

ANALYSIS OF RESEARCH BY UZBEK AND FOREIGN SCHOLARS ON THE DEVELOPMENT OF COMMUNICATION SKILLS IN A MULTINATIONAL ENVIRONMENT

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This thesis examines the findings of Uzbek and international scholars concerning the development of communication skills in multicultural and multinational contexts. Research in pedagogy and psychology underscores that communication competence plays a central role in fostering mutual understanding, tolerance, and collaboration among students from diverse ethnic backgrounds. Studies from Uzbekistan highlight the importance of teaching methods that respect cultural diversity, encourage dialogue, and support multilingual education as key tools for building effective communication in classrooms. International scholars, meanwhile, emphasize intercultural communication, socio-cultural adaptation, and the significance of empathy and respect in multicultural interaction. Both Uzbek and global research traditions converge on the idea that communication skills are not innate but can be cultivated through purposeful educational programs, interactive learning methods, and structured social practices. Comparative analysis reveals that while Uzbek research tends to focus on the role of the teacher and classroom practices in a multiethnic environment, international literature often addresses broader sociocultural and psychological frameworks of intercultural competence. Synthesizing these perspectives allows for a more holistic understanding of communication development in multinational settings, emphasizing the importance of cultural sensitivity, inclusivity, and pedagogical innovation.

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