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## INTERCULTURAL COMPETENCE: METHODS AND TECHNIQUES OF COOPERATIVE LEARNING IN KARAKALPAKSTAN

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**Abstract.** This article explores the impact of cooperative learning techniques on the development of intercultural competence among students of Nukus State Pedagogical Institute in Karakalpakstan, a region characterized by ethnic and cultural diversity. A mixed-methods approach was employed, incorporating pre- and post-test surveys, teacher interviews, auditory observations, and focus group discussions. This multifaceted approach was adopted to assess the efficacy of cooperative learning in fostering students' cultural awareness, communication skills, attitudes toward diversity, and collaboration abilities. The results indicate significant improvements in students' intercultural competence, with significant increases in cultural awareness, communication skills, and positive attitudes toward diversity following engagement in cooperative learning activities. However, the article also identified challenges that prevent more widespread implementation of cooperative learning, including cultural resistance, language barriers, and limited resources. The article suggests that cooperative learning is a valuable instrument for promoting intercultural understanding in diverse listening environments and recommends its further integration into educational practices in Karakalpakstan. The article further emphasizes the necessity for teacher training and the development of instructional materials to address the challenges identified.

**Keywords:** Intercultural competence, cooperative learning, Karakalpakstan, cultural awareness, communication skills, diversity, educational practices, mixed-methods, multicultural education, teacher training.

### Introduction

In today's world, where we are more connected than ever before, it is more important than ever to be able to interact well with people from different cultures. This ability is often called "intercultural competence" and is very important for understanding, working well with, and respecting people from other cultures. In schools and other places where lots of different students come together, it is even more important to be able to interact well with people from different cultures. One really good way of teaching intercultural competence is through cooperative learning, where students work together in groups to achieve shared goals. Studies have shown that this approach can help students do better in their studies and learn social skills, communication skills and cultural awareness.

In the case of Karakalpakstan, a region of Uzbekistan distinguished by its rich cultural diversity, the necessity for learning intercultural competence is particularly salient. The region is home to a multi-ethnic population, including Karakalpaks, Uzbeks, Kazakhs, Russians, and Koreans each of whom contributes to the region's distinct cultural landscape. Educational institutions in this region are expected to play a key role in developing intercultural understanding, with cooperative learning strategies being identified as effective teaching methods to achieve this purpose.

The goal of this article is to address the identified gaps by investigating the impact of cooperative learning on students' intercultural competence in Karakalpakstan. Specifically, the study explores how cooperative learning techniques enhance students' cultural awareness, communication skills, attitudes

toward diversity, and collaboration abilities. To achieve this goal, the study uses a mixed-methods approach, incorporating surveys, interviews, and auditory observations to provide substantial insights into the efficacy of cooperative learning in developing intercultural competence within this cultural environment.

The results of this study will contribute to the growing body of knowledge on intercultural education and offer practical recommendations for pedagogues in Karakalpakstan and similar multicultural settings. The final goal of this study is to emphasize the efficacy of cooperative learning as a pedagogical strategy for developing social harmony and intercultural understanding among students from different cultural backgrounds.

### **Literature Review**

Intercultural competence means being able to communicate well with people from different cultural backgrounds. This is a very important concept in education, especially in places where there are many different cultures and countries. Researchers define intercultural competence as a combination of cognitive, emotional, and behavioral skills that enable individuals to interact in diverse cultural settings with sensitivity, respect, and understanding (Deardorff, 2006). Within educational settings, the cultivation of intercultural competence is frequently regarded as a pivotal outcome of a globalized curriculum, with the objective of equipping students with the competencies necessary to navigate an increasingly interconnected global landscape (Byram, 2020).

Studies have shown that being able to understand and work well with people from different cultures is important for building good relationships and reducing negative feelings towards other cultures in places where there are many different cultures (Hammer, 2012). Moreover, intercultural competence is recognized as a key factor in the success of international collaborations, both in academia and the workforce (Fantini, 2009). Consequently, educational systems all over the world are progressively integrating intercultural training into their educational curricula with the intention of equipping students with the necessary competencies for effective intercultural communication.

