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ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ  
ДОЛЗАРБ МУАММОЛАРИ

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ  
СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

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ACTUAL PROBLEMS OF HUMANITIES  
AND SOCIAL SCIENCES



**ЭЛЕКТРОН ЖУРНАЛ**

ЭЛЕКТРОННЫЙ ЖУРНАЛ

ELECTRONIC JOURNAL

# **SCIENCEPROBLEMS.UZ**

## **ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ**

*№ 8 (3)-2023*

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-  
ГУМАНИТАРНЫХ НАУК**

**ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES**

**ТОШКЕНТ-2023**

## **БОШ МУҲАРРИР:**

Исанова Феруза Тулқиновна

## **ТАҲРИР ҲАЙЪАТИ:**

### *07.00.00-ТАРИХ ФАНЛАРИ:*

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

### *08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:*

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

### *09.00.00-ФАЛСАФА ФАНЛАРИ:*

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети.

### *10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:*

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

### *12.00.00-ЮРИДИК ФАНЛАРИ:*

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат ҳавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси

Президенти ҳузуридаги Давлат бошқаруви академияси;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби

#### *13.00.00-ПЕДАГОГИКА ФАНЛАРИ:*

Ҳашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

#### *19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:*

Каримова Васида Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш

ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психология кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

#### *22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:*

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

#### *23.00.00-СИЁСИЙ ФАНЛАР*

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

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## **ОАК Рўйхати**

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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### **Тахририят манзили:**

Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: [scienceproblems.uz@gmail.com](mailto:scienceproblems.uz@gmail.com)  
Телеграм канал: [https://t.me/scienceproblems\\_uz](https://t.me/scienceproblems_uz)

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13.00.00- Педагогика фанлари

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## **EXPLORING JAMES MCCROSKEY'S RESEARCH ON WILLINGNESS TO COMMUNICATE IN L1 CONTEXTS: IMPLICATIONS FOR LANGUAGE TEACHING AND LEARNING**

**Abstract.** This article provides an overview of James McCroskey's research on willingness to communicate and its relationship to communication apprehension. Specifically, the article focuses on McCroskey's studies on willingness to communicate in L1 contexts, including his findings on the factors that influence this construct and its relationship to language proficiency. The article also outlines potential directions for future research. Overall, the article emphasizes the importance of understanding willingness to communicate in diverse linguistic and cultural contexts and its potential implications for language teaching and learning.

**Keywords:** James McCroskey, communication apprehension, willingness to communicate, L1 contexts, language teaching and learning.

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## **ИЗУЧЕНИЕ ИССЛЕДОВАНИЯ ДЖЕЙМСА МАККРОСКИ О ГОТОВНОСТИ К ОБЩЕНИЮ В КОНТЕКСТЕ РОДНОГО (ПЕРВОГО) ЯЗЫКА: ПРИЧАСТНОСТЬ ДЛЯ ПРЕПОДАВАНИЯ И ИЗУЧЕНИЯ ЯЗЫКА**

**Аннотация.** В этой статье представлен обзор исследования Джеймса Маккроски, посвященного готовности к общению и ее взаимосвязи с опасениями общения. В частности, статья посвящена исследованиям Маккроски готовности к общению в контексте родного языка, включая его выводы о факторах, влияющих на эту конструкцию, и ее связи со знанием языка. В статье также намечаются возможные направления будущих исследований. В целом, в статье подчеркивается важность понимания готовности к общению в различных языковых и культурных контекстах и ее потенциальных последствий для преподавания и изучения языка.

**Ключевые слова:** Джеймс Маккроски, опасения общения, готовность к общению, контексты родного языка, преподавание и изучение языка.

