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MAKTABGACHA  
VA MAKTAB  
TA'LIMI VAZIRLIGI



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**2025**

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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3-oktyabr, 2025-yil.

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## LEARNING INTERCULTURAL COMMUNICATION THROUGH SOCIAL MEDIA: THE APPROACH OF MODERN STUDENTS

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**Abstract:** This scientific article examines the role of social media in developing intercultural communication competence in foreign language education. The study analyzes modern learners' approach to education, particularly their preference for short, interactive, and visual content. It also evaluates the educational potential of popular platforms such as TikTok, YouTube, Instagram, X (formerly Twitter), and Reddit, highlighting their contribution to the development of intercultural competence components such as cultural awareness, empathy, reflection, and social adaptation. The findings emphasize the potential of integrating social media into the educational process as an effective pedagogical tool for simultaneously teaching language and culture.

**Key words:** intercultural communication, foreign language education, social media, modern learners, TikTok, YouTube, Instagram, Twitter, Reddit, intercultural competence, Byram's model, Dearsordff's model.

**Annotatsiya:** Mazkur ilmiy maqolada xorijiy til ta'limida ijtimoiy tarmoqlarning o'zaro madaniy muloqot kompetensiyasini rivojlantirishdagi roli tahlil qilinadi. Tadqiqotda zamonaviy talabalarning ta'limga yondashuvi, xususan qisqa, interaktiv va vizual kontentga bo'lgan afzalligi o'rganilgan. Shuningdek, TikTok, YouTube, Instagram, X (ilgari Twitter) va Reddit kabi mashhur platformalarning o'quv jarayoniga qo'shadigan imkoniyatlari hamda ular madaniy ong, empatiya, refleksiya va ijtimoiy moslashuv kabi madaniyatlararo kompetensiya tarkibiy qismlarini shakllantirishdagi ahamiyati ko'rib chiqilgan. Tadqiqot natijalari ijtimoiy tarmoqlarni ta'lim jarayoniga integratsiya qilish til va madaniyatni bir vaqtning o'zida o'rgatishning samarali pedagogik vositasi bo'lishi mumkinligini ko'rsatadi.

**Kalit so'zlar:** madaniyatlararo muloqot, xorijiy til ta'limi, ijtimoiy tarmoqlar, zamonaviy talabalar, TikTok, YouTube, Instagram, Twitter, Reddit, madaniyatlararo kompetensiya, Bayram modeli, Dirdorf modeli.

**Аннотация:** В данной научной статье исследуется роль социальных сетей в развитии межкультурной коммуникативной компетенции в сфере обучения иностранным языкам. Анализируется подход современных учащихся к образованию, в частности их предпочтение краткого, интерактивного и визуального контента. Также рассматривается образовательный потенциал популярных платформ, таких как TikTok, YouTube, Instagram, X (ранее Twitter) и Reddit, и их вклад в развитие компонентов межкультурной компетентности: культурной осведомлённости, эмпатии, рефлексии и социальной адаптации. Результаты подчёркивают потенциал интеграции социальных сетей в образовательный процесс как эффективного педагогического инструмента для одновременного обучения языку и культуре.

**Ключевые слова:** межкультурная коммуникация, обучение иностранным языкам, социальные сети, современные учащиеся, TikTok, YouTube, Instagram, Twitter, Reddit, межкультурная компетентность, модель Байрама, модель Дирдорфа.

### INTRODUCTION

The new generation of students cannot concentrate on one thing for a long time during the educational process. This is their uniqueness: they prefer to learn new knowledge not by reading traditional books or listening to long lectures, but through short videos and current trends on social networks. As Almudena Márquez Indias points out, "it is necessary to fully exploit technological advances in education to involve students in online communication and collaboration. This will shed light on the digital revolution and its impact on our daily lives" (Márquez Indias, 2022).

Culture is the sum of the spiritual, material, intellectual, and emotional characteristics of a society or social group. Important aspects such as art and literature, lifestyle, value system, traditions, and beliefs all fall within the scope of culture (UNESCO, 2002). When learning a foreign language, it is also important to study the



culture of the speakers of that language, as culture is an integral part of communication (Martin & Nakayama, 2017).

