

SCIENCE
PROBLEMS.UZ

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Актуальные проблемы социальных и гуманитарных наук

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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2025

SCIENCEPROBLEMS.UZ

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DOLZARB MUAMMOLARI**

№ S/11 (5) – 2025

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor;

Xazratkulov Abror – tarix fanlari doktori, dotsent;

Tursunov Ravshan Normuratovich – tarix fanlari doktori;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent;

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b.;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent.;

Jabborova Charos Aminovna - iqtisodiyot fanlari bo'yicha falsafa doktori (PhD).

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b.,;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD);

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

Taylanova Shoxida Zayniyevna – pedagogika fanlari

doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD).

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasini mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

22.00.00- SOTSIOLOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

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07.00.00 – TARIX FANLARI*Rahmankulova Adolat Xushbakovna*

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INTERCULTURAL COMPETENCE AND REFLECTIVE LEARNING IN GLOBALIZED HIGHER EDUCATION: A BIBLIOMETRIC ANALYSIS

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Abstract. This study applies bibliometric analysis to examine how research on intercultural competence and reflective learning has developed within higher education. The findings highlight a field that is expanding in scope but remains conceptually fragmented, indicating the need for stronger theoretical alignment and broader international collaboration.

Keywords: intercultural competence; reflective learning; higher education; bibliometric analysis; reflective practice.

GLOBALLASHGAN OLIY TA'LIMDA MADANIYATLARARO KOMPETENSIYA VA REFLEKSIV O'QITISH: BIBLIOMETRIK TAHLIL

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Annotatsiya. Ushbu tadqiqot oliy ta'lim sohasida madaniyatlararo kompetensiya va refleksiv ta'lim bo'yicha tadqiqotlarning rivojlanishini o'rganish uchun bibliometrik tahlildan foydalanadi. Olingan natijalar o'sib borayotgan, ammo konseptual jihatdan parchalangan tadqiqot maydonidan dalolat beradi, bu esa yanada aniq nazariy izchillik va xalqaro hamkorlikni kengaytirish zarurligini ta'kidlaydi.

Kalit so'zlar: madaniyatlararo kompetensiya; refleksiv o'qitish; oliy ta'lim; bibliometrik tahlil; refleksiv amaliyot.

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Introduction. Intercultural competence (IC) is recognized in higher education as essential for preparing students for life in a globalized, multicultural environment. IC is perceived as the ability of students to communicate effectively and appropriately in an intercultural environment, including attitudes, knowledge, skills, and critical self-reflection [18; 10]. It is also important to mention that critical reflection or reflective practice is vital in this process, as it allows students and teachers to analyze their own cultural assumptions, biases, and behaviors, promoting deeper intercultural understanding and ethical interaction [1; 7]. Among the challenges, we cite examples such as insufficient teacher training, a lack of

structured opportunities for reflection, and the need to move from superficial cultural facts to critical, outcome-oriented learning [10]. Several authors [2; 12] argue in their recent studies that integrating intercultural competence with critical reflection into curricula is crucial but requires purposeful design, teacher support, and reflective pedagogical methods to overcome existing barriers to implementation.

Literature review.

2.1 Main themes and conceptual framework

Research defines IC as a multidimensional construct that includes attitudes (openness, respect), knowledge (cultural awareness, self-awareness), and skills (observational skills, communication skills, and adaptability) [13; 5; 17]. In this context, reflective learning is considered necessary for deepening intercultural understanding, promoting self-reflection, and stimulating transformative learning [16; 3]. Theoretical models such as Dirdorf's process model and the continuum of intercultural development are widely used to conceptualize IC development [13; 8].

2.2 Approaches to measurement

The measurement of IC remains inconsistent. Most studies use self-report questionnaires, like the Intercultural Development Inventory and the Cultural Intelligence Scale, but these have been criticized for being unclear and not valid across different groups of people [5; 14; 15]. According to Maíz-Arévalo & Orduna-Nocito [11] and Hackett et al. [6], mixed methods combining surveys with reflective diaries and interviews are increasingly being used in practice today to capture nuances in attitude and behavior change.

1.3 Integration and pedagogical strategies

Based on recent studies, we can conclude that effective integration of IC and reflective learning includes practical activities (study abroad, collaborative online learning), dialogue forums, and structured reflection tasks [6; 3; 8]. Authors Kuffuor et al. [9] and Goh et al. [4], argue that institutional support and faculty development are important for the implementation of these practices.

