinking and collaborative work.

Modern pedagogical technologies, especially information and communication technologies, also contribute significantly to the development of interethnic communication. Through the internet and social media platforms, students can communicate with people from different countries, enriching their intercultural experience and enhancing their communicative competence. At the same time, it is important to develop students' ability to understand and respect cultural differences in digital environments.

Issues related to interethnic and intercultural communication have been widely studied by scholars. The founders of intercultural communication theory consider this process as a crucial factor in ensuring mutual understanding and cooperation among people. In pedagogical research, interethnic communication culture is associated with socialization, communicative competence, and cultural identity. Modern studies emphasize that this concept consists of cognitive, affective, and behavioral components.

The present study employed several research methods, including theoretical analysis of scientific literature, comparative analysis, observation, surveys, interviews, and pedagogical experiments. The research was conducted among students of higher education institutions, focusing on their levels of interethnic communication, tolerance, and empathy.

The results of the study indicate that the development of interethnic communication culture among students depends on several factors, including pedagogical conditions, educational content, teaching methods and technologies, and students' personal development. The findings show that students demonstrate increased levels of empathy, stronger tolerance, and reduced stereotypes as a result of targeted educational interventions. This contributes to the acceleration of social integration processes, which play a key role in ensuring social stability and cooperation among different groups.

Furthermore, the role of teachers in developing interethnic communication culture is extremely significant. Teachers act not only as knowledge providers but also as facilitators of the educational and воспитательный (educational upbringing) process. Through their personal example, they can instill tolerance, respect, and open-mindedness in students. It is also essential for teachers to possess intercultural competence and be able to apply modern pedagogical approaches effectively.

**Conclusion.** In conclusion, the development of interethnic communication culture among students in the context of globalization requires a comprehensive and systematic approach. This process should not be limited to educational institutions alone but should be supported at the societal level. Families, mass media, and social institutions also play an important role in fostering tolerance and cultural respect, particularly among young people.

Thus, developing interethnic communication culture in higher education is one of the priority directions of modern education. It contributes to the holistic development of individuals, enhances their social activity, and ensures social stability. Therefore, it is essential to implement innovative pedagogical technologies, apply interactive teaching methods effectively, and promote tolerance, empathy, and cultural sensitivity among students.

#### **Foydalanilgan adabiyotlar ro'yxati.**

1. Mamatkadirovna K. N. JARAYONIDA TALABALARNING KOMMUNIKATIV FAOLIYATINI SHAKILLANTIRISHDA TA'LIM INFORMASION TEXNOLOGIYADAN FOYDALANISH //Ta'lim fidoyilari. – 2022. – T. 18. – №. 5. – C. 338-341.
2. Mamatkadirovna N. K. Pedagogical system of development of culture of international communication in students //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – T. 11. – №. 11. – C. 245-247.

3. Karimova N. Professional and moral competence of primary school teachers: essence, structure, content //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 11.
4. Nargiza Karimova. Talabalarda millatlararo muloqot madaniyatini rivojlantirishning o‘ziga xos xususiyatlari. (2025). MAKTABGACHA VA MAKTAB TA’LIMI JURNALI, 3(4). Tom 3 № 4 (2025): «Maktabgacha va maktab ta’limi» jurnali
5. Karimova, N. Professional and moral competence of primary school teachers: essence, structure, content // European Journal of Research and Reflection in Educational Sciences. – 2019. – T. 7. – № 11.
6. Karimova Nargiza Mamatkadirovna. Pedagogical Conditions for the Development of Intercultural Communication Among Students. (2022). Czech Journal of Multidisciplinary Innovations, 12, 88-93.
7. Mamatkadirovna K. N. TALABALARINI DARSDAN TASHQARI TARBIYAVIY TADBIRLAR ASOSIDA MULOQOT MADANIYATIGA TAYYORLASH. – 2022.
8. Mamatkadirovna N. K. Pedagogical system of development of culture of international communication in students //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – T. 11. – №. 11. – C. 245-247.
9. Karimova N. Professional and moral competence of primary school teachers: essence, structure, content //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 11.