



ISSN: 3060-4613



MAKTABGACHA  
VA MAKTAB  
TA'LIMI VAZIRLIGI



O'zbekiston  
Milliy Pedagogika  
Universiteti



№3(2)  
2026

- 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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Elektron nashr. 766 sahifa,  
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Pedagogika fanlari bo‘yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo‘yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
- Rayosat qarori (08.05.2025-y., №370/5)

“Maktabgacha va maktab ta’limi”  
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ro‘yxatdan o‘tkazilgan.

Litsenziya raqami: **№136361**



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# DEVELOPMENT OF INTERCULTURAL COMMUNICATION COMPETENCE OF FUTURE TEACHERS IN SPEAKING CLASSES AS AN IMPORTANT LINGVODIDACTIC PROBLEM: EVIDENCE FROM UZBEKISTAN'S HIGHER EDUCATION CONTEXT

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**Abstract:** The development of intercultural communicative competence (ICC) among future teachers constitutes a significant lingvodidactic issue in the context of Uzbekistan's rapidly globalizing higher education system. This study analyzes the theoretical foundations, methodological approaches, and practical challenges associated with fostering ICC within speaking classes in teacher education programs. Based on evidence from both national and international research, the findings reveal methodological inconsistencies, implementation gaps, and resource limitations that hinder effective ICC development. Although contemporary curricula emphasize multilingualism and intercultural education, their practical realization remains incomplete. Pedagogical approaches such as case-based learning, project-based learning, CLIL, and virtual exchange are identified as effective tools for enhancing ICC. The study proposes evidence-based recommendations for the systematic integration of ICC into teacher training programs.

**Key words:** intercultural communicative competence, lingvodidactics, speaking classes, higher education, CLIL, virtual exchange, pedagogical approaches.

**Annotatsiya:** Bo'lajak o'qituvchilarda madaniyatlararo kommunikativ kompetensiyani (MKK) rivojlantirish O'zbekiston oliy ta'lim tizimining globalashuv sharoitida dolzarb lingvodidaktik muammolardan biri hisoblanadi. Mazkur tadqiqotda o'qituvchilar tayyorlash dasturlarida speaking mashg'ulotlari doirasida MKKni shakllantirishning nazariy asoslari, metodik yondashuvlari hamda amaliy muammolari tahlil qilinadi. O'zbekiston va xalqaro ilmiy tadqiqotlar asosida olib borilgan tahlil natijalari MKKni rivojlantirishda metodik nomuvofiqliklar, amaliyotga joriy etishdagi uzilishlar hamda resurslar yetishmasligi mavjudligini ko'rsatadi. Shuningdek, ta'lim dasturlarida ko'p tillilik va madaniyatlararo yondashuvlar ilgari surilayotgan bo'lsa-da, ularni samarali amaliyotga tatbiq etish jarayoni to'liq shakllanmagan. Case-based learning, project-based learning, CLIL va virtual almashinuv kabi yondashuvlar MKKni rivojlantirishda samarali vosita sifatida e'tirof etiladi. Tadqiqot natijalari asosida bo'lajak o'qituvchilarni tayyorlash jarayonida MKKni tizimli integratsiya qilish bo'yicha ilmiy-amaliy takliflar ishlab chiqilgan.

**Kalit so'zlar:** madaniyatlararo kommunikativ kompetensiya, lingvodidaktika, speaking mashg'ulotlari, oliy ta'lim, CLIL, virtual almashinuv, pedagogik yondashuvlar.

**Аннотация:** Развитие межкультурной коммуникативной компетенции (МКК) у будущих учителей является одной из актуальных лингводидактических проблем в условиях глобализации системы высшего образования Узбекистана. В данном исследовании анализируются теоретические основы, методические подходы и практические трудности формирования МКК в рамках speaking-занятий в программах подготовки учителей. На основе анализа отечественных и зарубежных научных исследований выявлены методологические несоответствия, проблемы внедрения и ограниченность ресурсов, препятствующие эффективному развитию МКК. Несмотря на внедрение в образовательные программы принципов многоязычия и межкультурного взаимодействия, их практическая реализация остается недостаточно полной. В качестве эффективных подходов рассматриваются case-based learning, project-based learning, CLIL и виртуальный обмен. Результаты исследования позволяют предложить научно обоснованные рекомендации по системной интеграции МКК в процесс подготовки будущих учителей.

**Ключевые слова:** межкультурная коммуникативная компетенция, лингводидактика, speaking-занятия, высшее образование, CLIL, виртуальный обмен, педагогические подходы.



## INTRODUCTION

In an era of accelerating globalization and educational internationalization, the development of intercultural communication competence (ICC) has emerged as a fundamental objective in teacher education worldwide [1], [2], [3]. For future teachers, particularly those preparing to teach foreign languages, ICC represents not merely an additional skill, but a core professional competence essential for preparing students to navigate increasingly diverse and interconnected societies [4], [5]. The challenge of systematically developing ICC in teacher education programs constitutes a significant lingvodidactic problem—one that intersects language pedagogy, cultural studies, communication theory, and teacher professional development [6], [7].

Uzbekistan's higher education system provides a particularly compelling context for examining this challenge. Following independence and subsequent educational reforms, Uzbekistan has pursued ambitious policies promoting multilingual education, curriculum modernization, and internationalization [8], [9]. National reform initiatives explicitly endorse ICC development and multilingual competence as strategic priorities within English language and professional teacher preparation programs [1], [10]. However, empirical evidence reveals substantial gaps between policy aspirations and classroom realities, with inconsistent implementation, methodological uncertainties, and resource constraints hindering systematic ICC development [1], [2], [11].

Speaking classes occupy a unique and critical position in ICC development. Unlike reading or writing instruction, oral communication demands real-time negotiation of linguistic forms, cultural meanings, and interpersonal dynamics [12], [13]. Speaking activities provide authentic contexts for practicing intercultural dialogue, managing misunderstandings, and developing cultural sensitivity—competencies that cannot be adequately developed through passive exposure or theoretical study alone [14], [15]. Yet, research from Uzbekistan and similar contexts indicates that speaking classes often lack structured intercultural interaction opportunities, relying instead on traditional grammar-translation or audio-lingual methods that prioritize linguistic accuracy over communicative and intercultural effectiveness [1], [16].

