RESEARCH ARTICLE

Development of A Culture of Interethnic Communication Among Students: A Systematic Approach and Topical Issues

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Abstract

The article analyzes important social and cultural aspects of the formation and development of a culture of interethnic communication among student youth, current tasks of the modern education system, the expansion of the worldview of young people, the formation of respect and empathy towards cultural differences, as well as the possibilities of successful activity in a global society, the significance of the process, its main directions, and proposed solutions.

KEYWORDS

Education, upbringing, culture, language, empathy, respect, communication, technology, information, methodology, dialogue, integration, activity, personality.

INTRODUCTION

In the global world of the 21 st century, the culture of interethnic communication is becoming increasingly important. In almost all countries of the world, international cooperation in the field of education is expanding. The interaction and integration of different peoples is an important factor not only in the political and economic spheres, but also in the social and cultural spheres. In particular, the formation and development of a culture of interethnic communication among student youth is one of the urgent tasks of today's education system from an important social and cultural point of view. Thanks to this, the worldview of young people will expand, respect and empathy towards cultural differences will be formed, and the opportunity to successfully work in a global society will increase. This article analyzes the importance of this process, its main directions, and the proposed solutions.

It contributes to the development of a culture of communication among students, broadening their worldview, and mutual understanding of different nationalities. The proper establishment of interethnic communication largely depends on three main factors: intercultural respect, language proficiency, and empathy. Firstly, respect for the culture and traditions of different nationalities strengthens friendship and cooperation between students. The organization of intercultural events between representatives of different nationalities at universities and schools (for example, national food festivals, joint projects, cultural evenings) increases mutual respect. Secondly, it is important to develop linguistic skills. Many young people in the next generation know English, but opportunities to learn other languages are also expanding. Language is not only a means of communication, but also the key to understanding culture. By knowing the language, a student can communicate more closely and sincerely with representatives of other nationalities. Thirdly, empathy - that is, the desire to understand others, to accept their thoughts and feelings - makes interethnic communication more effective. As advice, empathy skills can be enhanced through role-playing among students, simulation games, and discussions. Also, educational institutions and educators should teach students to be open to interethnic culture, abandon stereotypes, and respect each other.

In pedagogy, the educational environment is considered as a component of the educational system that ensures the success of its study, development, and self-development by involving students in various educational activities and creating a psychologically favorable environment.

S.T. Shirmatov understands the educational environment as "a system of influences and conditions for the formation of a personality according to a certain model, as well as the possibilities of development existing in the social and spatial-subjective environment"[1;167].

According to M.Bahodirov, the educational environment is a more or less organized multi-structural system of direct and indirect educational and upbringing influence that implements the psychological and pedagogical relationships of teachers, characterizing the goals, tasks, methods, means, and forms of the educational process...." [2;89]

Based on the opinion of our scientists, we give the following author's definition: "The educational environment is a community, which, according to the specific characteristics of the age, is represented by: a) the interaction of young people with adults and peers; b) such important processes as mutual understanding, communication, reasoning (i.e., attitude to one's own experience in a certain society); c) such an important feature as a historical and cultural component, which determines where it came from, how it acts..."

M.Bahodirov understands the educational environment as a "system of pedagogical and psychological conditions and influences." The opportunity to reveal the existing abilities and personal characteristics of students, as well as their interests and abilities that have not yet been manifested" [2;156].

Based on the analysis of scientific research, we present the following author's approach:

"The educational environment reflects the interdependence of the conditions that ensure a person's learning. This refers to the student's presence in the educational environment, interaction, and the interaction of the environment with the subject.

"The educational environment is a part of the socio-cultural space, a zone of interaction between educational systems, their elements, educational materials, and subjects of educational processes."

Also, one of our scientists, S.T.Shirmatov, considers the educational environment as a space where the interaction of educational subjects takes place [1;139].

The following components are distinguished in this process:

- psychodidactic (content, forms, and methods of activity);

- social component (relations arising between subjects);

spatial-subject component (opportunities provided by the scientific environment for the organization of activities and the development of students);

- environmental entities.

According to M. Solieva, "the social environment, at different age periods of a person, throughout life, various spheres of the microenvironment have an appropriate influence on a person, covering all stages of their ontogenesis."

In the educational environment, according to M. Solieva [1;56], a person acquires socio-psychological knowledge and experience of social interaction and determines the attributive properties of the environment:

- integrity (this is ensured by natural interaction with other systems and subsystems);

- systematicity (in the form of connections and relationships between the components of the system, ordered into a certain structure, which determines the behavior of the entire system);

- hierarchy (each component of the system can be considered as a system containing another system, i.e., each component can simultaneously be a subsystem of a given system and include another system); compatibility/inconsistency with other systems;

- stability (as the presence of stable feedback);

- adaptability (adaptation to the surrounding world, attitude towards it and its influence);

- the ability for self-improvement.

V.A. Yasvin [4;78] proposes to distinguish spatial-architectural, social, and psychodidactic components in the educational environment.

The first component of the educational environment is spatial and architectural. These are the architectural features of the building, the equipment and special attributes of the educational environment.

The second component is social, determined by a special form of subjective community inherent in this type of culture. It is

important to observe the following conditions:

- the teacher and the student are the sole multiple subjects of development;

- the presence of cooperative relations between the teacher and students;

- the presence of collective distributed educational activity;

- filling the lives of students and adults in the university with communication.

The third component of the educational environment - psychodidactics - includes the content of the educational process, the methods of action mastered by the student, and education.

M. Soliyeva confirms the above: "the educational environment of a higher educational institution is not a passive condition that ensures effectiveness, but acts as an active external organizing factor that guides and develops the specialist as a citizen, professional, and individual" [1;81].

