

SCIENCE
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Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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2026

SCIENCEPROBLEMS.UZ

IJTIMOIIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ 1 (6) – 2026

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2026

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- SOTSILOGIYA 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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MUNDARIJA

07.00.00 – TARIX FANLARI

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Raximjanova Malikaxon Gapurdjanovna, Baybabayeva Shoiraxon Ismatovna

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Article / Original Paper

CRITICAL THINKING FOR INTERCULTURAL COMPETENCE IN GLOBAL CONTEXTS

**Rakhimdjanova Malikahon Gapurdjanovna,
Baybabaeva Shoirakhon Ismatovna**

Uzbekistan State World Languages University

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Based on the review by Associate Professor, G.M. Nasirova, PhD, of the Uzbekistan State World Languages University

Abstract. This narrative review examines how critical thinking functions as the cognitive foundation of intercultural competence in the context of globalization. Across major intercultural competence models and recent empirical studies, critical thinking skills such as analysis, evaluation, interpretation, and self-regulation consistently align with the cognitive processes required for cultural reasoning, bias monitoring, and adaptive judgment. Evidence shows that critical thinking enhances perspective-taking, reduces stereotyping, and supports reflective, flexible engagement in diverse cultural environments.

Keywords: critical thinking, intercultural competence, cognitive skills, globalized learning.

GLOBAL KONTEKSTLARDA MADANIYATLARARO KOMPETENSIYA UCHUN TANQIDIY FIKRLASH

**Raximdjanova Malikaxon Gapurdjanovna,
Baybabayeva Shoiraxon Ismatovna**

O'zbekiston davlat Jahon tillari universiteti

O'zbekiston davlat Jahon tillari universiteti dotsenti, f.f.d (PhD) Nasirova G.M. taqrizi asosida

Annotatsiya. Ushbu narrativ adabiyotlar sharhida globallashuv sharoitida tanqidiy fikrlash madaniyatlararo kompetensiyaning kognitiv asosi sifatida qanday namoyon bo'lishi ko'rib chiqiladi. Madaniyatlararo kompetensiyaning asosiy modellarida va zamonaviy empirik tadqiqotlarda tahlil qilish, baholash, talqin qilish va o'z-o'zini boshqarish kabi tanqidiy fikrlash ko'nikmalari madaniy anglash, tarafkashlikni kuzatish va moslashuvchan fikrlash uchun zarur bo'lgan kognitiv jarayonlar bilan izchil bog'liq. Ma'lumotlar shuni ko'rsatadiki, tanqidiy fikrlash boshqalarning nuqtai nazarini qabul qilish qobiliyatini rivojlantirishga yordam beradi, stereotiplashtirish darajasini pasaytiradi va turli madaniy muhitlarda refleksiv va moslashuvchan o'zaro ta'sirni qo'llab-quvvatlaydi.

Kalit so'zlar: tanqidiy fikrlash, madaniyatlararo kompetentlik, kognitiv ko'nikmalar, globallashgan ta'lim.

DOI: <https://doi.org/10.47390/SPR1342V6I1Y2026N36>

Introduction. Globalization has increased the complexity of cultural interactions, creating an urgent need for people to develop intercultural competence (IC) that would help them effectively navigate diverse cultural values, norms, and social inequalities. However, there is limited research on how critical thinking (CT) serves as the cognitive foundation underlying IC, especially in educational and professional contexts. Recent studies [21;17] shows how CT

enhances IC, thereby contributing to the development of critical cultural awareness, enabling people to analyze and reflect on cultural differences and social inequality, which in turn is necessary for meaningful intercultural interaction. Furthermore, according to [21; 16], CT helps develop key components of IC, such as attitudes, knowledge, and skills, which together contribute to effective intercultural communication and adaptability in a globalized environment.

Literature review. There are many reputable studies in which critical thinking (CT) is broadly defined as the ability to interpret, analyze, evaluate, draw conclusions, and explain information, supported by qualities such as openness, curiosity, and a desire to seek the truth [10; 8; 12; 7; 19]. These cognitive skills and dispositions are necessary for navigating complex intercultural contexts.

