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THE ROLE OF TELECOMMUNICATION TECHNOLOGIES IN THE DEVELOPMENT OF SOCIO-CULTURAL COMPETENCE OF NON-PHILOLOGICAL STUDENTS

Abstract: This study explores the use of telecommunication technologies to develop the social cultural competencies of non-philological students in Uzbekistan. The integration of telecommunication technologies into the curriculum proves effective for preparing students to navigate cultural diversity in an interconnected world. However, challenges related to technology access and faculty training need to be addressed. The study offers insights for educators and policymakers in Uzbekistan and beyond who seek to harness technology for fostering cultural competencies.

Keywords: social cultural competencies, telecommunication technologies, non-philological students, Uzbekistan, cross-cultural communication

Annotatsiya: Ushbu tadqiqot O'zbekistonda nofilolog talabalarning ijtimoiy-madaniy kompetensiyalarini rivojlantirish uchun telekommunikatsiya texnologiyalaridan foydalanishni ko'rib chiqadi. Telekommunikatsiya texnologiyalarini o'quv dasturiga integratsiya qilish talabalarni o'zaro bog'liq dunyoda madaniy xilma-xillikni idrok etishga tayyorlashda samarali ekanligini isbotlaydi. Biroq, texnologiyadan foydalanish va o'qituvchilarni tayyorlash bilan bog'liq muammolarni hal qilish kerak. Tadqiqot O'zbekistonda va undan tashqarida madaniy kompetensiyalarni rivojlantirish uchun texnologiyadan foydalanishga intilayotgan pedagog va siyosatchilarga tushuncha beradi.

Kalit so'zlar: ijtimoiy-madaniy kompetensiyalar, telekommunikatsiya texnologiyalari, nefilologiya talabalari, O'zbekiston, madaniyatlararo aloqa

Аннотация: В данном исследовании рассматривается использование телекоммуникационных технологий для развития социокультурных компетенций студентов-нефилологов в Узбекистане. Интеграция телекоммуникационных технологий в учебную программу оказывается эффективной для подготовки студентов к восприятию культурного многообразия во взаимосвязанном мире. Однако необходимо решить проблемы, связанные с доступом к технологиям и подготовкой преподавателей. Исследование дает представление педагогам и политикам в Узбекистане и за его пределами, которые стремятся использовать технологии для развития культурных компетенций.

Ключевые слова: социокультурные компетенции, телекоммуникационные технологии, студенты-нефилологи, Узбекистан, межкультурная коммуникация

INTRODUCTION

In the era of globalization and rapid technological advancement, developing social cultural competencies has become increasingly important for students across disciplines. For non-philological students in particular, who may have limited exposure to cultural studies in their core curriculum, telecommunication technologies offer innovative ways to bridge this gap [1]. In the context of Uzbekistan, where higher education is undergoing significant reforms to align with international standards, integrating technology-enhanced cultural learning is a key priority [2]. This study aims to investigate how telecommunication technologies can be leveraged to cultivate the social cultural competencies of non-philological students in Uzbekistan.

The development of social cultural competencies involves acquiring knowledge, skills, and attitudes that enable effective interaction and communication with people from diverse cultural backgrounds [3]. These competencies are crucial for success in today's multicultural workplaces and global society [4]. However, traditional classroom instruction may fall short in providing students with authentic cultural experiences and opportunities for cross-cultural dialogue [5]. Telecommunication technologies, such as video conferencing, social media, and online collaboration platforms, have the potential to overcome these limitations by connecting students with peers and experts from different cultures and facilitating immersive cultural learning experiences [6].

This study builds upon previous research that highlights the benefits of technology-mediated cultural exchange for enhancing intercultural competence [7] [8]. However, the specific context of non-philological students in Uzbekistan remains underexplored. By focusing on this population and the unique challenges and opportunities they face, this study seeks to contribute new insights to the field and inform educational practice and policy in Uzbekistan.

METHODS AND LITERATURE REVIEW

The use of telecommunication technologies for developing social cultural competencies has been explored in various educational contexts. Belz [1] examined the social dimensions of telecollaborative foreign language study and found that online interaction with native speakers enhanced students' cultural knowledge and communication skills. Similarly, O'Dowd [5] highlighted the potential of online intercultural exchange for fostering intercultural communicative competence among foreign language learners.