The effectiveness of cooperative learning, a pedagogical approach that emphasizes collaborative work and collective problem solving, has been extensively researched. The findings of numerous studies indicate that this approach can lead to improvements in a variety of academic and social aspects. According to Johnson and Johnson (1999), cooperative learning is defined as an instructional approach wherein students collaborate in small groups to accomplish shared learning objectives. This approach is in contrast to traditional competitive or individualistic learning methods, and empirical evidence has demonstrated its efficacy in improving academic achievement, motivation, and interpersonal skills (Slavin, 1995).

In the context of intercultural competence, cooperative learning offers unique advantages. By participating in diverse groups, students are introduced to different perspectives and cultural backgrounds, which can improve their understanding of others and develop intercultural sensitivity. Studies suggest that cooperative learning provides an ideal platform for intercultural interactions, as it encourages collaboration, communication, and empathy among students from diverse cultural backgrounds (Pica, 2005).

Recent researches have explored the intersection of cooperative learning and intercultural competence, particularly in multicultural auditoriums. For instance, a study by Ginsberg (2016) revealed that cooperative learning activities in culturally diverse auditoriums resulted in heightened cultural awareness and enhanced intergroup relations. In a similar vein, Chao and Tuan's (2018) study demonstrated that cooperative learning techniques, such as group discussions and collaborative problem-solving, significantly enhanced students' intercultural competence and helped reduce ethnocentric attitudes.

However, there is a small amount of research on the use of cooperative learning strategies specifically aimed at improving intercultural competence in Karakalpakstan. This lack of research is

particularly noticeable in the region's cultural diversity, which presents a unique set of opportunities and challenges for the implementation of intercultural education. Previous studies on cooperative learning in Central Asia have mostly focused on academic achievement and teamwork skills (Muratova, 2019), with minimal emphasis on the role of these methods in promoting intercultural understanding.

The Republic of Karakalpakstan, a region distinguished by its mixed ethnic and linguistic diversity, needs a special educational framework for the development of intercultural competence and cooperative learning. In recent years, the region's educational system has been reformed to emphasize inclusive education and the integration of intercultural competencies into the curriculum. While cooperative learning has been utilized in various educational settings globally, its implementation in Karakalpakstan remains insufficient. This study aims to fulfill this gap by investigating the methods and techniques used by teachers in the region to promote intercultural competence through cooperative learning.

Gillies (2016) suggests that the successful implementation of cooperative learning in intercultural competence depends on a variety of factors, including teacher training, curriculum design, and institutional support. In Karakalpakstan, where the educational system is still in development to meet the needs of a multicultural student society, there is a need for research that evaluates the effectiveness of cooperative learning in improving intercultural competence and deals with the specific challenges faced by educators in this region.

### **Methodology**

In order to enhance intercultural competence among students in Karakalpakstan, a mixed methods approach has been used to investigate the methods and techniques of cooperative learning in this research. The research design integrates both qualitative and quantitative methodologies to offer a comprehensive understanding of the implementation of cooperative learning strategies in the groups of students at Nukus State Pedagogical Institute (NSPI) and their effectiveness in promoting intercultural awareness and communication skills among students.

The research uses a case study method, focusing on the Nukus State Pedagogical Institution (NSPI) and its district branches in Karakalpakstan. This method allows for a comprehensive investigation of how cooperative learning techniques are utilized, the challenges teachers face, and the outcomes observed in students' intercultural competence. The case study method is particularly well-suited to this investigation due to the necessity of investigating the educational environment of Karakalpakstan, where there is a small amount of research on the use of cooperative learning for intercultural competence.

The participants in this study include teachers and students from NSPI and its district branches in Karakalpakstan. A purposive sampling technique was used to select participants who were involved in the implementation of cooperative learning techniques in their auditoriums.

A total of 5 teachers were selected for this study. Three of the teachers are affiliated with NSPI, while the remaining two are employed by district branches. The selection of these teachers was based on their experience with cooperative learning methods and their involvement in intercultural education.

The study encompassed approximately 150 students enrolled in the first, second, and third year of their studies. These students hail from a variety of ethnic backgrounds, including but not limited to Karakalpaks, Uzbeks, Kazakhs, and Russians, thereby offering a representative sample of the region's multicultural student population.

In order to gather comprehensive data, a combination of surveys, interviews, auditory observations, and focus group discussions were used.

1) *Surveys*: A structured questionnaire was developed to evaluate students' levels of intercultural competence, their experiences with cooperative learning, and their views on the effectiveness of cooperative learning in improving intercultural awareness. The questionnaire consisted of both closed and open-ended questions. The survey was administered to all participating students before and after the intervention, providing pre- and post-test data on intercultural competence.