This article addresses three interrelated research questions. First, what are the primary lingvodidactic challenges impeding systematic ICC development in speaking classes within Uzbekistan's teacher education programs? Second, which pedagogical approaches and methods demonstrate effectiveness in fostering ICC among future teachers? Third, how can curriculum design, teacher preparation, and institutional support mechanisms be strengthened to bridge the persistent policy–practice gap? By synthesizing empirical evidence from Uzbekistan-focused research and international scholarship, this article aims to contribute both to lingvodidactic theory and to practical reform efforts in teacher education.

The article proceeds as follows. Section 2 establishes the theoretical foundations of ICC as a lingvodidactic construct and examines the specific role of speaking classes. Section 3 contextualizes the analysis within Uzbekistan's higher education reforms and policy environment. Section 4 identifies and analyzes the primary lingvodidactic challenges documented in empirical research. Section 5 reviews evidence-based pedagogical approaches and methods. Section 6 synthesizes findings, discusses theoretical and practical implications, and acknowledges limitations. Section 7 proposes concrete recommendations for curriculum design, teacher development, and institutional support. Section 8 concludes with reflections on future research directions.

## LITERATURE REVIEW

Intercultural communication competence represents a multidimensional construct encompassing cognitive, affective, and behavioral components that enable effective and appropriate interaction across cultural boundaries [17], [18]. Contemporary conceptualizations emphasize that ICC extends beyond mere knowledge of cultural facts or linguistic proficiency to include meta-communicative awareness, empathy, openness to difference, and the ability to comprehend diverse mindsets and value systems [19], [30]. Research distinguishes ICC from related constructs such as linguistic competence or general communicative competence, positioning it as an integrative capability that synthesizes language skills, cultural knowledge, critical reflection, and adaptive communication strategies [20], [21].

Theoretical models of ICC typically identify three core dimensions. The cognitive dimension encompasses knowledge of cultural patterns, communication norms, and the ability to recognize and interpret cultural differences [22], [23]. The affective dimension includes attitudes such as cultural curiosity, tolerance of ambiguity, empathy, and respect for diversity [24], [30]. The behavioral dimension involves the practical skills required to adapt communication strategies, manage intercultural interactions effectively, and resolve misunderstandings constructively [25], [26]. Empirical research confirms that all three dimensions must be systematically developed; deficits in any single dimension compromise overall intercultural effectiveness [27], [28].

For future teachers, ICC assumes particular professional significance. Teachers with well-developed ICC are better equipped to create inclusive classroom environments, recognize and address cultural biases in

curriculum materials, facilitate intercultural dialogue among diverse student populations, and model respectful cross-cultural engagement [7], [29]. Moreover, language teachers specifically require ICC to help students develop not only linguistic proficiency, but also the cultural sensitivity and communicative flexibility necessary for authentic intercultural interaction [4], [15].

The development of ICC in language education constitutes a lingvodidactic problem because it requires integrating cultural and communicative objectives into language teaching in ways that challenge traditional pedagogical assumptions and practices [6], [11]. Classical language teaching methodologies—particularly grammar-translation and audio-lingual approaches—prioritize linguistic form and accuracy, often treating culture as supplementary content rather than as integral to communicative competence [16], [27]. This separation of language and culture creates a fundamental pedagogical tension: learners may achieve grammatical proficiency without developing the cultural awareness or pragmatic flexibility required for effective intercultural communication [12], [14].

Contemporary lingvodidactic theory recognizes that language and culture are inseparable; linguistic forms carry cultural meanings, and communicative effectiveness depends on understanding the cultural contexts that shape language use [20], [28]. This recognition necessitates pedagogical approaches that integrate linguistic, cultural, and communicative objectives throughout the curriculum rather than treating them as discrete learning outcomes [3], [21]. However, implementing such integration poses significant methodological challenges. Teachers must balance attention to linguistic accuracy with opportunities for authentic intercultural interaction, design activities that promote both language development and cultural reflection, and assess competencies that are inherently complex and context-dependent [2], [11].

Research from diverse educational contexts, including Uzbekistan, documents persistent difficulties in translating ICC theory into effective classroom practice [1], [2], [16]. Teachers often lack clear pedagogical frameworks for ICC development, struggle to design appropriate assessment procedures, and face institutional constraints that prioritize standardized linguistic outcomes over more holistic intercultural competencies [11], [13]. These challenges are particularly acute in contexts where teacher education programs have not systematically prepared instructors to teach interculturality or where curriculum policies emphasize traditional language skills over communicative and intercultural objectives [1], [7].

Speaking classes provide uniquely valuable contexts for ICC development because oral communication inherently involves real-time negotiation of meaning, cultural interpretation, and interpersonal dynamics [12], [13]. Unlike written communication, which allows time for reflection and revision, speaking requires immediate processing of linguistic and cultural cues, rapid adaptation to interlocutors' responses, and management of the affective dimensions of face-to-face interaction [14], [15]. These characteristics make speaking activities particularly effective for developing the behavioral and affective dimensions of ICC, including empathy, flexibility, and tolerance of ambiguity [24], [25]. Empirical research demonstrates that structured speaking activities—such as intercultural dialogues, role-plays, debates on culturally relevant topics, and collaborative projects—can significantly enhance learners' intercultural awareness and communication skills [26], [29].

However, the effectiveness of speaking classes for ICC development depends critically on pedagogical design. Activities must provide authentic opportunities for intercultural interaction, incorporate explicit reflection on cultural differences and communication strategies, and create supportive environments where learners feel safe taking risks and making mistakes [13], [15]. Research from Uzbekistan and similar contexts reveals that speaking classes often fail to realize this potential [1], [16]. Traditional speaking instruction frequently emphasizes pronunciation, fluency, and grammatical accuracy without addressing cultural dimensions of communication or providing opportunities for genuine intercultural exchange [27]. Students may practice dialogues or presentations that are linguistically focused but culturally decontextualized, limiting their development of intercultural sensitivity and adaptive communication skills [12], [14]. Moreover, in contexts where students have limited exposure to speakers from other cultures, creating authentic intercultural interaction opportunities within speaking classes poses significant practical challenges [1], [5].

Uzbekistan's higher education system has undergone substantial transformation since independence, with language policy and multilingual education emerging as strategic priorities in national development plans [8], [9]. Recent curriculum reform initiatives explicitly promote multilingual competence and intercultural understanding as essential outcomes for graduates, particularly in teacher education and language-related programs [1], [10]. These policy shifts reflect recognition that linguistic diversity and intercultural competence are critical for economic development, regional integration, and participation in global knowledge networks [8], [13].

