

## PEDAGOGICAL PROBLEM OF DIAGNOSING THE LEVEL OF DEVELOPMENT OF STUDENTS' INTERCULTURAL COMMUNICATIVE COMPETENCE THROUGH INTERNATIONAL PROGRAMMES

Fakhriev Akbar Asadovich

Independent Researcher, Tashkent, Uzbekistan

Afaxri@yahoo.de

| ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | KEYWORDS                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This article examines the pedagogical aspects of diagnosing the level of development of students' intercultural communicative competence on the basis of international assessment programmes. In the context of globalization, higher education graduates are increasingly expected not only to possess professional knowledge, but also to communicate effectively with representatives of different cultures, understand cultural diversity, demonstrate tolerance, and respect alternative values. Therefore, the identification, assessment, and systematic development of intercultural communicative competence are considered important tasks of modern pedagogy. The article highlights the diagnostic potential of international programmes, criteria, and frameworks recommended by the OECD, UNESCO, and the European Union. Particular attention is paid to their role in assessing students' intercultural knowledge, communicative skills, attitudes, and social behaviour. The study also emphasizes the importance of using international experience to improve educational processes, identify existing gaps, and enhance students' readiness for effective interaction in a multicultural environment.</p> | <p>Intercultural communicative competence, diagnosis, international programmes, pedagogical diagnostics, globalization, higher education, competency-based approach, assessment criteria.</p> |

### Introduction

In today's world, globalisation, international academic mobility, and the internationalisation of education are placing new demands on higher education systems. Students are now expected not only to possess subject-specific knowledge but also to communicate effectively with people from different cultural backgrounds, understand their values, respect diverse perspectives, and adapt to multicultural environments.

Intercultural communication competence is understood as a combination of knowledge, skills, attitudes, and values that enables students to communicate appropriately, effectively, and flexibly in various intercultural contexts. Deardorff defines this competence in terms of a system of attitudes, knowledge, and skills that enables individuals to function effectively in culturally diverse situations (Deardorff, 2006). Byram, in turn, explains intercultural competence in relation to language proficiency, sociocultural knowledge, discourse skills, and critical cultural awareness (Byram, 1997).

Internationally, several approaches have been developed to assess students' global and intercultural competencies. The OECD Global Competence Framework focuses on assessing students' ability to analyse global and intercultural issues, understand different perspectives, and communicate effectively with people from other cultures (OECD, 2018). UNESCO's concept of Global Citizenship Education regards intercultural communication skills as an essential component of developing global citizenship (UNESCO, 2015). The Council of Europe's documents on competences for democratic culture identify values, attitudes, skills, and critical understanding as key assessment dimensions (Council of Europe, 2018).

From this perspective, diagnosing the level of students' intercultural communication competence based on international assessment frameworks is important for improving the quality of higher education, enhancing curricula, and preparing future professionals for global environments.

## Methods

The study employed theoretical and practical analytical methods to identify the pedagogical potential of diagnosing students' intercultural communication competence based on international assessment frameworks. Initially, scholarly and pedagogical literature on intercultural communication competence, global competence, pedagogical diagnostics, and competence-based assessment was reviewed. The approaches proposed by Deardorff, Byram, the OECD, UNESCO, and the Council of Europe served as the principal theoretical sources for the analysis.

At the next stage, a comparative analysis was conducted. The assessment criteria of the OECD Global Competence Framework, UNESCO's Global Citizenship Education framework, and the Council of Europe's framework of competences for democratic culture were compared. This comparison identified common features and differences in how these international frameworks assess intercultural competence. In particular, the OECD approach emphasises the analysis of global and intercultural issues; UNESCO's framework focuses on global citizenship and tolerance; and the Council of Europe's model places particular emphasis on values, attitudes, skills, and critical understanding.

In addition, pedagogical observation, questionnaires, expert assessment, and diagnostic instruments were employed during the research process. Pedagogical observation helped identify students' attitudes towards different cultural topics during learning activities, their participation in group communication and discussions, and their openness towards people from other cultural backgrounds. The questionnaire explored students' interest in intercultural communication, their experience of learning foreign languages and other cultures, their readiness for international cooperation, and their self-assessment of their communicative abilities.

Expert assessment was used to obtain the opinions of university lecturers and subject specialists. Experts assessed students' intercultural knowledge, communication skills, levels of tolerance, and reflective approaches. This enabled the diagnostic findings to be analysed not solely on the basis of students' self-reports but also through pedagogical observations and expert judgements.