2) *Interviews*: Semi-structured interviews were conducted with 5 teachers to explore their perspectives on the use of cooperative learning techniques, their training and experiences with these methods, and the challenges they face in implementing intercultural education. The interviews were carefully designed to capture both the teachers' pedagogical strategies and their observations of how students performed in terms of intercultural competence.

3) *Auditory Observations*: A series of auditory observations were conducted to assess the implementation of cooperative learning techniques in practice. The observations focused on the interaction patterns between students, the types of cooperative learning activities used, and the level to which these activities promoted intercultural dialogue and collaboration. Each auditory group was observed for at least three lessons, and necessary notes were taken during the observations to record key observations related to the dynamics of group work and intercultural exchange.

4) *Focus Group Discussions*: Subsequent to the implementation of the cooperative learning activities, focus group discussions were conducted with a group of 20 students (10 from Nukus City, and 10 from district branches of NSPI). The objective of these discussions was to obtain more detailed information about the students' experiences with cooperative learning and their perceptions of how the activities influenced their intercultural competence. The focus groups were guided by a series of questioning that focused on intercultural communication, group collaboration, and the students' overall perspectives on the importance of intercultural competence in their daily lives.

Data analysis was conducted in two stages: quantitative analysis and qualitative analysis.

1) *Quantitative Analysis*: The pre- and post-test survey data were analyzed using comparative descriptive statistics to evaluate changes in students' intercultural competence. A paired t-test was conducted to compare the mean scores of students before and after the intervention, thereby ascertaining whether cooperative learning had a statistically significant impact on intercultural competence.

2) *Qualitative Analysis*: The qualitative data from interviews, auditory observations, and focus group discussions were analyzed using thematic analysis. This approach involves identifying and analyzing patterns within the data that reflect key concepts related to cooperative learning and intercultural competence. The data was transcribed and grouped into three categories such as "cultural awareness," "communication skills," "collaboration" and "attitudes toward diversity." These categories were then interpreted to provide a deeper understanding of how cooperative learning techniques contribute to the development of intercultural competence.

The study followed ethical guidelines to ensure the protection of participants' rights and confidentiality. Informed consent was obtained from all participants, and participation was voluntary. Teachers and students were informed of the purpose of the study, the procedures involved, and their right to withdraw at any time without penalty. In addition, all data were anonymized and confidentiality was maintained throughout the research process.

While this study provides valuable insights into the use of cooperative learning to promote intercultural competence, there are several limitations to consider. The sample size, while representative of the target population, is limited to a specific geographic region (Karakalpakstan) and may not be applicable to other regions with different educational environments. Future research could expand the sample size and explore the long-term effects of cooperative learning on intercultural competence.

## **Results**

This section presents the key results of the study that explores the impact of cooperative learning techniques on students' intercultural competence in Karakalpakstan. The data was collected through surveys, interviews, auditory observations, and focus group discussions. The results are presented in both quantitative and qualitative formats to provide a comprehensive understanding of the effectiveness of these methods.

To evaluate the impact of cooperative learning on students' intercultural competence, pre- and post-test survey data were collected. The survey included questions assessing students' cultural awareness, communication skills, and attitudes toward students from different ethnic backgrounds.