According to M. Solieva, the educational environment of a higher educational institution is one of the forms of human interaction with the external world, "mainly determining the way of life, under the influence of which relationships, values, and personality stereotypes are formed..." [1;122].

Consequently, according to the analysis, a person receiving education not only interacts with the educational environment, but also becomes self-aware in this regard, assimilates interaction, culture, establishes social relations, attracts natural material to the space of their life activity.

In addition, the author proposes to consider the educational environment of a higher educational institution from two points of view:

1. As a system of influences and conditions for the formation of personality according to a given template;

2. As a system that provides an individual education for each student, creating conditions for the formation of their inner world and personal growth, self-awareness, and national self-awareness.

M. Bakhodirov considers the educational environment as "a means of developing the subjectivity of the student, which is realized in the process of directing interaction, activity, and other subjects of communication" [2;234].

Thus, the pedagogical process in the educational environment is a dialogic connection based on activity between educational subjects. In the process of pedagogical communication, the teacher and the student enter into communication. The student acts as the recipient, and the teacher as the communicator. A peculiarity of teaching in a higher educational institution is the constant attention to the materials of scientific lectures and students' listeners. The lecture material - the student's research activity - is explained by popular speech. Therefore, a good knowledge of one's subject and field of study is the main task of a university student. However, not only good knowledge of the subject ensures the success of the lecture, but the teacher must also be interested in their subject, love it, and have an "ideological approach" to scientific research, only then will they be able to correctly explain the content of the lecture to students and succeed not only in acquiring knowledge, but also in their independent work, experimental activity, and studying additional sources of information.

Modern technologies (such as online bridges, virtual exchange programs) support this process.

1. The importance of interethnic communication culture and its main components. The culture of interethnic communication is a technology of effective, respectful communication and cooperation between representatives of different nationalities and cultures, in which it is important to understand and take into account cultural differences. Teaching students from a young age to appreciate the cultural and historical heritage of others, to make their worldview open, and to develop soft skills forms stable and peaceful relations in society.

Studies (Gudykunst, 2004; Chen, 2010) shows that the following components are necessary for successful interethnic communication:

- Respect for cultural differences and openness;

- Reduction of social empathy and stereotypes;

- Bilingualism or multilingualism;

- Application of interactive and communicative methods in education.

2. Current factors in the development of interethnic communication culture among students, statistical data and world experience. Today, universities are expanding their activities in such areas as international student and faculty exchanges, and attention to language learning. Developing

linguistic skills is important. Many young people of the next generation know English, and opportunities for learning other languages are expanding. Language is not only a means of communication, but also the key to understanding culture. By knowing the language, a student can communicate more closely and sincerely with representatives of other nationalities. However, linguistic knowledge alone cannot guarantee interethnic understanding. Empathy, intercultural respect, and freedom from stereotypes are also important areas. Therefore, it is necessary to involve students in social and intercultural activities, include relevant topics in the curriculum, and widely use interactive teaching methods.

According to the World Center for Education Statistics (Institute of International Education, 2022), in 2021, more than 5 million students worldwide studied abroad. This indicates the variability of interethnic communication.

In a study conducted in collaboration with Japanese universities (Tanaka et al., 2020), 75% of foreign students indicated that they became more adapted to the new culture after participating in intercultural events. At the same time, 1 in 3 students experienced stress due to communication problems and cultural misunderstandings.

3. Practical directions and experience in the development of interethnic dialogue

- Holding intercultural events. The organization of national holidays, cultural weeks, international forums, and seminars at universities strengthens mutual understanding among students.

- Improving language proficiency and communication skills. Improvement of the activities of foreign language centers, implementation of interactive classes aimed at language practice.

- Development of empathy and social skills. Psychological trainings, organization of group work, cross-cultural scenario games.

- Using the capabilities of technologies. Virtual exchange programs, online intercultural platforms allow students to communicate with peers in other countries.

Empathy - that is, the desire to understand others, to accept their thoughts and feelings - makes interethnic communication more effective. As advice, empathy skills can be enhanced through role-playing among students, simulation games, and discussions. Also, educational institutions and educators should teach students to be open to interethnic culture, abandon stereotypes, and respect each other. Modern technologies (such as online bridges, virtual exchange programs) support this process. For example, the "Week of Interethnic Dialogue" was held at Tashkent State University in 2022. About 200 students from 10 countries took part in it. During the event, students presented their national culture and participated in interactive trainings. According to the survey results, 88% of participants noted that this event helped them understand the culture of others.

4. Proposals and methods for the development of interethnic dialogue

- Introduction of the subject of interethnic communication into the curricula. Teaching students the basics of cultural studies and communicative psychology.

- Organization of intercultural volunteer programs. Engaging students in banquets, conversations about silence, participation in international projects.

- Virtual exchange platforms. For example, the development of language and cultural studies using Erasmus+ and other international educational exchange projects.

-Simulation games and role models. Highly interactive learning methods aimed at eliminating empathy and stereotypes.

CONCLUSION

Developing a culture of interethnic communication in students is an important part of building a stable and peaceful society. Communication, formed on the basis of respect for cultural differences, respect for language, and empathy, opens up new opportunities for young people in the modern world. The culture of interethnic communication is the foundation of modern society, the key to high-quality and effective communication. The culture of interethnic communication serves the formation of developed social skills and cultural consciousness in students. Educational institutions should provide systematic and constant support for this process. Real statistics, research, and educational practices show that multifaceted approaches are required to improve the effectiveness of work in this area. The formation of a culture of interethnic communication among students is a strategic task of educational institutions, through which young people acquire social discipline, cultural maturity, and solidarity. It is important to use interactive, advanced methods in the educational process, to increase the number of projects aimed

at teaching foreign languages and intercultural communication.

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