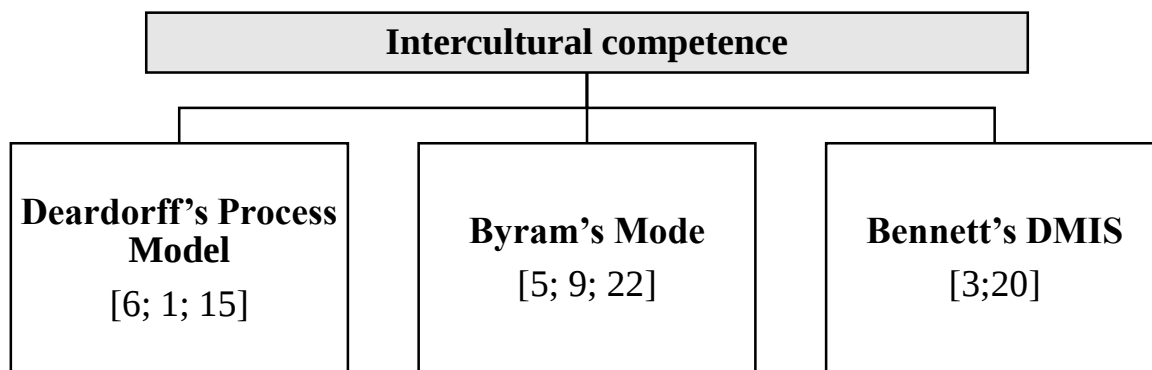
Table 1. Key definitions and components of critical thinking.

Definition/Model	Cognitive Skills	Dispositions
[10] (1990)	<i>Interpretation, analysis, evaluation, inference</i>	<i>Open-mindedness, inquisitiveness</i>
[12] (2014)	<i>Verbal reasoning, argument analysis, hypothesis testing, decision-making</i>	<i>Persistence, flexibility, curiosity</i>
[8] (2012)	<i>Analysis, evaluation, inference</i>	<i>Truth-seeking, resourcefulness</i>

Intercultural competence (IC) models provide structured frameworks for understanding and developing the ability to interact effectively and appropriately across cultural boundaries. These models include Deardorff's Process Model that focuses on attitudes (respect, openness), cultural and self-knowledge, and analytical skills leading to effective and appropriate intercultural behavior [6; 1; 15]; Byram's Model that focuses on cultural knowledge, skills of interpreting, relating, and discovering and includes the enhancement of curiosity, openness, and critical cultural awareness [5; 9; 22].

We recognize that the development of critical thinking forms the basis for intercultural competence through the development of the ability to consider the perspectives of others, cultural thinking, and attribution testing. In turn, analytical and evaluative skills help people question assumptions, identify stereotypes, and think critically about cultural behaviors [13; 1]. Qualities such as openness and curiosity contribute to a willingness to suspend judgment and approach relationships with openness and empathy toward different points of view [15; 19]. Therefore, we can argue that critical thinking contributes to the processes of reflection and adaptation, which play an important role in all basic models of intercultural competence and which enhance intercultural understanding and communication effectiveness.

Figure 1. Key Intercultural competence (IC) Models.



Methodology. This study employed a narrative literature review approach suitable for synthesizing conceptual links between CT and IC without systematic exclusion procedures. The search targeted publications from the past 10 years, focusing on Q1 and Q2 peer-reviewed journals in education, psychology, intercultural communication, and applied linguistics. Databases included Scopus, Web of Science, ERIC, and Google Scholar.

Results. The findings across the last few researchers have been consistent in proving that critical thinking (CT) is one of the fundamental cognitive engines that drive intercultural competence (IC). CT skills (such as analysis, evaluation, interpretation, and self-regulation) directly correspond to the processes of cultural analysis, bias monitoring, and adaptive reasoning in intercultural interactions [18; 13; 14].