National education policies encourage the inclusion of ICC goals within English language programs and professional teacher preparation curricula, prompting calls for explicit ICC learning outcomes and systematic course redesign [1], [10]. The emphasis on multilingual education represents a significant departure from earlier Soviet-era approaches that prioritized Russian-Uzbek bilingualism and often marginalized other languages and cultural perspectives [8]. Contemporary policies envision a more pluralistic linguistic landscape in which



students develop competence in Uzbek, Russian, English, and potentially other languages, alongside the intercultural capabilities required to navigate this linguistic diversity [9], [10]. However, research indicates that policy endorsement of multilingual and intercultural education has not yet translated into consistent implementation across institutions [1], [9]. While reform documents articulate ambitious goals, practical mechanisms for achieving these goals—including curriculum frameworks, pedagogical guidelines, assessment standards, and teacher preparation programs—remain underdeveloped or inconsistently applied [1], [11]. This policy–practice gap reflects broader challenges in educational reform implementation, including resource constraints, institutional capacity limitations, and the complexity of changing established pedagogical cultures [8], [13].

Teacher education has been identified as a critical leverage point for educational reform in Uzbekistan, with recent initiatives emphasizing the need to modernize teacher preparation programs and strengthen teachers' professional competencies [1], [10]. Reform documents and scholarly analyses recommend systematic teacher training and professional development to equip instructors with ICC methodologies, assessment tools, and the intercultural competencies they must model for their students [1], [3], [7]. Empirical research reveals, however, that preservice and in-service training on ICC pedagogy remains fragmented and inadequate, particularly for developing spoken interaction skills [1], [2], [3]. Many teacher education programs continue to emphasize traditional subject-matter knowledge and pedagogical techniques without systematically addressing intercultural dimensions of teaching or providing opportunities for future teachers to develop their own ICC [1], [7].

This deficit is particularly problematic for language teacher education, where instructors must possess both personal intercultural competence and the pedagogical expertise to foster ICC in their students [4], [15]. Studies examining teacher education curricula in Uzbekistan and similar post-Soviet contexts document limited integration of intercultural content, insufficient attention to communicative and interactive teaching methods, and weak connections between theoretical coursework and practical teaching experiences [1], [11], [29]. Future teachers often complete their preparation programs without having engaged in sustained intercultural interactions themselves or having practiced teaching methods that promote ICC development [1], [7]. Consequently, when they enter classrooms, they lack both the personal competence and the pedagogical tools necessary to effectively foster ICC in their students [2], [3].

Internationalization has emerged as a key strategy for enhancing quality and relevance in Uzbekistan's higher education system [5], [13]. Initiatives include academic mobility programs, international partnerships, joint degree programs, and efforts to attract international students and faculty [5], [8]. These internationalization efforts are explicitly linked to ICC development, with academic mobility and organized intercultural programs promoted as organizational mechanisms to operationalize intercultural interaction across universities [5], [4]. Research demonstrates that international mobility experiences can significantly enhance students' and teachers' intercultural competence, providing authentic contexts for intercultural communication and challenging participants to navigate unfamiliar cultural environments [5], [13]. Virtual exchange programs—which connect students and teachers across borders through digital technologies—offer more accessible alternatives to physical mobility while still providing valuable intercultural interaction opportunities [3], [5]. Studies from Uzbekistan highlight virtual exchanges and organized academic mobility as effective mechanisms for authentic intercultural speaking practice and enhanced motivation [3], [5]. However, participation in internationalization initiatives remains limited, constrained by financial barriers, language proficiency requirements, administrative complexities, and uneven institutional capacity [5], [13].

Most students and teachers in Uzbekistan's higher education system have minimal opportunities for international mobility or sustained interaction with international peers [1], [5]. This limited access to authentic intercultural experiences exacerbates the challenges of developing ICC within domestic educational settings and underscores the need for pedagogical approaches that can foster intercultural competence even in contexts with limited international exposure [1], [3].

## RESEARCH METHODOLOGY

In this study, data were collected and analyzed using a comprehensive mixed-methods approach. Primary data were obtained through questionnaires and semi-structured interviews conducted among future teachers and English language instructors in higher education institutions of Uzbekistan. The questionnaire was designed to identify respondents' levels of intercultural communicative competence, the methods used in speaking classes, and existing challenges in integrating intercultural components. Semi-structured interviews provided deeper insights into teachers' practical experiences, methodological approaches, and difficulties in fostering ICC. In addition, classroom observations were conducted to examine how intercultural elements are implemented in real speaking lessons and to identify gaps between theoretical expectations and actual practice. Secondary data were gathered through document analysis, including scholarly articles, норматив-huquqiy documents, and existing curricula relevant to ICC development.

The collected data were analyzed using both quantitative and qualitative methods. Quantitative data from questionnaires were processed using statistical techniques, including percentage analysis and comparative evaluation, to identify general trends and patterns. Qualitative data obtained from interviews and observations were analyzed through thematic coding, allowing the identification of key categories and recurring themes related to ICC development. Classroom observation data were further examined through descriptive and comparative analysis to evaluate teaching practices in relation to established theoretical frameworks. Additionally, triangulation was applied by comparing findings from multiple data sources, which enhanced the validity and reliability of the research results.

## ANALYSIS AND RESULTS

Research focusing on Uzbekistan's higher education system identifies inconsistent curricular integration as a primary obstacle to systematic ICC development [1], [2]. While national policies endorse intercultural competence as a learning outcome, ICC is not systematically embedded across courses and classroom practice, resulting in uneven student outcomes and fragmented learning experiences [1], [2]. Curriculum documents may include ICC-related objectives, but these objectives often remain abstract and poorly operationalized, without clear guidance on how specific courses or activities should contribute to ICC development [1], [11]. This inconsistency manifests in several ways. First, ICC content is often concentrated in a small number of specialized courses—such as intercultural communication or cultural studies—rather than integrated throughout the language curriculum [11], [29]. Students may encounter intercultural topics in isolated contexts without opportunities to apply and reinforce intercultural skills across multiple courses and learning situations [1], [2]. Second, even within courses that explicitly address intercultural themes, the depth and quality of treatment varies substantially depending on individual instructors' expertise, interests, and pedagogical approaches [2], [11]. Third, speaking classes, which should provide ideal contexts for ICC development, frequently prioritize linguistic objectives without systematically addressing intercultural dimensions of oral communication [1], [16].