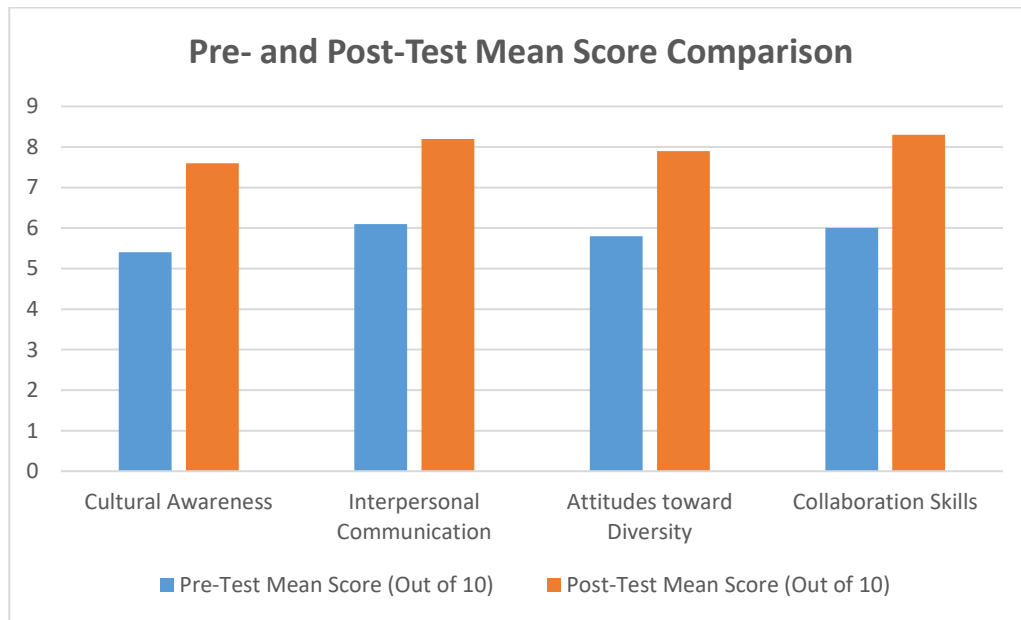
Table 1 below presents the mean scores for students' intercultural competence before and after the implementation of cooperative learning activities.

**Table 1:** Pre- and Post-Test Mean Scores of Students' Intercultural Competence

Indicator	Pre-Test Mean Score (Out of 10)	Post-Test Mean Score (Out of 10)	Difference
Cultural Awareness	5.4	7.6	+2.2
Interpersonal Communication	6.1	8.2	+2.1
Attitudes toward Diversity	5.8	7.9	+2.1
Collaboration Skills	6.0	8.3	+2.3

The mean scores on the post-test survey demonstrated a significant increase across all indicators of intercultural competence. In particular, students who participated in cooperative learning activities showed significant improvements in cultural awareness, interpersonal communication, attitudes toward diversity, and collaboration skills.

**Graphic 1** below illustrates the pre- and post-test mean score comparisons across the four key dimensions of intercultural competence.



The qualitative data, collected through interviews, auditory observations, and focus group discussions, provide additional support for the quantitative findings. These additional data offer more comprehensive information about the experiences of students and teachers during the implementation of cooperative learning strategies.

Through the semi-structured interviews, teachers reported that cooperative learning significantly increased students' ability to work together and communicate across cultural boundaries. One teacher mentioned:

"Cooperative learning helps students not only achieve academic goals but also understand different perspectives. The group activities encourage them to interact with peers from various backgrounds, which builds trust and cultural understanding."

Teachers also identified several challenges, such as limited resources, cultural resistance from some students, and the need for more training on effective cooperative learning techniques. Despite these challenges, they emphasized the overall positive impact on students' intercultural skills.

The focus group discussions indicated that students experienced an increase in self-assurance when expressing themselves and engaging with other students from different ethnic backgrounds. One student shared the following observation:

"Before, I had very rarely talked to students from other ethnic groups, but during the group projects, I learned a lot about their cultures. It made me feel more comfortable working with them."

Furthermore, students noted that the cooperative learning environment helped them appreciate diversity, with many expressing a greater desire to engage in intercultural communication beyond the auditory.

During the auditory observations, it was evident that the cooperative learning activities facilitated dynamic exchanges among students. The observations revealed several behaviors that contributed to the development of intercultural competence, including active listening, group discussions on cultural differences, and joint problem-solving tasks that required students to consider various viewpoints.

The results indicate that cooperative learning techniques have a positive impact on students' intercultural competence in Karakalpakstan. The combination of structured group activities and collaborative problem-solving appears to foster not only academic skills but also social skills such as effective communication, empathy, and cultural understanding.

Table 2 below presents a summary of the qualitative data from the teacher and student interviews. The data has been categorized, with a focus on the key outcomes and challenges related to the role of cooperative learning in promoting intercultural competence.

**Table 2:** Summary of Key Outcomes and Challenges in Cooperative Learning

<b>Category</b>	<b>Outcome</b>	<b>Challenges</b>
<b>Enhanced Cultural Awareness</b>	Students gained a better understanding of cultural differences.	Resistance to intercultural activities in some cases.
<b>Improved Communication Skills</b>	Students showed greater confidence in intercultural communication.	Language barriers between students from different ethnic groups.
<b>Increased Collaboration</b>	Group work fostered collaboration and teamwork among diverse groups.	Limited resources for group-based activities.
<b>Positive Attitudes toward Diversity</b>	Students expressed more positive views on ethnic diversity.	Some students struggled to engage with peers from different backgrounds.