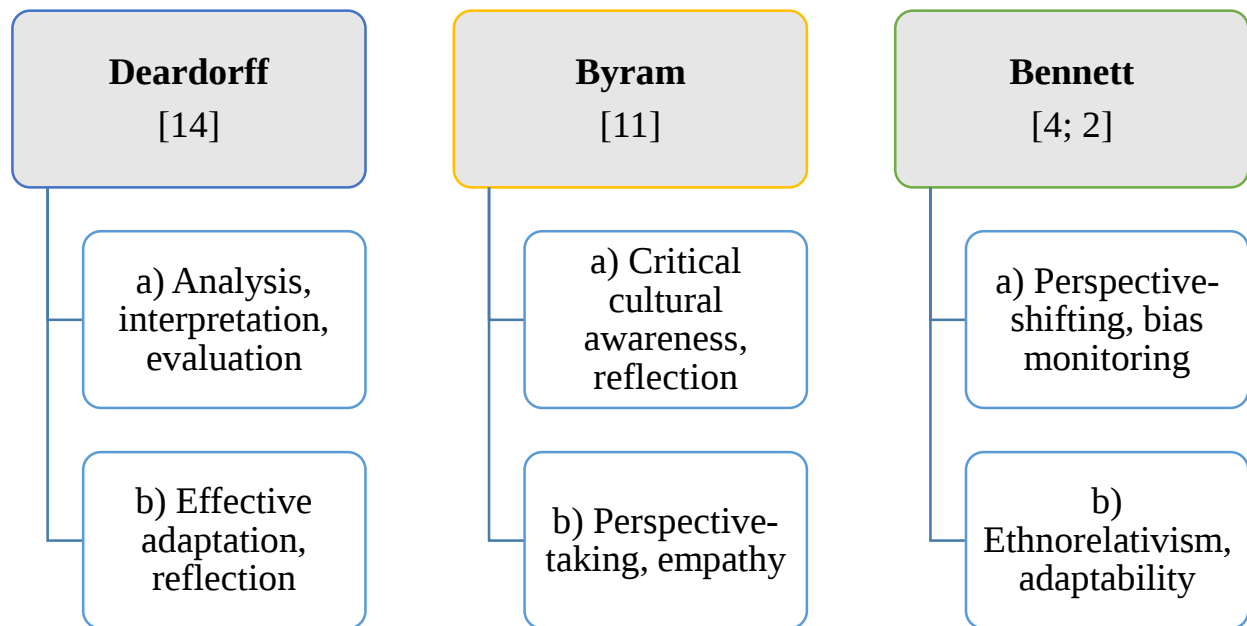
Critical Thinking as Thinking Engine

CT is not just the foundation of information processing, but it is also the foundation for acknowledging and confronting cultural assumptions and biases. Lack of explicit CT development in educational approaches results in shallower level of knowledge transfer without developing the analytical or reflective abilities that are required for intercultural understanding [13]. Methods such as collaborative learning, role-play and reflection have been shown to boost both CT and IC leading to better interpersonal relationships and better intercultural processes [13; 4].

Cognitive Dimensions to Models of Intercultural Competence

All major models of IC - including Deardorff's process model, Byram's model and Bennett's DMIS - incorporate cognitive processes, albeit without necessarily being labelled as such. These models highlight the importance of skills, such as analysis, interpretation, and evaluation in effective intercultural engagement [18; 11]. For example, Deardorff's framework emphasizes CT skills as being critical in relation and interpretation across cultures, whereas Byram's model emphasizes the importance of critical cultural awareness as an outcome of IC development [11].

Figure 2. Cognitive skills (a) and key outcomes (b) embedded in major intercultural competence models.



Empirical research has found that explicit training in CT improves intercultural judgment, decreases stereotyping and supports adaptive reasoning. For example, interventions that promote CT (for example scenario analysis, debates, and reflective writing) help learners to be aware of over generalizations, to take multiple perspectives and to suspend premature judgments [4; 2]. These skills play an important role in dignity and deconstructing stereotypes and open-mindedness which are pillars for effective intercultural communication [13; 4; 18].

Table 2. Evidence strength for CT's impact on intercultural competence.

Claim	Evidence Strength	Reasoning and citation
CT skills directly support cultural analysis and bias monitoring	Strong	Multiple studies show CT enables deeper cultural understanding and bias reduction [13; 4; 18].
Embedding CT in IC models enhances adaptive reasoning	Moderate	IC models with explicit CT components yield better intercultural outcomes [14; 11].

Claim	Evidence Strength	Reasoning and citation
CT interventions reduce stereotyping and improve judgment	Moderate	Interventions like debates and reflection show measurable reductions in stereotyping [4; 2].

Conclusion and Limitations. The review shows CT as the cognitive engine that allows one to be effective in intercultural competence. CT skills directly support cultural analysis, bias monitoring and reflective judgment, which constitute the mental processes that individuals use when interpreting cultural cues, or in dealing with intercultural uncertainty. Major IC models are inherently based on these cognitive mechanisms, even when CT has not been named. Evidence across studies indicates that when CT is deliberately developed through pedagogy or training, learners show greater indicators of intercultural judgment, reduced stereotyping, and more adaptive reasoning in multicultural contexts. These findings support the conclusion that CT is not an optional enhancement but a bedrock requirement for meaningful intercultural engagement. This narrative review does not implement systematic screening, which has limitations of replicability and selection bias. The importance on Q1-Q2 journals can exclude relevant regional studies. The emphasis on recent literature makes the topic more contemporary but less historical in scope. Additionally, most available studies investigate CT-IC links in educational settings and the workplace and community settings are understudied. Future research should use mixed methods designs and measure CT-focused interventions longitudinally.

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