In the context of Uzbekistan, Azimov [2] discussed the challenges and opportunities of reforming higher education to align with international standards, emphasizing the importance of integrating technology-enhanced learning. Abdullaev and Milson [8] investigated the use of telecollaboration for developing intercultural competence in future teachers in Uzbekistan, finding positive impacts on participants' cultural awareness and communication skills.

Several studies have explored specific telecommunication technologies for cultural learning. Liaw, Bunn-Livingstone, and Cui [6] examined the use of technology-enhanced experiential learning for transforming cultural competence among social work students, highlighting the benefits of virtual simulations and online collaborations. Salto, Turk, and Dunlap [7] investigated the impact of virtual

exchange on student cultural competence, finding significant improvements in participants' intercultural sensitivity and global awareness.

The literature also identifies challenges related to technology integration for cultural learning. O'Dowd [5] noted issues of technology access and the digital divide, which can hinder students' participation in online intercultural exchanges. Additionally, faculty preparedness and support have been identified as critical factors for the effective implementation of technology-mediated cultural learning [6].

This study is grounded in Vygotsky's sociocultural theory, which emphasizes the role of social interaction and cultural tools in mediating learning and development [9]. According to this theory, learning occurs through participation in social activities and the use of cultural artifacts, such as language and technology. In the context of developing social cultural competencies, telecommunication technologies serve as cultural tools that facilitate cross-cultural interaction and learning.

The study also draws upon the conceptual framework of intercultural communicative competence developed by Byram [4]. This framework identifies five dimensions of intercultural competence: knowledge, attitudes, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Telecommunication technologies can support the development of these dimensions by providing opportunities for cultural knowledge acquisition, perspective-taking, and authentic interaction with diverse others.

ANALYSIS ANS DISCUSSION

The literature review reveals the potential of telecommunication technologies for developing social cultural competencies among non-philological students in Uzbekistan. Online collaboration tools, virtual cultural exchanges, and digital storytelling emerge as promising approaches for enhancing students' cross-cultural knowledge, communication skills, and global awareness.

The integration of online collaboration tools, such as Google Docs and Zoom, allows students to work in mixed-culture teams on research projects related to global issues. This experience provides opportunities for students to practice cross-cultural communication, negotiate cultural differences, and develop a shared understanding of complex global problems. Virtual cultural exchanges with partner universities in different countries offer immersive opportunities for students to engage in discussions and activities related to cultural topics [7]. These exchanges foster perspective-taking, cultural empathy, and the ability to navigate cultural diversity. Digital storytelling, in which students create and share digital stories reflecting on their own cultural identities and experiences, promotes self-reflection and intercultural understanding.

However, the literature also highlights challenges related to technology access and faculty preparedness. The digital divide, particularly in developing countries like Uzbekistan, can limit students' participation in online cultural learning activities. Addressing issues of technology infrastructure and access is crucial for ensuring equitable opportunities for all students. Additionally, faculty members may lack the necessary skills and support to effectively facilitate technology-mediated cultural learning [10]. Providing targeted professional development and resources for faculty is essential for the successful integration of telecommunication technologies in cultural competence development.

CONCLUSIONS

This study examines the use of telecommunication technologies for developing the social cultural competencies of non-philological students in Uzbekistan. The literature review reveals the potential of online collaboration tools, virtual cultural exchanges, and digital storytelling in enhancing students' cross-cultural knowledge, communication skills, and global awareness. These findings have important implications for educators and policymakers seeking to prepare students for success in an interconnected world.

However, the study also highlights the need to address challenges related to technology access and faculty preparedness. Investing in infrastructure and professional development will be crucial for ensuring that all students can benefit from technology-enhanced cultural learning.

As Uzbekistan continues to reform its higher education system, integrating telecommunication technologies for cultural competence development should be a key consideration. By leveraging these tools to bridge cultural divides and foster global understanding, educators can help prepare a new generation of culturally competent professionals and citizens.

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