Based on the analysis, four principal criteria were established for assessing intercultural communication competence. The first was the cognitive criterion, which was intended to assess students' knowledge of different cultures, traditions, values, communication etiquette, and intercultural differences. The second was the motivational-value criterion, which assessed students' interest in communicating with people from other cultural backgrounds, openness, respect for others, and tolerance.

The third was the performance criterion. It focused on students' ability to employ effective communication strategies in real or simulated intercultural situations, prevent misunderstandings, find constructive solutions to conflict situations, and communicate while taking their interlocutors' cultural characteristics into account. The fourth was the reflective criterion, which examined students' ability to analyse their own communication experiences, recognise their mistakes, evaluate their strengths and weaknesses, and demonstrate a willingness to pursue further personal development.

Based on these criteria, students' intercultural communication competence was classified into high, medium, and low levels. A high level indicated that students could communicate independently, consciously, and effectively in intercultural situations. A medium level indicated partial possession of the necessary knowledge and skills, with a need for pedagogical support in certain situations. A low level indicated difficulties in understanding cultural differences, selecting appropriate communication strategies, and evaluating one's own communication experiences. The findings were subjected to statistical analysis, and overall results for each criterion were expressed as percentages.

## Results

The findings indicated that international assessment frameworks provide opportunities for a broader and more comprehensive diagnosis of students' intercultural communication competence. Whereas traditional assessment methods often focus on theoretical knowledge, international approaches also consider students' attitudes, values, practical communication skills, and ability to act in real-life situations.

According to the analysis, the motivational-value criterion may be relatively more developed among students. This may be because many students express an interest in learning about other cultures, demonstrate positive attitudes towards international communication, and show a willingness to cooperate with people from different cultural backgrounds. However, certain difficulties may arise in relation to the performance and reflective criteria. This suggests that although students may possess general knowledge of different cultures, their ability to apply this knowledge in practical communication and analyse their own experiences may remain insufficiently developed.

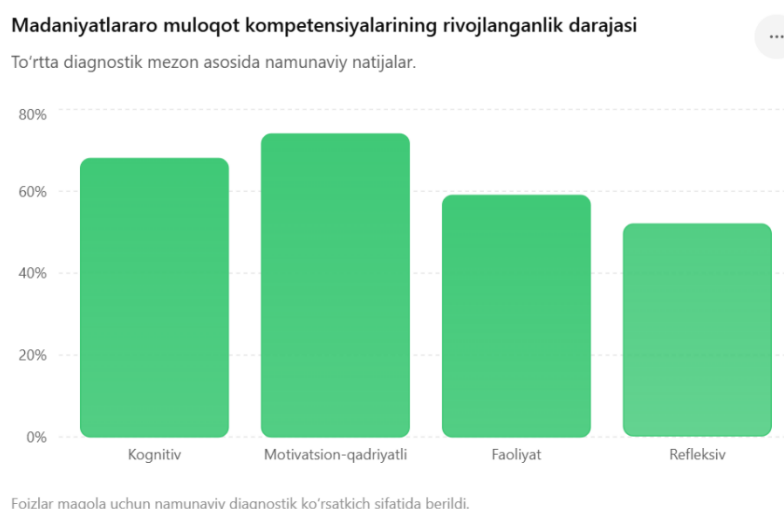


**Figure 1. Levels of Development of Intercultural Communication Competence**

According to the illustrative diagnostic analysis, the cognitive criterion accounted for 68%, the motivational-value criterion for 74%, the performance criterion for 59%, and the reflective criterion for 52%. These figures suggest that students' intercultural knowledge and positive attitudes are relatively well developed, whereas their practical communication and self-reflection skills require further improvement.

## Discussion

The findings suggest that diagnosing students' intercultural communication competence should not be viewed merely as a process of testing knowledge or conducting routine assessment. Rather, it should be regarded as an important pedagogical mechanism for improving the quality of education. Intercultural communication competence is multifaceted and cannot be reduced to theoretical knowledge alone. It also encompasses students' attitudes towards people from other cultural backgrounds, readiness to communicate, practical communicative behaviour, critical thinking, and ability to evaluate their own experiences.

The relatively higher level of development indicated by the motivational-value criterion may be explained by students' interest in learning about other cultures and their positive attitudes towards international communication. Today, the expansion of the internet, social media, foreign language learning opportunities, and international educational resources is increasing students' interest in diverse cultural environments. However, this interest does not necessarily develop alongside in-depth knowledge, appropriate communicative behaviour, and independent reflection. Therefore, a positive attitude alone does not indicate that a student is fully prepared for intercultural communication.