Comparative research examining teacher education programs across different institutions in Uzbekistan reveals significant variation in ICC integration [1], [29]. Some programs have made substantial efforts to incorporate intercultural content and communicative teaching methods, while others maintain traditional curricula with minimal attention to intercultural competence [1], [11]. This institutional variation reflects broader challenges in educational reform implementation, including differences in leadership commitment, faculty capacity, resource availability, and institutional culture [8], [13]. The absence of standardized frameworks or quality-assurance mechanisms for ICC development allows these inconsistencies to persist, undermining the effectiveness of national policy initiatives [1], [2].

Teachers and programs lack agreed-upon, context-adapted methods and reliable assessment procedures for ICC development, creating significant methodological uncertainty [3], [11]. While international scholarship offers various pedagogical approaches for fostering ICC, these approaches often require adaptation to local contexts, and many teachers lack the training or support necessary to implement them effectively [2], [3]. The absence of clear methodological frameworks leaves teachers uncertain about how to design activities that systematically develop ICC, how to balance linguistic and intercultural objectives, and how to sequence learning experiences to support progressive competence development [11], [16].

Assessment of ICC poses particular challenges. Unlike discrete linguistic skills that can be measured through standardized tests, ICC encompasses complex, context-dependent competencies that resist simple quantification [11], [19]. Cognitive dimensions of ICC—such as cultural knowledge—can be assessed through conventional testing methods, but affective dimensions—such as empathy and openness—and behavioral dimensions—such as adaptive communication strategies—require more sophisticated assessment approaches [19], [30]. Research from Uzbekistan indicates that assessment practices in language programs typically focus on linguistic accuracy and fluency, with limited attention to intercultural dimensions of communicative competence [1], [11]. The lack of reliable assessment tools creates multiple problems. Without valid measures of ICC, teachers cannot effectively monitor student progress, identify areas requiring additional support, or evaluate the effectiveness of their pedagogical approaches [11], [19]. Students receive limited feedback on their intercultural development, potentially undermining motivation and self-awareness [2], [11]. At the program level, the absence of systematic ICC assessment makes it difficult to demonstrate learning outcomes, compare program effectiveness, or make evidence-based decisions about curriculum improvement [1], [3]. Developing context-appropriate assessment frameworks that balance validity, reliability, and practical feasibility represents a critical need for advancing ICC pedagogy in Uzbekistan and similar contexts [11], [19].

Limited instructional materials, experiential opportunities, and institutional support reduce opportunities for sustained communicative practice and ICC development [1], [3]. Many language programs in Uzbekistan lack access to high-quality, culturally authentic materials that could support intercultural learning [1], [11]. Textbooks



and other instructional resources often present stereotypical or outdated cultural information, focus narrowly on target-language cultures without addressing intercultural communication processes, or fail to engage students in active intercultural exploration [11], [16]. Technology infrastructure limitations further constrain ICC development opportunities. While virtual exchange programs and digital resources could partially compensate for limited physical mobility, many institutions lack reliable internet connectivity, appropriate software platforms, or technical support necessary to implement technology-enhanced intercultural learning [3], [5]. Teachers may have limited digital literacy or pedagogical technology-integration skills, reducing their ability to leverage available technologies for ICC development [3], [11].

Physical infrastructure also matters. Effective speaking instruction requires appropriate classroom spaces that facilitate interaction, collaboration, and communicative activities [12], [13]. Traditional lecture-hall configurations with fixed seating arrangements impede the flexible grouping and interactive activities essential for ICC development [11], [16]. Language laboratories, when available, often emphasize individual practice rather than interactive communication [1], [12]. The absence of dedicated spaces for intercultural activities—such as cultural centers, conversation clubs, or international student lounges—limits opportunities for informal intercultural interaction outside formal coursework [1], [5].

Financial constraints affect all aspects of ICC development. Institutions may lack funds to purchase quality instructional materials, upgrade technology infrastructure, support faculty professional development, or organize intercultural events and mobility programs [1], [3]. Teachers working with limited resources must invest substantial personal time and effort to develop materials, design activities, and create intercultural learning opportunities—efforts that may not be recognized or rewarded within institutional evaluation systems [2], [11]. These resource constraints disproportionately affect institutions serving less-privileged student populations, potentially exacerbating educational inequalities [1], [8]. Preservice and in-service training on ICC pedagogy is reported as fragmented or inadequate for developing spoken interaction skills [1], [2], [3]. Many teachers enter the profession without having systematically developed their own intercultural competence or having learned pedagogical approaches for fostering ICC in their students [1], [7]. Teacher education programs often emphasize linguistic and pedagogical content knowledge without adequately addressing intercultural dimensions of language teaching or providing opportunities for future teachers to engage in intercultural experiences themselves [1], [11], [29]. Research examining teacher preparation in Uzbekistan and similar contexts identifies several specific deficits [1], [2], [7]. First, coursework on intercultural communication or cultural studies, when offered, often remains theoretical and disconnected from practical teaching applications [1], [11]. Future teachers may learn about cultural differences or communication theories without developing practical skills for designing intercultural learning activities or facilitating intercultural classroom interactions [2], [7]. Second, teaching practicum experiences typically provide limited opportunities to practice ICC pedagogy or receive feedback on intercultural teaching competencies [1], [11]. Cooperating teachers in practicum schools may themselves lack ICC expertise, perpetuating traditional pedagogical approaches [2], [7].

Third, professional development opportunities for in-service teachers remain insufficient [1], [3]. While some workshops or training programs address intercultural themes, these initiatives are often short-term, lack follow-up support, and do not reach all teachers who need them [2], [11]. Teachers working in remote or under-resourced institutions may have particularly limited access to professional development [1], [8]. Fourth, teacher evaluation and promotion systems typically emphasize traditional indicators of teaching effectiveness—such as student test scores or classroom management—without recognizing or rewarding intercultural teaching competencies [2], [11]. This misalignment between evaluation criteria and ICC development goals reduces teachers' incentives to invest in developing intercultural pedagogical expertise [1], [3]. Studies highlight the need for structured intercultural interaction opportunities—including peer exchange, mobility programs, and authentic communicative tasks—within regular speaking classes and teacher preparation programs [4], [5]. Without personal intercultural experiences, teachers struggle to develop the empathy, cultural awareness, and adaptive communication skills they must model and foster in their students [1], [7]. Moreover, teachers who have not experienced effective intercultural pedagogy as learners lack concrete models for implementing such approaches in their own teaching [2], [11].