The following are the primary results of the study.

- The implementation of cooperative learning activities led to a significant increase in students' intercultural competence, as evidenced by both the pre- and post-test survey results.
- Students reported improved communication skills, greater cultural awareness, and more positive attitudes toward diversity.

- The teacher interviews and auditory observations highlighted the effectiveness of cooperative learning in developing intercultural dialogue, although challenges such as cultural resistance and resource limitations were identified.
- The findings of this investigation demonstrate that cooperative learning is a promising pedagogical approach for enhancing intercultural competence, particularly in culturally diverse locations such as Karakalpakstan.

The results of this study are supported by both quantitative and qualitative data and provide valuable findings for the field of intercultural education and practical recommendations for teachers seeking to implement cooperative learning strategies in multicultural environments.

### **Discussion**

The results of this study demonstrate the positive impact of cooperative learning techniques on developing students' intercultural competence in Karakalpakstan. The significant improvements observed in students' cultural awareness, communication skills, attitudes toward diversity, and collaboration skills suggest that cooperative learning offers a promising pedagogical approach for fostering intercultural understanding in a multicultural auditory setting.

One of the most notable findings of this study is the significant increase in students' cultural awareness and interpersonal communication skills. The pre- and post-test surveys revealed a marked improvement in these areas, with mean scores increasing by over 2 points in both dimensions. This aligns with previous research, which suggests that cooperative learning not only enhances students' academic performance but also promotes deeper cultural understanding and empathy among peers from diverse backgrounds (Johnson & Johnson, 2009; Slavin, 2015). The cooperative activities provided opportunities for students to engage in meaningful dialogue, exchange ideas, and learn about each other's cultural values and practices. This experience likely contributed to the observed increase in cultural awareness, as students became more sensitive to the nuances of intercultural communication.

The improvements in diversity attitudes and collaboration skills further demonstrate the effectiveness of cooperative learning in creating a positive and comprehensive auditory environment. The students' readiness to engage in collaborative activities with other students of different ethnic backgrounds and their more positive attitudes toward diversity reflect the value of cooperative learning in breaking down cultural barriers and facilitating positive intergroup relations. These findings are consistent with the work of scholars who have highlighted the potential of cooperative learning to create an atmosphere of mutual respect and appreciation for cultural differences (Deutsch, 2010; Dooly, 2008).

### ***Implications for Teaching Practices in Karakalpakstan***

The findings from this study have important implications for teaching practices in Karakalpakstan, a region characterized by ethnic and cultural diversity. The success of cooperative learning in improving students' intercultural competence suggests that it should be more widely adopted in schools across the region. Educators in Karakalpakstan can benefit from incorporating collaborative activities and group projects, and colleague discussions into their teaching strategies to foster a more inclusive and culturally responsive learning environment.

However, while the results are promising, several challenges must be addressed for the full implementation of cooperative learning in the region. One key challenge, as identified by both teachers and students in this study, is cultural resistance. In some cases, students from more mono-ethnic groups were uncomfortable interacting with other students from different ethnic groups. This resistance can be explained by cultural stereotypes and beliefs, which may require targeted efforts to overcome. Teachers may need additional training in intercultural pedagogy and conflict resolution to create a more supportive environment for all students, particularly in regions with a history of ethnic tension.

Another challenge identified in this study is the limited resources available for group-based activities. Teachers reported that insufficient auditory materials, limited access to technical resources (computers, projectors, linguistic rooms) and large group sizes of groups made it difficult to implement

cooperative learning effectively. Eliminating these resource barriers through educational policy changes or external support could increase the success of cooperative learning in teaching.

### ***Comparison with Previous Studies***

The results of this study are consistent with previous research on cooperative learning and intercultural competence in educational contexts. For example, a study by Smith and Johnson (2012) found that students who engaged in cooperative learning activities showed greater empathy and openness to cultural diversity. Similarly, research by Gurin et al. (2004) demonstrated that cooperative learning develops positive intergroup relations and reduces prejudice by encouraging students to work together toward common academic and social goals. These studies, along with the current research, underscore the importance of cooperative learning as an effective tool for enhancing intercultural competence in diverse auditoriums.