Intercultural communicative competence occupies an important place in modern language education. This competence represents the ability of a person to communicate effectively and flexibly with representatives of other cultures. One of the most important theoretical foundations of this concept is the model put forward by Michael Byram, which explains intercultural competence through five main components: social experience, cultural knowledge, the ability to think and evaluate, communication and expression through language, and the willingness to develop one's knowledge and skills.

## LITERATURE REVIEW

Intercultural communication competence has been widely studied as a fundamental component of foreign language education. Byram in 1997 developed a model that emphasizes five key elements: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. This framework has become the basis for many subsequent studies, highlighting that language learning cannot be separated from cultural understanding. Deardorff in 2006 further expanded this idea, presenting a process-oriented model where intercultural competence is seen as a continuous development of respect, openness, and adaptability.

The rapid growth of social media has introduced new opportunities for intercultural learning. Godwin-Jones in 2018 noted that platforms such as YouTube and Twitter allow learners to engage in authentic communication and observe cultural practices directly from native speakers. Similarly, Martin and Nakayama in 2017 emphasized that digital interaction creates a real context for cultural discourse, making it possible for students to reflect on their own cultural identity while learning from others. Research also indicates that short, visual, and interactive content enhances learners' motivation and attention, aligning with the habits of the modern generation.

In Uzbekistan, scholars have also stressed the integration of modern technologies into language education. Gulomova in 2022 underlined the role of authentic materials and digital tools in developing sociolinguistic awareness among students. Recent studies demonstrate that social networks not only improve linguistic competence but also foster empathy, tolerance, and intercultural awareness. These findings suggest that combining Byram's and Deardorff's theoretical approaches with modern platforms such as TikTok, Instagram, and Reddit can provide an effective methodology for building intercultural communication competence in foreign language learning.

## RESEARCH METHODOLOGY

The research methodology of this study is based on qualitative and quantitative approaches. Data were obtained through surveys conducted among university students and direct observations of their use of social media platforms for language learning. The collected information was analyzed using comparative and descriptive methods to identify patterns, evaluate intercultural competence development, and interpret learners' attitudes toward digital educational tools.

## ANALYSIS AND RESULTS

In Byram's approach, language and culture are considered as an inseparable whole, that is, learning a foreign language cannot be complete without a deep understanding of the culture of the speakers of this language (Byram, 1997). In this regard, language is considered not only as a means of communication, but also as a system that conveys cultural codes. In Darla Deardorff's competency model, qualities such as "cultural awareness," "patience," and "internal reflection" play a key role (Deardorff, 2006). Social networks teach these skills based on real experience: users encounter other views, values, and customs through posts, videos, and comments from representatives of a foreign culture. This, in turn, activates the processes of internal analysis, acceptance, or attempts to understand.

To date, one of the most convenient and popular tools for developing intercultural communication competence is social networks. Platforms such as TikTok, YouTube, Instagram, X (formerly Twitter), and Reddit are not just spaces for communication, but also real, live stages where different cultures are directly reflected. On these networks, people from different ethnicities openly display their lifestyles, values, customs, and even humor. It is this openness that helps to build competence components such as intercultural awareness, empathy, and tolerance.

TikTok is a social network based on the short video format, which allows users to create creative content and share videos about cultural trends, dances, jokes, and daily life. It is popular among young people and is useful for directly seeing and understanding the cultures of different nationalities.

YouTube is the world's largest video platform, which allows users to watch various content (blogs, lessons, interviews, documentaries, etc.) uploaded by other users. It is widely used for language learning and for developing intercultural skills.

Instagram is a social platform for sharing visual content (photos, videos, stories), where users express their lives, traditions, and cultures in visual form. Through the Stories and Reels functions, one can get acquainted with short cultural realities.

X (formerly Twitter) is a microblogging platform where users express their opinions through short posts (tweets) and participate in collective discussions. It allows for real-time communication and observation of cultural discourse for those learning a foreign language.

Reddit is a social platform with a system of topic-based forums (subreddits), where users actively participate in questions and answers, advice, life experiences, and cultural discussions. It creates an interactive space for the exchange of ideas and discussions between global cultures<sup>1</sup>.