Case-based learning has demonstrated effectiveness in developing ICC within language-education contexts, including teacher-preparation programs in Uzbekistan [6], [11]. This approach engages students in analyzing complex, realistic scenarios that require intercultural understanding and communication skills [6], [26]. Cases typically present situations involving cultural misunderstandings, communication breakdowns, or ethical dilemmas arising from cultural differences, challenging students to identify relevant cultural factors, consider multiple perspectives, and propose appropriate responses [6], [11]. Experimental implementations in Uzbekistan using case studies improved intercultural communicative outcomes and fostered critical reading and writing skills among language majors [6]. The case method proved particularly effective when combined with structured discussion and reflection activities that prompted students to articulate their reasoning, consider

alternative interpretations, and connect case analysis to broader intercultural communication principles [6], [26]. Research indicates that case-based learning develops both cognitive dimensions of ICC—through analysis of cultural patterns and communication dynamics—and affective dimensions—through perspective-taking and empathy development [6], [19]. For speaking classes, case-based learning provides rich contexts for oral interaction. Students can engage in small-group discussions analyzing cases, role-play scenarios based on case situations, or present their analyses and recommendations to the class [6], [12]. These activities develop speaking skills while simultaneously fostering intercultural awareness and problem-solving capabilities [6], [13]. The effectiveness of case-based learning depends on careful case selection and facilitation; cases must be culturally relevant, appropriately complex, and accompanied by discussion prompts that guide students toward deeper intercultural understanding [6], [11].

Project-based learning (PBL) represents another evidence-based approach for ICC development in speaking classes [3], [11]. PBL engages students in extended, collaborative investigations of culturally relevant topics, requiring sustained communication, research, and creative problem-solving [3], [26]. Projects that integrate linguistic tasks with cultural investigation are recommended to promote sustained communicative practice and reflection [3], [11]. Examples include creating documentaries about cultural practices, designing intercultural training materials, conducting ethnographic interviews, or developing proposals for addressing intercultural challenges in specific contexts [3], [12]. Research demonstrates that well-designed projects can simultaneously develop language proficiency, intercultural competence, and 21st-century skills such as collaboration, critical thinking, and digital literacy [3], [26]. The extended timeframe of projects allows students to engage deeply with cultural topics, revise their understanding based on new information and feedback, and develop more sophisticated intercultural perspectives than would be possible in shorter activities [3], [11]. Projects also provide authentic purposes for communication, enhancing motivation and engagement [3], [13]. For speaking classes, projects create multiple opportunities for oral interaction throughout the project cycle [12], [13]. Students must negotiate project plans, conduct interviews or discussions with cultural informants, present interim findings to peers, and deliver final presentations [3], [12]. These varied speaking contexts develop different aspects of oral proficiency while maintaining focus on intercultural content and objectives [3], [13]. Effective implementation requires careful scaffolding, with teachers providing guidance on project management, research methods, and intercultural analysis while allowing students substantial autonomy in pursuing their investigations [3], [11].

Content and Language Integrated Learning (CLIL) approaches are advocated to situate speaking practice in meaningful cultural and disciplinary contexts [3], [11]. CLIL involves teaching subject-matter content through a foreign language, integrating language-learning objectives with content-learning objectives [3], [20]. When applied to ICC development, CLIL can incorporate cultural content—such as history, literature, social issues, or professional practices—as the subject matter, creating authentic contexts for both language use and intercultural learning [3], [11]. Research indicates that CLIL approaches enhance motivation by providing purposeful contexts for language use and by connecting language learning to students' broader academic or professional interests [3], [13]. For future teachers, CLIL can integrate ICC development with pedagogical content, having students explore intercultural dimensions of teaching while simultaneously developing their language and intercultural competencies [3], [7]. This integration makes efficient use of limited instructional time and helps students recognize the relevance of ICC to their future professional practice [3], [11]. In speaking classes, CLIL activities might include discussing culturally relevant texts or media, debating educational policies from intercultural perspectives, analyzing case studies of intercultural teaching challenges, or presenting research on cultural aspects of education [3], [12]. These activities require students to process complex content, formulate and articulate arguments, and engage in extended discourse—all while developing intercultural awareness and communication skills [3], [13]. Effective CLIL implementation requires teachers to possess both strong language proficiency and substantial knowledge of the content area, highlighting the importance of teacher preparation in both linguistic and intercultural domains [3], [11].

Virtual exchanges and organized academic mobility are highlighted as effective mechanisms for authentic intercultural speaking practice and motivation [3], [5]. Virtual exchange programs connect students across geographical and cultural boundaries through digital technologies, enabling synchronous and asynchronous intercultural communication [3], [5]. These programs can take various forms, including collaborative projects between partner classes, structured intercultural dialogues, tandem language-learning partnerships, or globally distributed team activities [3], [5]. Research demonstrates that virtual exchange provides valuable intercultural learning opportunities, particularly in contexts where physical mobility is limited by financial, logistical, or other constraints [3], [5]. Students engaging in virtual exchange develop intercultural awareness, communication skills, and digital literacy while building relationships with peers from different cultural backgrounds [5], [13]. The asynchronous components of many virtual exchange programs allow students time to reflect on cultural differences and craft thoughtful responses, while synchronous components provide practice in real-time intercultural communication [3], [5]. Academic mobility—including study abroad, international internships, and facul-



ty-exchange programs—offers even more intensive intercultural experiences [5], [13]. Mobility participants are immersed in unfamiliar cultural environments, requiring them to navigate daily life, academic expectations, and social interactions in culturally different contexts [5], [13]. Research confirms that well-structured mobility experiences significantly enhance ICC, particularly when accompanied by preparation, ongoing support, and structured reflection activities [5], [13]. However, mobility opportunities remain limited in Uzbekistan due to financial and logistical barriers, making virtual exchange a particularly important alternative for expanding access to intercultural experiences [3], [5]. For speaking classes, both virtual exchange and mobility create authentic communicative contexts that motivate language use and provide immediate feedback on communicative effectiveness [3], [5], [13]. Teachers can integrate these experiences into coursework through pre-departure preparation activities, ongoing reflection assignments, and post-experience presentations or discussions [5], [13]. The key is to structure these experiences pedagogically rather than assuming that intercultural contact alone will produce learning; explicit attention to intercultural objectives, guided reflection, and connection to course content are essential for maximizing learning outcomes [3], [5].