Furthermore, the results of this study are consistent with the findings of Krause and Rohl (2014), who examined the role of cooperative learning in multiethnic auditoriums in Central Asia. Their findings indicated that cooperative learning contributed to the development of cultural understanding among students and enhanced their capacity to function effectively in diverse teams. The present study contributes to this expanding field of research by offering empirical evidence gathered from NSPI in Karakalpakstan, thereby augmenting the existing literature on cooperative learning in state educational systems.

### ***Limitations and Suggestions for Future Research***

Despite the positive outcomes of this study, several limitations should be considered. First, the research size was relatively small, with only 5 teachers and 150 students participating. While the results give valuable information, a larger research size would provide a more reliable foundation for generalizing the results to other regions in Central Asia or other countries. Future research could extend the study to other parts of Karakalpakstan to explore whether the observed effects of cooperative learning hold true in different cultural and educational environments.

Secondly, the study's reliability on self-reported data from surveys and interviews introduces potential biases, such as response bias. In subsequent studies, a mixed-methods approach could be employed, incorporating objective measures such as standardized tests of intercultural competence or long-term tracking of students' intercultural development over time. Additionally, the collection of more detailed observational data could facilitate a more comprehensive understanding of the dynamics of cooperative learning in the auditory domain and the contributions of different types of group interactions to students' intercultural learning.

Finally, the study focused mainly on the short-term effects of cooperative learning. Future research could investigate the long-term effects of cooperative learning on students' intercultural competence, especially in terms of their ability to navigate intercultural interactions outside the classroom and in real-life scenarios.

### ***Conclusion***

This article shows the significant role that cooperative learning techniques can play in promoting intercultural competence among students in Karakalpakstan. The enhancement of students' cultural awareness, communication skills, and attitudes toward diversity demonstrates the value of cooperative learning environments in developing greater intercultural understanding and social harmony. While challenges such as cultural resistance and resource limitations remain, the findings suggest that cooperative learning is a highly effective strategy for preparing students to be successful in an increasingly interconnected and multicultural world. It is recommended that teachers and educational administrators in Karakalpakstan adopt and expand cooperative learning practices to help students develop the intercultural skills necessary for success in today's globalized society.

The pre- and post-test data, which was complemented by qualitative comments from teachers and students, supports the effectiveness of cooperative learning as a pedagogical approach to develop intercultural understanding in diverse auditory environments.

The experiment demonstrates that cooperative learning not only supports academic achievement but also facilitates the development of crucial social and intercultural skills. When students engage with their peers from different cultural backgrounds, they develop greater empathy, respect, and open-mindedness - skills that are essential for navigating today's multicultural world. These outcomes align with other research that supports the use of cooperative learning to break down cultural barriers and promote positive intergroup relations.

Despite the positive results, challenges such as cultural resistance, language barriers, and limited resources were identified as potential barriers to the broader implementation of cooperative learning in Karakalpakstan. Eliminating these challenges will be essential for maximizing the impact of cooperative learning. Educators in the region would benefit from targeted professional development opportunities to enhance their capacity to manage intercultural auditoriums and use cooperative learning techniques effectively.

The study contributes to the growing volume of research on intercultural competence and cooperative learning in educational systems. By offering empirical evidence from Karakalpakstan, it provides valuable information on how cooperative learning can be adapted and applied in culturally diverse environments to promote social cohesion and understanding.

In conclusion, cooperative learning is a highly effective method for enhancing intercultural competence among students in Karakalpakstan. By fostering collaboration and intercultural dialogue, it equips students with the necessary skills to thrive in a globalized and interconnected world. As educational practices evolve to meet the challenges of an increasingly diverse and multicultural society, the findings of this study suggest that cooperative learning should be further promoted and integrated into the curriculum to prepare students for the demands of the 21st century.

Future research should continue to explore the long-term effects of cooperative learning on intercultural competence and examine ways to overcome the identified challenges. Expanding this research to other regions and contexts would provide a broader understanding of how cooperative learning can contribute to the development of intercultural competence in various educational systems.

