

THE ROLE OF PERSIAN LANGUAGE LEARNING IN DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE

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Annotatsiya: Ushbu maqola universitet talabalari o'rtasida madaniyatlararo kommunikativ kompetentsiyani rivojlantirishda fors tilini o'rganishning ta'sirini o'rganadi. Sinfdagi kuzatuvlar va o'quvchilar mulohazalariga tayangan holda, tadqiqot fors madaniyati, adabiyoti va til tuzilishi bilan tanishish madaniy xilma-xillikdan xabardorlikni oshirish va o'quvchilarning turli madaniyatlar bilan muloqot qilish qobiliyatini yaxshilashini ta'kidlaydi. Natijalar shuni ko'rsatadiki, fors tilini o'qitish, xususan, Eron bilan tarixiy va madaniy aloqalari bo'lgan mintaqalarda o'quvchilarning dunyoqarashini kengaytirish va lingvistik sezgirlikni yanada rivojlantirish uchun noyob imkoniyat yaratadi.

Kalit so'zlar: fors tili, madaniyatlararo muloqot, chet tillarini o'rganish, madaniy xabardorlik, til ta'limi, lingvistik kompetentsiya

Abstract: This paper explores the influence of Persian language learning on the development of intercultural communicative competence among university students. Drawing on classroom observations and learner reflections, the study highlights how exposure to Persian culture, literature, and language structure fosters awareness of cultural diversity and improves learners' ability to communicate across cultures. The findings suggest that Persian language instruction, particularly in regions with historical and cultural ties to Iran, provides a unique opportunity for students to expand their worldview and develop deeper linguistic sensitivity.

Keywords: Persian language, intercultural communication, foreign language learning, cultural awareness, language education, linguistic competence

Introduction: In an increasingly globalized world, the ability to communicate effectively across cultural boundaries has become a crucial skill. Language learning is one of the most direct and meaningful ways to build intercultural communicative competence (ICC). While English often takes center stage in language education, regional languages like Persian offer equally rich cultural and communicative benefits. In Central Asia, where Persian has historical, literary, and linguistic significance, learning Persian can enhance students' intercultural understanding and communication skills. This paper

investigates the role of Persian language education in supporting the development of ICC among university students.

Methods

The study is based on qualitative classroom observations conducted during Persian language lessons at the university level. Additionally, informal interviews were carried out with a small group of students currently learning Persian. Questions focused on learners' experiences, perceptions of Iranian culture, and how their attitudes toward cultural differences may have changed through language study. Notes and student responses were thematically analyzed to identify recurring patterns and insights.

Results

The analysis revealed that learners of Persian developed a heightened interest in Iranian traditions, holidays, literature, and everyday customs. Many students expressed appreciation for the poetic nature of Persian and its unique grammatical structure, which contrasted with their native languages. Several respondents reported that learning Persian not only improved their ability to understand Iranian media and literature but also made them more curious and open toward other cultures in general. A few students mentioned that learning how to read the Persian script increased their appreciation of cultural symbols and values embedded in language.

Discussion

These findings highlight the educational value of incorporating Persian into language programs aimed at building ICC. Persian, as a language of deep cultural heritage, offers learners the chance to engage with diverse worldviews and communication styles. The classroom experience goes beyond vocabulary and grammar—it becomes a cultural journey. In the context of Uzbekistan and surrounding regions, where Persian has shared roots and influence, its study becomes even more relevant. By interacting with authentic texts, proverbs, idioms, and traditions, students cultivate empathy and a more nuanced understanding of both their own and other cultures. This study encourages further inclusion of non-Western languages like Persian in language policy and curriculum design.

In conclusion, learning Persian plays a significant role in developing intercultural communicative competence by broadening learners' perspectives and fostering a deeper understanding of cultural diversity. Through its unique linguistic features and rich cultural heritage, Persian offers valuable insights into the worldview of Iranian speakers, which in turn enhances students' ability to engage in meaningful intercultural exchanges. The findings of this study suggest that integrating Persian into language programs can provide students with the tools to navigate cultural differences and develop greater empathy. As the world becomes more interconnected, expanding language offerings to include non-Western languages like Persian will continue to be a valuable strategy in preparing students for global communication.

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