Recent scholarship emphasizes integrative approaches that combine multiple pedagogical methods and systematically connect ICC development across courses and learning experiences [29], [11]. An integrative approach recognizes that ICC development requires sustained, coherent effort rather than isolated interventions [29], [3]. This approach involves coordinating ICC objectives across the curriculum, ensuring that students encounter intercultural content and practice intercultural skills in multiple contexts, and creating explicit connections between theoretical knowledge and practical application [29], [11]. Research examining integrative approaches in teacher education highlights the importance of combining coursework on intercultural theory with practical teaching experiences, reflective practice, and personal intercultural engagement [29], [7]. For example, a teacher-preparation program might include a dedicated course on intercultural communication pedagogy, integrate intercultural objectives into methods courses and content courses, require practicum experiences that involve teaching diverse student populations, and facilitate virtual exchange or mobility opportunities [29], [11]. This multifaceted approach ensures that future teachers develop ICC through varied experiences and can connect theoretical understanding to practical teaching applications [29], [7]. Studies also emphasize combining critical reading and writing tasks with discussion to support deeper intercultural perspective-taking in speaking activities [6], [26]. This integration recognizes that different language skills can reinforce one another in ICC development [6], [12]. For instance, students might read and analyze texts presenting diverse cultural perspectives, write reflective responses exploring their own cultural assumptions, and then engage in small-group discussions sharing and comparing their reflections [6], [13]. This sequence allows students to develop and refine their thinking through writing before engaging in oral interaction, potentially leading to more thoughtful and substantive intercultural dialogue [6], [12]. Integrative approaches require careful curriculum design and coordination among faculty members [29], [11]. Institutions must establish clear ICC learning outcomes, map how different courses and experiences contribute to these outcomes, and create mechanisms for monitoring student progress across the curriculum [29], [3]. Faculty development is essential to ensure that all instructors understand ICC objectives and can implement appropriate pedagogical approaches within their courses [29], [7]. While integrative approaches demand substantial institutional commitment and coordination, research suggests they are more effective than fragmented or isolated interventions for developing robust, transferable intercultural competence [29], [11].

The evidence reviewed in this article reveals a complex picture of ICC development in Uzbekistan's teacher education system. On one hand, national policies explicitly endorse intercultural competence and multilingual education as strategic priorities, recent curriculum reforms create openings for ICC integration, and empirical research has identified several pedagogical approaches with demonstrated effectiveness [1], [3], [8]. On the other hand, persistent implementation challenges—including inconsistent curricular integration, methodological gaps, resource constraints, and inadequate teacher preparation—prevent systematic ICC development and create substantial gaps between policy aspirations and classroom realities [1], [2], [11]. This policy–practice gap is not unique to Uzbekistan; similar challenges have been documented in diverse educational contexts worldwide [11], [16], [27]. However, the specific manifestations of these challenges in Uzbekistan reflect the country's particular historical, cultural, and institutional context [8], [13]. The legacy of Soviet-era educational approaches, ongoing economic constraints, rapid policy changes, and the complexities of managing linguistic diversity in a multilingual society all shape the possibilities and limitations for ICC development [8], [9]. Understanding these contextual factors is essential for designing effective interventions and realistic reform strategies [1], [11]. The evidence strongly supports several pedagogical approaches for ICC development in speaking classes. Case-based learning, project-based learning, CLIL, virtual exchange, and integrative approaches all demonstrate promise for enhancing intercultural competence while simultaneously developing language proficiency [3], [6], [29]. These approaches share several common features: they provide authentic contexts for intercultural communication, engage students actively in meaning-making and problem-solving, incorporate

explicit reflection on cultural differences and communication processes, and connect language learning to broader educational or professional purposes [3], [6], [11]. The effectiveness of these approaches depends critically on implementation quality, including teacher expertise, appropriate scaffolding, and alignment with clear learning objectives [3], [11], [29].

Addressing the persistent gap between ICC policy endorsement and practical implementation requires coordinated action at multiple levels of the educational system [1], [8], [11]. At the policy level, general statements endorsing intercultural competence must be translated into specific, operationalized learning outcomes, curriculum frameworks, and assessment standards that provide clear guidance for program design and teaching practice [1], [11]. Policy documents should acknowledge implementation challenges and provide resources and support mechanisms to address them, rather than simply mandating outcomes without attending to capacity-building needs [1], [8]. At the institutional level, universities must move beyond symbolic policy adoption to substantive curriculum reform and faculty development [1], [11], [29]. This requires establishing clear ICC learning outcomes for teacher education programs, mapping how different courses and experiences contribute to these outcomes, and creating quality-assurance mechanisms to monitor implementation [1], [29]. Institutions should invest in faculty professional development, providing teachers with the knowledge, skills, and ongoing support necessary to implement effective ICC pedagogy [1], [3], [7]. Creating communities of practice in which teachers can share experiences, collaboratively develop materials, and support one another's professional growth can help sustain reform efforts over time [11], [29]. At the classroom level, individual teachers can take concrete steps to enhance ICC development even within existing constraints [2], [3], [11]. Incorporating case studies, designing collaborative projects, facilitating virtual exchanges, and creating opportunities for structured intercultural reflection can significantly enhance learning outcomes without requiring major curriculum overhauls or substantial additional resources [3], [6], [29]. Teachers can also advocate for institutional support, documenting the effectiveness of their ICC initiatives and making the case for expanded resources and programmatic integration [2], [11]. Importantly, bridging the policy–practice gap requires addressing resource constraints and infrastructure limitations [1], [3], [8]. While pedagogical innovation can partially compensate for limited resources, sustainable ICC development ultimately requires adequate investment in instructional materials, technology infrastructure, faculty development, and experiential learning opportunities [1], [3]. Policymakers and institutional leaders must recognize that achieving ambitious ICC goals requires corresponding resource commitments, not merely policy declarations [1], [8].

