

INTERCULTURAL COMMUNICATION WITH STUDENTS FROM INDIA

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Abstract

In recent years, the number of international students in Uzbekistan, particularly from India, has increased exponentially. This is due to the expansion of cultural and business ties between the countries, the high quality of higher medical education in Uzbekistan, and relatively low tuition fees. Students from India face unique linguistic and cultural characteristics, a historical context, and differences in educational and everyday traditions in Uzbekistan, which may lead to difficulties adapting to a new country and intercultural communication.

Introduction

The aim of the study is to analyze the factors influencing communication between Indian and Uzbek students, identify problems, and discuss strategies for improving interactions.

Research Methods:

Oral interview and questionnaire survey of Indian students.

Results

The globalization of education increases student mobility and requires effective intercultural communication skills. India is known for its ancient culture and strong traditions. Uzbekistan, in turn, cherishes its Muslim cultural heritage, often with a strong family focus, the value of hospitality, and other values. India is characterized by tolerance of various world religions. We asked second-year Indian students to discuss how to expand cultural communication between Uzbek and Indian students. The first question was, "What struck you most about Uzbekistan?" The responses were varied: the cleanliness of Tashkent, the national cuisine, the small number of people who speak English, the religiosity of the youth, the very reserved youth both on the streets and at the university, many who speak Russian, and the respectful attitude toward elders everywhere—on public transport, at the university, and on the streets. The second question was, "How has your opinion of Uzbekistan and its people changed over the past two years?" The answers were as follows: very hospitable people, always ready to help, friendly, very disciplined and neat, the studies are very academic, little practice, a lot of theory, teachers are not very fond of discussing with students, students also rarely ask questions or express disagreement with the teacher; few informal holidays, few cultural events at the university. The next question was, "What are the difficulties in communicating with Uzbek students and how to improve cultural communication between students?" It was noted that most Uzbek students do not know English, so the first barrier is language; the second barrier is that Uzbek students

are reluctant to establish contacts and do not show interest in Indian students; it was noted that for good communication there are common themes of history and culture, for example, the great ruler and poet Zahriddin Muhammad Babur, who lived in India for many years and created the unique Taj Mahal.; the figure of Zahriddin Muhammad Babur is very significant and interesting to students of both countries; conduct more joint events; Create joint groups with diverse students from both countries; hold competitions on the history and culture of India and Uzbekistan; celebrate holidays together; organize tourist trips for students around Uzbekistan. International students believe that to enhance communication, groups should be international, as without daily academic interaction, shared goals, and interests, meaningful friendships will not develop. Issues of intercultural and friendly communication between international and Uzbek students are not a priority for university management; many events are held formally, and Uzbek students show little genuine interest in foreigners. Develop a long-term plan for a targeted rapprochement between the two peoples and cultures, rather than holding one-off events.

Conclusions

Despite the openness and interest in communication on both sides, difficulties can be identified in intercultural communication with Indian students. The main reason is the language barrier: a relatively small percentage of Uzbek students speak English, while Indian students have pronunciation peculiarities and a distinctive accent that interferes with understanding. We believe the proposal to create inclusive groups for students from both countries is promising. It would be helpful for the administration to develop a plan for competitive events between students from different countries, i.e., to develop a strategy for bringing students closer together. We believe the creation of a student-led Uzbek-Indian Culture or Traditions Club would give a vital boost to relations. Winners of various events or competitions could be awarded trips to Uzbekistan and India or scholarships and prizes.

Overall, the prospects for closer relations are quite optimistic, as the number of Uzbek students who speak English is steadily growing, and the adaptation of foreigners to Uzbekistan will improve each year and bear fruit – young people will begin to better understand the cultural characteristics of their countries, their values, and the peculiarities of communication.

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