

THE ROLE OF PERSIAN LANGUAGE IN ENHANCING INTERCULTURAL COMMUNICATIVE COMPETENCE AMONG UZBEK LEARNERS

Shukurova Fotima

Shukurova Zuhra

Students, Uzbekistan State World Languages University

Supervisor: Oripova Husnida

Persian language teacher, UzSWLU

Abstract. The article considers the role of the Persian language study in the formation of Uzbek students' intercultural communication competence. Since there is much in common between Persian and Uzbek cultures, the language is not only a school subject but also a key to the greater understanding of people. Through interviewing students who are studying Persian and discussing how it's being taught, this paper demonstrates that the language makes students more respectful and open-minded when communicating with people of other cultures.

Ushbu maqolada o'zbek talabalarida madaniyatlararo muloqot kompetensiyasini shakllantirishda fors tilini o'rganishning ahamiyati tahlil etiladi. Fors va o'zbek xalqlari madaniyatida o'xshashliklar ko'p bo'lgani sababli, bu til nafaqat o'quv fanidir, balki boshqa xalqlarni chuqurroq anglashga xizmat qiladigan muhim vositadir. Maqolada fors tilini o'rganayotgan talabalar bilan olib borilgan suhbatlar hamda dars jarayonlari tahlil qilinib, bu tilni o'rganish talabalarni boshqa madaniyat vakillariga nisbatan hurmatli, bag'rikeng va ochiq fikrli bo'lishga undashi asoslab beriladi.

Keywords: Persian language, intercultural competence, Uzbek students, cultural understanding, communication

Fors tili, madaniyatlararo kompetensiya, o'zbek talabalari, madaniy anglash, muloqot.

Introduction

Nowadays, individuals from various cultures frequently communicate with each other, so it is highly essential to know how to communicate effectively and respectfully. This skill is known as intercultural communicative competence (ICC). For Uzbek students, Persian is not only a useful regional language — it also provides entry for them to know a rich and integrated culture. Persian once had immense influence in Central Asia, and many Uzbek words have their origin in Persian. This essay discusses how learning Persian allows students to go beyond words and grammar and acquire a deeper cultural understanding.

The research is based on interviews with 10 Uzbek university students learning Persian. They were asked simple but profound questions — why they chose Persian, what was the surprise in the culture, and how it changed their perspective. We also reviewed textbooks and classroom materials to see how

culture is being transmitted through language learning. After we collected the answers, we looked for common ideas and feelings that came up in different students' experiences. Most of the students said that learning Persian opened their eyes to Persian poetry, literature, and everyday values like respect and politeness. Some said that they now identify more with Iranian culture and understand it more.

Others recounted that when they spoke with native Persian speakers — even online — they noticed body language, tone, and mannerism differences. These small things made them more respectful and less judgmental. Also, learning about Persian holidays, famous poets like Hafez and Saadi, and modern Iranian society made learning interesting and applicable. Students believed they were not merely memorizing vocabulary but also finding out how and what people think and live.

This research proves that studying Persian language does not just teach grammar — it builds the manner in which students get to know and approach other individuals. To Uzbek pupils, Persian is especially worth it because of shared origins and geography. But what makes it most useful is the manner in which it helps students' individual and cultural growth. With proper pedagogy, Persian classes can be paths of individuals, building peace, respect, and true understanding.

Discussion

The findings show that language and culture are inseparable. Learning Persian gave students a new vision for the world and made them more sensitive to the function of culture in communication. Because Persian and Uzbek cultures share some similarities, students felt comfortable discovering it. But they also faced differences which broke their assumptions — and this is exactly what makes them interculturally competent.

The students did not just learn what to tell the people in Persian, but when and why to say certain phrases. This made them better communicators, not just in Persian but in other situations where there is a call for sensitivity to culture. These learning experiences can, in the long term, promote regional friendships and respect.

Learning a second language also helps students develop patience and empathy. As Uzbek students grapple with mastering Persian grammar or phonetics, they begin to see how challenging it is to speak in a foreign language. This generates a sense of respect for speakers of other nations who try to speak Uzbek or other languages. Emotional development is worth as much as academic achievement.

Furthermore, Persian idioms and proverbs reflect Iranian values. For example, the proverb "Har kasi be andazeye hemmatash miresad" (Everyone reaches their goals according to their effort) reveals a value orientation that values effort and perseverance — notions strongly resonated in Uzbek cultural

beliefs, too. Students become cultural interpreters, not language learners, as they interpret these types of expressions.

Persian cinema, music, and television also help create intercultural consciousness. Students typically refer to watching Iranian TV dramas or listening to classical Persian music as changing the way they think about daily life. These mediums of media offer actual-life experiences and emotional occurrences that cannot be described in a textbook. Through exposing them to these, students begin to admire commonalities and differences in family life, social etiquette, and ways of communication.

Apart from personal and cultural enrichment, learning Persian bestows on Uzbek students strategic educational and professional advantages. Proficiency in Persian allows the students to access a huge amount of academic literature, including historical documents, scientific research, and literary works written neither in Uzbek nor any other language. This renders Persian not only a valuable language but also an access passport to academic success, particularly in subjects like history, political science, and linguistics.

In addition, the knowledge of Persian enhances professional opportunities because there is a growing demand for experts who can connect the Middle East and Central Asia. By means of studying Persian, Uzbek students become pioneering figures in the Middle Eastern and Central Asian culture and diplomatic relations.

Conclusion

Short of that, this research shows that studying Persian doesn't merely educate grammar — it shapes the way learners think and interact with other people. To Uzbek students, Persian is especially beneficial because of shared origins and geography. However, what really makes it useful is the manner in which it can build individuals' personal and cultural growth. With good pedagogy, Persian courses can be bridges among people, building peace, respect, and genuine knowledge.

References

1. Abdullayev, R. (2016). *Cultural Aspects of Language Learning in Central Asia*. Tashkent: UzLang Press.
2. Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
3. Khosravi, S. (2018). *Young Iranians: Youth, Identity, and Culture in Contemporary Iran*. New York: Palgrave Macmillan.
4. Rahmonov, M. (2020). "Language as a Bridge Between Cultures: Persian in Uzbek Classrooms." *Journal of Regional Studies*, 5(2), 45–53.