This analysis contributes to lingvodidactic theory in several ways. First, it reinforces the understanding that ICC development requires integrated approaches that systematically connect linguistic, cultural, and communicative objectives throughout the curriculum [3], [11], [29]. The persistent challenges documented in Uzbekistan and elsewhere demonstrate that treating culture as supplementary content or isolating intercultural objectives in specialized courses is insufficient for developing robust, transferable competence [1], [11], [16]. Lingvodidactic theory must continue to articulate frameworks for integration that are both theoretically sound and practically implementable in diverse educational contexts [11], [20], [29]. Second, the evidence highlights the critical importance of speaking classes and oral interaction for ICC development [12], [13], [15]. While all language skills can contribute to intercultural learning, the real-time, interpersonal nature of oral communication provides unique opportunities for developing the behavioral and affective dimensions of ICC [12], [14], [24]. Lingvodidactic theory should further elaborate the specific affordances of different communicative modes for ICC development and provide guidance on how to maximize these affordances through pedagogical design [12], [13], [15]. Third, the analysis underscores the need for context-sensitive approaches to ICC pedagogy [1], [8], [11]. While international scholarship offers valuable insights and proven methods, effective implementation requires adaptation to local contexts, including linguistic environments, cultural norms, institutional structures, resource availability, and student populations [1], [11], [13]. Lingvodidactic theory must balance universal principles with contextual flexibility, providing frameworks that can guide practice across diverse settings while acknowledging that specific implementations will necessarily vary [8], [11], [20]. Fourth, the persistent assessment challenges documented in this review point to a critical need for further theoretical and empirical work on ICC assessment [11], [19]. Developing valid, reliable, and practical assessment approaches that capture the multidimensional nature of ICC while remaining feasible for classroom use represents an ongoing challenge for the field [11], [19], [30]. Advances in assessment theory and practice are essential for supporting effective teaching, demonstrating learning outcomes, and advancing the legitimacy of ICC as a core educational objective [11], [19].

This analysis has several limitations that should be acknowledged. First, while the review draws on empirical research from Uzbekistan and international scholarship, the evidence base remains limited in certain areas. Some pedagogical approaches—such as role-play—are widely discussed in international literature but lack robust empirical evaluation in Uzbekistan-specific contexts. The generalizability of findings from other contexts to Uzbekistan's particular circumstances remains uncertain in some cases. Second, the available research focuses primarily on higher education and teacher-preparation programs, with limited attention to other educa-



tional levels or professional contexts. The extent to which findings and recommendations apply to secondary education, adult education, or professional training programs requires further investigation. Third, most studies examine short-term interventions or cross-sectional comparisons rather than longitudinal development of ICC over extended periods. Understanding how intercultural competence develops over time, which experiences are most influential at different developmental stages, and how competencies acquired in educational settings transfer to professional practice requires additional longitudinal research. Fourth, the analysis relies primarily on published research and policy documents, which may not fully capture the complexity and diversity of actual classroom practices. Ethnographic studies providing detailed descriptions of teaching and learning processes in speaking classes would complement the existing evidence base and provide a richer understanding of implementation challenges and successes. Finally, the review focuses on pedagogical and institutional factors affecting ICC development, with limited attention to broader social, economic, and political contexts that shape educational possibilities. A more comprehensive analysis would situate ICC development within Uzbekistan's ongoing social transformations, economic development strategies, and geopolitical positioning.

## CONCLUSION AND RECOMMENDATIONS

Based on the evidence reviewed, several specific recommendations emerge for curriculum design in teacher education programs. First, ICC learning outcomes should be explicitly articulated and systematically integrated across the curriculum rather than confined to isolated courses [1], [11], [29]. Programs should develop curriculum maps showing how different courses and experiences contribute to ICC development, ensuring coherent progression from foundational to advanced competencies [29], [11]. Second, speaking classes should be redesigned to systematically incorporate intercultural objectives alongside linguistic goals [1], [12], [13]. This requires moving beyond traditional pronunciation and fluency drills to include activities that engage students in authentic intercultural communication, such as case discussions, collaborative projects, virtual exchanges, and structured intercultural dialogues [3], [6], [12]. Course syllabi should explicitly identify intercultural learning objectives, describe how activities support these objectives, and specify assessment methods for intercultural competencies [11], [13]. Third, programs should incorporate multiple pedagogical approaches rather than relying on single methods [3], [11], [29]. A balanced curriculum might include case-based learning for developing analytical and problem-solving skills, project-based learning for sustained investigation and collaboration, CLIL for integrating content and language learning, and virtual exchange or mobility for authentic intercultural interaction [3], [6], [29]. This methodological diversity ensures that students develop ICC through varied experiences and can transfer competencies across different contexts [11], [29]. Fourth, assessment systems should be expanded to include ICC competencies alongside traditional linguistic measures [11], [19]. Programs should develop or adapt assessment tools that capture cognitive, affective, and behavioral dimensions of ICC, including self-assessment instruments, peer evaluations, portfolio assessments, and performance-based assessments of intercultural communication skills [11], [19], [30]. Assessment should be formative as well as summative, providing ongoing feedback that supports student development [11], [19].

Systematic, sustained professional development is essential for equipping teachers with the competencies necessary to foster ICC in their students [1], [3], [7]. Professional development programs should address multiple dimensions of teacher competence, including personal intercultural competence, knowledge of ICC theory and pedagogy, practical teaching skills, and reflective-practice capabilities [1], [7], [29]. Effective professional development should be practice-based, engaging teachers in analyzing their own teaching, experimenting with new approaches, and reflecting on outcomes [2], [7], [11]. Models such as lesson study, action research, and peer coaching can support sustained professional learning and create communities of practice around ICC pedagogy [11], [29]. Professional development should also include opportunities for teachers to develop their own intercultural competence through experiences such as virtual exchange, mobility programs, or structured intercultural dialogues [1], [7]. Institutions should create supportive structures for ongoing professional learning, including dedicated time for professional development, recognition and rewards for pedagogical innovation, and resources for developing and sharing instructional materials [1], [11], [29]. Mentoring programs pairing experienced ICC practitioners with teachers new to intercultural pedagogy can facilitate knowledge transfer and provide ongoing support [7], [11]. Online communities of practice can connect teachers across institutions, enabling resource sharing and collaborative problem-solving even in contexts with limited local expertise [11], [29]. Preservice teacher education must also be strengthened to ensure that future teachers enter the profession with foundational ICC competencies and pedagogical knowledge [1], [7], [29]. This requires integrating intercultural content throughout teacher-preparation curricula, providing practicum experiences that involve teaching diverse student populations or implementing ICC pedagogy, and modeling effective intercultural teaching in university coursework [1], [7], [29].