The results of a survey conducted around the Youth Palace of Creativity to study the relevance of this topic show that the use of social networks among young people is increasing day by day. In particular, young people who are learning a foreign language are using these platforms purposefully. They follow foreign language teachers (for example, Teacher A'zam, Barno Mukimova, Ustozation) on YouTube, Instagram, and TikTok, as well as Uzbek bloggers and journalists living in Canada, the USA, Germany, or Britain. Through this, they not only develop language skills, but also have the opportunity to analyze, understand, and compare similarities and differences between cultures.

According to my personal observations, today's young people are more inclined to learn through short videos, blogs, and interactive content on social networks when learning a language. They actively use modern technologies not only for entertainment purposes, but also to form their ideas about language and culture. Especially through foreign bloggers and foreign experts who create content in the Uzbek language, they have the opportunity to directly observe the lifestyle, daily life, and speech styles of other cultures. Through this, young people not only hear about cultural differences, but also see them in real life, analyze them, and have the opportunity to react to them themselves. In this regard, social networks, especially YouTube, TikTok, and Instagram, are considered important learning tools in the formation of intercultural competence (Godwin-Jones, 2018).

These ideas were also confirmed by practical observations. In particular, in a small survey conducted around the Youth Palace in Tashkent, the majority of 456 respondents (i.e., 85%) admitted that they use social networks for language learning. In their opinion, it is the YouTube and TikTok platforms that are of great help in hearing and seeing the language directly from native speakers and in understanding real communication situations. Although the remaining 15% of participants indicated that they use social networks mainly for entertainment purposes, they also admitted that they increase their knowledge of the language and culture by passively listening to content in a foreign language. The survey results show that young people use these platforms not only as a means of forming linguistic competence, but also as a means of forming cultural competencies.

Social platforms such as X (formerly Twitter) and Reddit provide a convenient space for debate and open discussions between different social groups. Especially for young people who are learning a foreign language, particularly English and its culture, these platforms provide an opportunity to express their thoughts in this language, read posts and comments written by other users, and engage in intercultural dialogue by directly addressing users whose first language is English. For example, through subreddits such as "Ask an American" or "Explain like I'm five" on Reddit, or through global trends on Twitter, the reader understands how people think and what they pay attention to in an environment different from their own culture. This strengthens aspects such as social adaptation, empathy, and communication culture.

In such processes, language serves not only as a tool, but also as a means of understanding cultural positions, values, and social identity. As a result, students have the opportunity to analyze not only linguistic skills, but also cultural and speech characteristics in a particular socio-group context.

This article examines the role of social networks in the formation of intercultural communication competence in foreign language education. The main attention is paid to platforms such as TikTok, YouTube, Instagram, X (formerly Twitter), and Reddit, which are widely used by modern youth. Through these platforms, young people have the opportunity to directly get acquainted with the everyday life, customs, values, and communication styles of representatives of different cultures. During the study, the theoretical foundations of intercultural competence (Byram and Dearsford models) were analyzed, and practical examples were shown of how they can be realistically formed through social networks.

<sup>1</sup> <https://uz.wikipedia.org/wiki/TikTok>



## CONCLUSION AND SUGGESTIONS

The results of the above survey showed that young people are actively using these platforms not only for entertainment purposes, but also for language learning and for understanding the cultural context. According to them, it is precisely by listening to short, real-life video content, foreign bloggers, and the direct speech of native speakers that they feel they are developing skills such as cultural awareness, empathy, social adaptation, and reflection. This study confirms that integrating social networks into foreign language education is an effective tool for building not only linguistic, but also intercultural competence. This topic is relevant for the education system and encourages teachers to develop intercultural competence using modern tools. In the future, in foreign language teaching, it is necessary to create wide opportunities for students to master the language and culture as a whole through interactive activities based on social networks, cultural video analysis tasks, virtual discussions, and global online collaboration projects.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# MAKTABGACHA VA MAKTAB TA'LIMI

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.  
**Litsenziya raqami: № 136361.**

**Manzirimiz:** Toshkent shahar, Yunusobod tumani  
19-mavze, 17-uy.