Methodology. We used bibliometric analysis as a methodology for quantitative study of research patterns in this field. Only documents indexed in Scopus were included, ensuring consistency and replicability of the analysis. The following Boolean query was applied in Scopus:

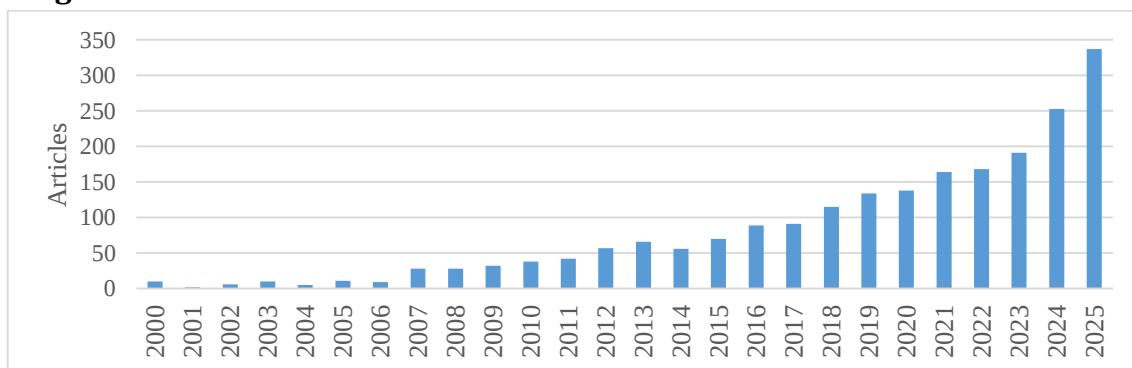
TITLE-ABS-KEY ("higher education" AND ("intercultural competence" OR "intercultural communication" OR "cross-cultural competence" OR "cultural intelligence" OR "global competence" OR "intercultural sensitivity" OR "reflective learning" OR "reflective practice" OR "critical reflection" OR "self-reflection" OR "metacognitive reflection").

Inclusion criteria: *Publication year: 2000–2025; Language: English; Document type: Journal articles only; Subject areas: Social Sciences, Arts & Humanities, Psychology.*

Exclusion criteria: *Conference papers, book chapters, editorials; non-English publications; Articles unrelated to the context of higher education.*

Results. 4.1 Main Information About the Dataset

METRIC	VALUE
Timespan	2000:2025
Sources (Journals, Books, etc)	790
Documents	2150
Annual Growth Rate %	15.11
Document Average Age	5.71
Average citations per doc	15.86
Average citations per year per doc	2.263
References	15910
DOCUMENT TYPES	
article	2150
DOCUMENT CONTENTS	
Keywords Plus (ID)	1187
Author's Keywords (DE)	5309
AUTHORS	
Authors	5157
Author Appearances	5620
Authors of single-authored docs	594
AUTHORS COLLABORATION	
Single-authored docs	635
Documents per Author	0.417
Co-Authors per Doc	2.61
International co-authorships %	16.23

4.2 Annual Scientific Production**Figure 1. Annual Scientific Production**

1.4 Most Relevant Sources

Sources	Articles
Reflective Practice	73
Teaching In Higher Education	42
Sustainability (Switzerland)	40
Higher Education Research And Development	38
Studies In Higher Education	35
Education Sciences	32
Journal Of Studies In International Education	31
Journal Of Further And Higher Education	26
Journal Of University Teaching And Learning Practice	26
Frontiers In Education	25

1.5 Most Productive Countries

Country	Articles	Articles %	SCP	MCP	MCP %
United Kingdom	281	13.1	252	29	10.3
Usa	248	11.5	224	24	9.7
Australia	186	8.7	164	22	11.8
China	90	4.2	68	22	24.4
Spain	79	3.7	63	16	20.3
South Africa	60	2.8	54	6	10
Canada	51	2.4	44	7	13.7
Finland	37	1.7	30	7	18.9
Netherlands	45	2.1	29	16	35.6
Hong Kong	42	2	29	13	31

1.6 Most Globally Cited Documents

Paper	Total Citations	TC per Year
Deardorff Dk, 2006, J Stud Int Educ	2024	101.20
Guo P, 2020, Int J Educ Res	691	115.17
Trede F, 2012, Stud High Educ	485	34.64
Rogers Rr, 2001, Innovative High Educ	357	14.28
Ryan M, 2013, High Educ Res Dev	268	20.62
Mok Kh, 2007, J Stud Int Educ	244	12.84
Ghanizadeh A, 2017, High Educ	219	24.33
Blau I, 2020, Internet Higher Educ	207	34.50
Albareda-Tiana S, 2018, Int J Sustain High Educ	205	25.63
Yan Z, 2017, Assess Eval High Educ	197	21.89

1.7 Keyword Trends and Frequency

on the question of universality when it comes to current IC models and therefore the need to have more diverse cultural perspectives on how to define and assess global competence, in order to avoid hegemonic educational practices.

Conclusion. The findings show that research on intercultural competence and reflective learning in higher education has expanded rapidly over the past decade. The dominance of themes such as higher education, reflective practice, and reflection indicates that reflective pedagogy has become the central conceptual anchor of the field. At the same time, topics like intercultural competence, intercultural communication, and international students form concentrated niche areas that are theoretically mature but remain somewhat isolated from broader pedagogical debates. The presence of critical reflection, transformative learning, and pedagogy as basic themes suggests that these topics continue to underpin the field but are still in a stage of consolidation. Their position reflects ongoing attempts to deepen theoretical grounding and integrate reflective dimensions more systematically into intercultural teaching practices.

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