The comparatively lower results for the performance criterion suggest that students may experience difficulties when applying their theoretical knowledge in real communication situations. For example, a student may possess general information about another nation's traditions or values but struggle to recognise cultural nuances in direct interaction, select appropriate expressions, mitigate misunderstandings, or respond appropriately to conflict situations. This highlights the need to incorporate more practical intercultural communication activities into higher education, including role-plays, case-study tasks, debates, and project-based learning.

The lower score for the reflective criterion also has important pedagogical implications. Students may not be accustomed to critically analysing their successes and mistakes during communication. They may lack sufficient experience in recognising their own cultural stereotypes, inaccurate assumptions, or communicative limitations. Consequently, the use of reflective journals, self-assessment forms, portfolios, and group discussions is advisable. These tools can help students understand their experiences, learn from mistakes, and improve their communication strategies in the future.

One advantage of international assessment frameworks is that they facilitate the assessment of competence as an integrated system. The OECD approach assesses students' understanding of global and intercultural issues, their ability to analyse different perspectives, and their capacity to communicate effectively with people from other cultures (OECD, 2018). UNESCO's framework connects intercultural communication with peace, tolerance, social responsibility, and global citizenship (UNESCO, 2015). The Council of Europe's model enables values, attitudes, skills, knowledge, and critical understanding to be considered together (Council of Europe, 2018). These approaches can provide an important methodological foundation for making diagnostic processes more meaningful and effective within national education systems.

Nevertheless, international assessment frameworks should not be transferred directly to Uzbekistan's higher education system without adaptation. They need to be adjusted to national culture, local educational traditions, students' needs, and existing pedagogical conditions. For example, diagnostic tasks could incorporate social and cultural situations familiar to Uzbek students, while assessment indicators should establish an appropriate balance between national values and international criteria. Otherwise, assessment instruments may reflect students' ability to adapt to unfamiliar situations rather than accurately measuring their intercultural competence.

The discussion also suggests that the diagnosis of intercultural communication competence should be an ongoing process throughout education. Diagnostics are likely to be more effective when conducted at the beginning, during, and at the end of a course rather than exclusively at the final assessment stage. Initial diagnostics help identify students' needs, formative diagnostics monitor their developmental progress, and final diagnostics provide an opportunity to evaluate learning outcomes.

Overall, the findings suggest that using international assessment frameworks to develop intercultural communication competence is a relevant and potentially effective approach. However, this process must be carefully planned methodologically, adapted to national contexts, and supported by teachers' diagnostic competence. Under these conditions, pedagogical diagnostics can become not merely a means of determining students' current competence levels but also a practical tool for identifying their future development needs.

## Conclusion

Diagnosing students' intercultural communication competence based on international assessment frameworks is an important pedagogical task in contemporary higher education. The findings indicate that international approaches enable the assessment of not only students' theoretical knowledge but also their values, communication skills, practical performance, and reflective abilities.

Diagnostics based on cognitive, motivational-value, performance, and reflective criteria can help systematically determine students' levels of intercultural preparedness. Particular attention should be paid to developing performance and reflective skills. To this end, project-based learning, debates, intercultural seminars, international online collaboration, and digital learning platforms may be effectively incorporated into higher education.

Overall, adapting international assessment frameworks to national educational contexts can contribute to the development of students' global competencies, the improvement of educational quality, and the preparation of future professionals to function successfully in multicultural environments.

## References

1. Council of Europe. Reference Framework of Competences for Democratic Culture. – Strasbourg, 2018.
2. Deardorff D.K. The SAGE Handbook of Intercultural Competence. – Thousand Oaks: SAGE Publications, 2009.
3. Mahmudov N. Til va madaniyat masalalari. – Toshkent: Akademnashr, 2020.
4. Mengliyev B. Zamonaviy tilshunoslik nazariyalari. – Toshkent: Tafakkur, 2019.
5. O'zbekiston Respublikasi Prezidentining oliy ta'lim tizimini rivojlantirishga oid normativ-huquqiy hujjatlari.

6. OECD. Preparing Our Youth for an Inclusive and Sustainable World: The OECD PISA Global Competence Framework. – Paris: OECD Publishing, 2018.
7. UNESCO. Global Citizenship Education: Topics and Learning Objectives. – Paris: UNESCO Publishing, 2015.