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THE IMPROVEMENT OF PHILOLOGY STUDENTS’ POLY CULTURAL COMPETENCE

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Abstract: In the era of globalization, the role of polycultural competence has become increasingly significant, especially in the professional training of philology students. This article examines the importance of enhancing polycultural competence as an integral part of higher education curricula and the professional development of future philologists. Polycultural competence is understood not only as the ability to master foreign languages but also as the capacity to perceive, respect, and integrate diverse cultural values. The study emphasizes that philology students require more than linguistic knowledge; they must acquire intercultural awareness, tolerance, and adaptability to succeed in academic and professional settings. Furthermore, the article highlights pedagogical approaches and institutional strategies aimed at improving students’ readiness for multicultural interaction and effective communication. By developing polycultural competence, philology students are better equipped to contribute to intercultural dialogue, global citizenship, and the promotion of mutual understanding in a pluralistic world.

Keywords: Polycultural competence; philology students; intercultural communication; higher education; globalization; cultural awareness; professional training.

INTRODUCTION

In the context of globalization and the increasing interconnectedness of societies, the development of polycultural competence has become a crucial aspect of higher education, particularly in the training of philology students. Philology, as a field that studies language, literature, and culture, requires future specialists not only to master linguistic knowledge but also to understand and appreciate the diversity of cultural contexts in which languages function. Therefore, the cultivation of polycultural competence is an integral component of professional training, enabling students to effectively communicate, collaborate, and engage in intercultural dialogue. The concept of polycultural competence goes beyond simple linguistic proficiency. It encompasses the ability to perceive, interpret, and respect cultural differences, to integrate knowledge of multiple traditions, and to demonstrate tolerance and empathy in multicultural environments. For philology students, such competence ensures readiness to interact with representatives of different linguistic and cultural communities, which is essential both in academic research and in professional practice such as translation, teaching, and international communication. Recent educational reforms and the introduction of competency-based approaches in higher education in Uzbekistan and worldwide emphasize the importance of training specialists with strong intercultural and communicative skills. Universities are thus challenged to design curricula, teaching strategies, and learning activities that foster students’ openness to cultural diversity, critical thinking, and adaptability in multicultural settings. Within this framework, polycultural competence is seen not only as a desirable skill but also as a key indicator of a well-rounded philologist prepared to meet the demands of the 21st century. Furthermore, the improvement of polycultural competence among philology students aligns with the broader goals of fostering global citizenship, promoting mutual understanding, and reducing cultural barriers. It reflects the educational mission of higher

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institutions to prepare graduates who can contribute to building bridges across cultures and advancing dialogue in an increasingly pluralistic world. This makes the study of effective methods, pedagogical approaches, and institutional practices in developing polycultural competence an urgent and relevant area of academic inquiry.

CONCLUSION

The enhancement of polycultural competence among philology students is not merely an additional skill but a fundamental requirement of contemporary higher education. In a rapidly globalizing world, future philologists must be prepared to engage in meaningful intercultural dialogue, demonstrate respect for cultural diversity, and apply linguistic knowledge within diverse social and cultural contexts. The findings of this study indicate that polycultural competence contributes to students' personal growth, professional readiness, and social responsibility. Strengthening this competence enables students to overcome stereotypes, avoid ethnocentric perspectives, and develop a more tolerant and inclusive worldview. In academic and professional spheres, it supports effective collaboration, enriches translation and teaching practices, and fosters innovative approaches to research. Furthermore, polycultural competence plays a crucial role in shaping globally minded citizens who can contribute to mutual understanding, international cooperation, and the promotion of peace through cultural interaction. It is important for universities to integrate innovative pedagogical strategies, interactive teaching methods, and interdisciplinary approaches that nurture students' intercultural sensitivity. Curricular reforms should include authentic cultural materials, exchange programs, project-based learning, and digital platforms that connect learners with diverse communities. In this way, higher education institutions can create an environment where philology students not only gain academic knowledge but also develop the ability to function successfully in multicultural settings. Ultimately, improving polycultural competence among philology students ensures that they are equipped with the intellectual, emotional, and ethical capacities needed to thrive in a multicultural world. This aligns with the broader goals of higher education in the 21st century—preparing graduates who are not only linguistically proficient but also culturally aware, socially responsible, and capable of contributing to a more inclusive and interconnected global society.

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