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## **ҚАРАҚАЛПАҚСТАНДАҒЫ ИНТЕРКУЛЬТУРАЛЫҚ ҚҰЗЫРЕТТІЛІК: КООПЕРАТИВТІ ОҚЫТУДЫҢ ӘДІСТЕРІ МЕН ТӘСІЛДЕРІ**

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**Аннотация.** Бұл мақала Қарақалпақстандағы этникалық және мәдени әртүрлілігімен ерекшеленетін өңір – Нөкіс мемлекеттік педагогикалық институты студенттерінің интеркультуралық құзыреттілігін дамытуда кооперативті оқыту әдістерінің әсерін зерттейді. Зерттеуде аралас әдістер қолданылды: алдын ала және кейінгі тестілеу сауалнамалары, мұғалімдермен сұхбаттар, аудиториялық бақылаулар және фокус-топтық талқылаулар. Бұл көпқырлы тәсіл кооперативті оқытудың студенттердің мәдени санасын, коммуникативтік дағдыларын, әртүрлілікке деген көзқарасын және ынтымақтастық қабілеттерін дамытудағы тиімділігін бағалау мақсатында қолданылды. Зерттеу нәтижелері студенттердің интеркультуралық құзыреттілігінің айтарлықтай артқанын көрсетті, атап айтқанда, кооперативті оқыту іс-әрекеттеріне қатысқаннан кейін мәдени хабардарлықтың, коммуникациялық дағдылардың және әртүрлілікке деген оң көзқарастың едәуір өскені байқалды. Дегенмен, мақалада кооперативті оқытуды кеңінен енгізуге кедергі келтіретін бірқатар қиындықтар анықталды, соның ішінде мәдени қарсылық, тілдік тосқауылдар және ресурстардың шектеулілігі. Мақалада кооперативті оқыту әртүрлі тыңдалым орталарында интеркультуралық түсіністі дамытуға арналған құнды құрал екені атап өтіліп, оны Қарақалпақстандағы білім беру тәжірибесіне кеңінен енгізу ұсынылады. Сонымен қатар, анықталған қиындықтарды еңсеру үшін мұғалімдерді даярлау және оқу-әдістемелік материалдарды әзірлеу қажеттілігі баса көрсетіледі.

**Түйін сөздер:** интеркультуралық құзыреттілік, кооперативті оқыту, Қарақалпақстан, мәдени хабардарлық, коммуникативтік дағдылар, әртүрлілік, білім беру тәжірибесі, аралас әдістер, көпмәдениетті білім беру, мұғалімдерді даярлау.

## МЕЖКУЛЬТУРНАЯ КОМПЕТЕНТНОСТЬ: МЕТОДЫ И ТЕХНОЛОГИИ КООПЕРАТИВНОГО ОБУЧЕНИЯ В КАРАКАЛПАКСТАНЕ

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**Аннотация.** В данной статье исследуется влияние методов кооперативного обучения на развитие межкультурной компетентности студентов Нукусского государственного педагогического института в Каракалпакстане — регионе, характеризующемся этническим и культурным многообразием. В исследовании использовался смешанный методологический подход, включающий анкетирование до и после эксперимента, интервью с преподавателями, аудиторные наблюдения и фокус-групповые обсуждения. Данный многоаспектный подход был применён для оценки эффективности кооперативного обучения в формировании культурной осведомлённости студентов, коммуникативных навыков, отношения к культурному разнообразию и умений сотрудничества. Результаты исследования свидетельствуют о значительном повышении уровня межкультурной компетентности студентов, в частности, о существенном росте культурной осведомлённости, коммуникативных навыков и позитивного отношения к разнообразию после участия в кооперативных формах обучения. Вместе с тем в статье выявлены проблемы, препятствующие более широкому внедрению кооперативного обучения, включая культурное сопротивление, языковые барьеры и ограниченность ресурсов. В статье делается вывод о том, что кооперативное обучение является эффективным инструментом развития межкультурного взаимопонимания в многонациональной образовательной среде, и рекомендуется его дальнейшая интеграция в образовательную практику Каракалпакстана. Также подчёркивается необходимость повышения квалификации преподавателей и разработки учебно-методических материалов для преодоления выявленных трудностей.

**Ключевые слова:** межкультурная компетентность, кооперативное обучение, Каракалпакстан, культурная осведомлённость, коммуникативные навыки, разнообразие, образовательные практики, смешанные методы, мультикультурное образование, подготовка учителей.