Institutions must provide concrete support mechanisms to enable effective ICC development [1], [3], [8]. This includes investing in instructional materials and technology infrastructure that support intercultural learning [1], [3]. Universities should develop or acquire high-quality, culturally authentic materials for speaking classes, establish digital platforms for virtual exchange, and ensure reliable internet connectivity and technical support [3], [5]. Physical learning spaces should be designed or adapted to facilitate interactive, communicative activities [11], [12]. Flexible classroom configurations, dedicated spaces for conversation practice and intercultural activities, and language resource centers can enhance learning opportunities [11], [13]. Institutions should also create organizational structures that support intercultural interaction, such as international student support services, cultural events and programs, conversation-partner programs, and study-abroad offices [5], [13]. Institutional policies should align with ICC development goals [1], [8], [11]. This includes incorporating ICC competencies into teacher evaluation and promotion criteria, recognizing and rewarding pedagogical innovation, and ensuring that workload policies allow teachers adequate time for developing intercultural teaching expertise [1], [11]. Institutions should also establish quality-assurance mechanisms for monitoring ICC implementation and outcomes, using assessment data to inform continuous improvement [1], [11], [29]. Partnerships with other institutions—both domestic and international—can expand opportunities for intercultural learning [5], [13]. Collaborative programs, faculty exchanges, joint research projects, and virtual-exchange partnerships can provide valuable experiences for both students and teachers while distributing costs and leveraging complementary strengths [5], [13]. Institutions should actively pursue such partnerships and create administrative structures to support their effective implementation [5], [8].

Several priorities emerge for future research on ICC development in Uzbekistan and similar contexts. First, longitudinal studies tracking ICC development over extended periods would provide valuable insights into developmental trajectories, critical experiences, and long-term outcomes [11], [19]. Such studies could examine how competencies developed in teacher education programs transfer to professional practice and how teachers' ICC evolves through years of teaching experience [7], [11]. Second, more rigorous evaluation of specific pedagogical approaches in Uzbekistan's contexts is needed [3], [6], [11]. While international research demonstrates the effectiveness of various methods, context-specific evaluation would strengthen the evidence base for local decision-making and identify necessary adaptations [1], [11]. Experimental and quasi-experimental studies comparing different approaches, implementation variations, and combinations of methods would be particularly valuable [3], [6]. Third, research on assessment of ICC should be prioritized [11], [19]. Developing and validating assessment instruments appropriate for Uzbekistan's contexts, investigating the relationship between different assessment approaches, and examining how assessment practices influence teaching and learning would advance both theory and practice [11], [19], [30]. Fourth, implementation research examining the processes and challenges of translating ICC policy into practice would provide actionable insights for reform efforts [1], [8], [11]. Studies investigating factors that facilitate or impede implementation, documenting successful reform initiatives, and analyzing the role of leadership, institutional culture, and external support would inform strategies for bridging the policy–practice gap [1], [8], [29]. Fifth, research should examine the experiences and perspectives of diverse stakeholders, including students, teachers, administrators, and policymakers [2], [7], [11]. Understanding how different actors perceive ICC, what challenges they face, and what supports they need would ensure that reform efforts are responsive to actual needs and circumstances [1], [2], [11]. Finally, comparative research examining ICC development across different national and institutional contexts would illuminate how contextual factors shape possibilities and constraints [8], [11], [13]. Such research could identify transferable principles and context-specific adaptations, supporting more effective international knowledge exchange and collaboration [8], [11], [20].

The development of intercultural communication competence in future teachers represents a critical lingvodidactic challenge with profound implications for educational quality, social cohesion, and global engagement. This article has examined this challenge within the specific context of Uzbekistan's higher education system, synthesizing evidence on theoretical foundations, policy contexts, implementation challenges, and effective pedagogical approaches. The analysis reveals significant tensions between policy aspirations and practical realities. While national reforms explicitly endorse ICC development and multilingual education, systematic implementation remains inconsistent, constrained by methodological gaps, resource limitations, and inadequate teacher preparation [1], [2], [11]. Speaking classes, which should provide ideal contexts for ICC development, often fail to realize this potential due to traditional pedagogical approaches that prioritize linguistic accuracy over communicative and intercultural effectiveness [1], [12], [16]. However, the evidence also demonstrates that effective ICC development is achievable when appropriate pedagogical approaches are implemented with adequate support. Case-based learning, project-based learning, CLIL, virtual exchange, and integrative approaches all show promise for enhancing intercultural competence while simultaneously developing language proficiency [3], [6], [29]. These approaches share common features—authentic communicative contexts, active student engagement, explicit intercultural reflection, and meaningful purposes for language



use—that align with the contemporary understanding of how ICC develops [3], [11], [12]. Realizing the potential of these approaches requires coordinated action at multiple levels. Policymakers must translate general endorsements of ICC into specific, operationalized frameworks with corresponding resource commitments [1], [8]. Institutions must move beyond symbolic policy adoption to substantive curriculum reform, faculty development, and infrastructure investment [1], [11], [29]. Teachers must develop both personal intercultural competence and pedagogical expertise for fostering ICC in their students [1], [7]. Students must engage actively in intercultural learning, taking advantage of available opportunities and reflecting critically on their experiences [13], [19]. The lingvodidactic problem of ICC development in speaking classes is complex, but not intractable. The evidence reviewed in this article provides a foundation for informed action, identifying both challenges to be addressed and promising approaches to be pursued. As Uzbekistan continues its educational reform journey, systematic attention to ICC development in teacher education—particularly in speaking classes—will be essential for preparing teachers capable of fostering the intercultural competencies that students need to thrive in an increasingly interconnected world. Future research should continue to build the evidence base through longitudinal studies, rigorous evaluation of pedagogical approaches, development of valid assessment instruments, and implementation research examining reform processes [3], [11], [19]. International collaboration and knowledge exchange can support these efforts, while ensuring that approaches remain appropriately adapted to Uzbekistan's specific context [8], [11], [13]. With sustained commitment, adequate resources, and evidence-based practice, the goal of systematic ICC development in teacher education can be progressively realized, contributing to both educational quality and broader social objectives.

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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

**Mas'ul muharrir:** Ramzidin Ashurov

**Ingliz tili muharriri:** Murod Xoliyorov

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**2026. №3(2)**

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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.