

INTEGRATING NONVERBAL LINGUOCULTURAL COMPETENCE IN HIGHER EDUCATION: A RESOURCE-BASED APPROACH TO 20TH-CENTURY UZBEK AND ENGLISH FICTION

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Abstract: Since the Uzbekistan higher education system is oriented toward the international accreditation standards, the Quality Assurance (QA) frameworks, the definition of the so-called communicative competence is also changing. Contemporary pedagogical frameworks frequently emphasise verbal fluency, thereby overlooking the "silent language" of nonverbal communication. This paper suggests a shift to Competency-Based Education (CBE) that regards nonverbal linguoculturology as an assessable skill. Utilising a comparative analysis of 20th-century Uzbek and English fiction, we delineate culturally specific indicators of kinesics and proxemics. We advocate for the establishment of curated nonverbal datasets to facilitate academic mobility and intercultural literacy, drawing on the "Resource Families" model employed in European research infrastructures.

Keywords: Linguoculturology, Nonverbal Communication, 20th-Century Fiction, Competency-Based Education (CBE), Kinesics, Proxemics, Intercultural Communicative Competence (ICC), Academic Mobility, Uzbek Literature, English Literature.

1. Introduction: The CBE Paradigm in the Uzbek Context

The recent evolution of the Uzbekistan education sector, especially in the context of the Strategy of Development of the Education System until 2030, is focused on the transition of the knowledge-retention into the skills-application model. When functioning in this environment, the term competency is determined as the use of being able to work in a target culture efficiently.

In the case of students doing Joint and Double Degree Programmes, language proficiency is not enough. The failure to read nonverbal messages may cause academic tension and decrease in mobility achievement. This paper addresses this gap by transforming literary analysis of 20th-century fiction into a pedagogical resource for developing Intercultural Communicative Competence (ICC).

2. Theoretical Framework: The Science of Nonverbal Means

In order to make this research reliable, we draw the domestic linguistic traditions and match them with international theories of communication.

Global Foundations: We utilise Edward T. Hall's (1966) theory of Proxemics, which classifies the use of space as a "hidden dimension" of culture, and Paul Ekman's kinesic studies on facial expressions.

Domestic Foundations: The study is based on the contribution of Sh. S. Safarov (2008) to Pragmalingvistika research that investigates the cognitive strata of communication in the Uzbek language and the work of U. K. Yusupov, the sources of whom in contrastive linguistics offer the opportunity to compare English and Uzbek cultures of communication.

Using the principles of FAIR (Findability, Accessibility, Interoperability, and Reusability) that have been emphasised in the contemporary linguistic infrastructures, we read a literary description in the 20th century as a how-to guide to nonverbal conduct.

3. Methodology: Fiction as a Data Repository

There were great transformations of the 20th century society. The period literature is used as a repository of actual cultural behaviour. The analysis of Abdulla Qodiriy by the Uzbek Corpus, "O'tkan Kunlar" (Bygone Days) exhibits indications of *andisha* (modesty) and *tavoze* (humility), which are not verbal. English Corpus: A Passage to India and the prose writing of Virginia Woolf: the analysis of the works by English writer E.M. Forster and American writer Virginia Woolf highlights the stiff upper lip and the particular social spacing maintained in the British society. The study applies a comparative-descriptive methodology, i.e., by identifying nonverbal lexemes, which are words or phrases that describe a gesture, but which have a considerable cultural connotation.

4. Comparative Analysis: Identifying Competency Markers

4.1 Kinesics: The Hand-to-Heart vs. The Handshake

The "qo'lni ko'ksiga qo'yish" (poking the heart) is a gesture common in Uzbek prose that is used to signify respect. Students in a CBE system should be taught that it is not a dusty ancient tradition but an effective skill of respect within the Uzbek society. On the other hand, the English 20th century handshake or nod has the same functional use with different physical limits.

4.2 Oculistics and Proxemics in Academic Settings

Oculistics (eye contact) also differs greatly among the two cultures. The lowered gaze in Uzbek fiction of the 20th century can be seen as an expression of romantic love or filial respect. Western people may not maintain eye contact as it may be interpreted as not the most certain student in the situation which is a very bad mistake of the students in the case of the International Accreditation interview or the oral examination.

5. Pedagogical Recommendations for the Uzbek Classroom

In order to adjust this research into a classroom competency, we suggest the following five structured activities:

1. The "Silent Literary Mime: The students will perform a nonverbal-heavy scene of a book that was written in the 20th century. The students are required to read between the lines of the story and understand the feelings and social standing of the character used.

2. Digital Gesture Hunt: With the help of film adaptation (as a part of integration of digital technologies), the students will have to tag certain gestures in films according to the novels by Qodiriy or Woolf.

3. The Comfort Bubble Experiment: Students engage in a conversation as they alternate between proxemic distances of the 20th-century Uzbek jamoa (collectivism) and English individualism.

4. Oculistic "Code-Switching": A role-play where students practise switching between "Respectful Gaze" (Uzbek) and "Professional Gaze" (English) for academic mobility purposes.

5. The Nonverbal Translation Portfolio: the students make the list of 10 nonverbal signs in literature and present their own translation of them as the final evaluation.

6. Digital Technologies and Resource Families

The CLARIN Resource Families (CRF) project exemplifies how thematic overviews Organisation of linguistic data can enhance data findability benefits by manually indexing data collections. A specific instance of Nonverbal Resource Family is proposed to be created by us which specifically concerns Uzbek-English studies. This online backend would enable researchers and students to access a curated sample of fiction which depicts particular nonverbal competencies.

7. Quality Assurance (QA) and International Accreditation

QA, as applied to the models of Joint Degree Programme, dictates the fact that students must meet international communication standards. Incorporating nonverbal training into the syllabus allows the universities to not only train their students with language skills, but to also make them culturally competent. This reduces "culture shock" and increases the success rate of Academic Mobility programmes.

8. Conclusion

The study of 20th-century fiction is not a relic of the past; it is a blueprint for the future of Competency-Based Education in Uzbekistan. It is through the treatment of nonverbal means as a measurable skill that we give ourselves a tool of international success that students can enjoy.

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