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## **JEYMS MAKKROSKINING ONA (BIRINCHI) TIL KONTEKSTIDA MULOQOT QILISHGA TAYYORLIK HAQIDAGI TADQIQOTINI O'RGANISH: TILNI O'QITISH VA O'RGANISHGA JALB QILISH**

**Annotatsiya:** Ushbu maqolada Jeyms Makkroski muloqotga tayyorlik va uning muloqotdan qo'rqish bilan aloqasi haqidagi tadqiqotlari haqida umumiy ma'lumot berilgan. Xususan, maqola Makkroski L1 kontekstlarida muloqot qilishga tayyorligi haqidagi tadqiqotlariga, shu jumladan uning ushbu konstruksiyaga ta'sir etuvchi omillar va uning til bilimi bilan aloqasi haqidagi xulosalariga qaratilgan. Maqolada, shuningdek, McCroskey tadqiqotining kelajakdagi tadqiqotlar uchun potentsial yo'nalishlar belgilanadi. Umuman olganda, maqola turli til va madaniy kontekstlarda muloqot qilish istagini tushunish muhimligini va uning tilni o'rgatish va o'rganish uchun potentsial oqibatlarini ta'kidlaydi.

**Kalit so'zlar:** Jeyms Makkroski, muloqotdan qo'rqish, muloqot qilishga tayyorlik, ona tilning kontekstlari, tilni o'rgatish va o'rganish.

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**Introduction.** James C. McCroskey is a prominent scholar in the field of communication studies who has made significant contributions to the discipline over the course of his career. He was a Scholar in Residence at the University of Alabama, Birmingham and was the chair of the Department of Communication Studies at West Virginia University for 25 years. With a background in speech and communication, McCroskey has conducted extensive research on a wide range of topics, including persuasion, interpersonal communication, organizational communication, nonverbal communication, instructional communication, intercultural communication, and general communication theory and research. He is particularly well-known for his research on communication apprehension and related constructs. McCroskey has authored numerous books, articles, and book chapters. He has published over 220 articles and book chapters, over 50 books and revisions on communication-related topics and has received numerous awards for his scholarship and teaching, and more than 30 instructionally related books. He was an active member of various professional associations and has received numerous awards for his scholarship and teaching (McCroskey, n.d.). McCroskey's work on communication apprehension and related constructs, such as willingness to communicate, shyness, and communication competence, has had a significant impact in the field of communication studies and has led to a better understanding of how individuals experience and cope with communication-related anxiety.

McCroskey's research on willingness to communicate has shown that this construct is related to a number of factors, including personality traits, communication apprehension, and cultural background. Individuals who are more willing to communicate tend to be more outgoing, extroverted, and confident in their communication abilities. They are also more likely to initiate interactions with others and to participate in group discussions. On the other hand, individuals who are less willing to communicate may experience greater levels of communication apprehension and may be less likely to engage in social interactions. This can lead to feelings of isolation and social anxiety [16; pp.251-265].

And studying willingness to communicate (WTC) in L1 contexts is important for several reasons. Firstly, L1 is the first language that individuals learn and use for communication in their everyday lives. It is the foundation upon which they build their proficiency in other languages. Therefore, understanding the factors that influence an individual's willingness to communicate in their L1 can shed light on their communication behavior in other languages. Secondly, studying WTC in L1 contexts can provide insights into the factors that influence language learning and use. For example, if an individual has a low WTC in their L1, it may indicate that they have low self-confidence or feel anxious about expressing themselves in any language. These affective factors can also impact their willingness to communicate in other

languages, including second language acquisition and use. Thirdly, studying WTC in L1 contexts can help educators and language teachers design effective language learning programs. Understanding the factors that promote or inhibit WTC in L1 can help teachers create a supportive learning environment that encourages students to communicate more frequently and confidently. This, in turn, can help promote language learning and proficiency in both L1 and other languages.

**Background.** Willingness to communicate (WTC) is an individual's readiness to initiate communication in a given situation. In the context of first language (L1), WTC refers to an individual's readiness to communicate in their native language. It is a multidimensional construct that includes both behavioral and affective components, such as the desire to communicate, the confidence to do so, and the perceived importance of the communication situation. Communication apprehension (CA) in L1 refers to the fear or anxiety associated with communicating in one's native language. Individuals with high levels of CA may avoid communication situations or experience significant distress when faced with them [21; pp.215-231].

Research has shown that there is a complex relationship between WTC and CA in L1 contexts. Some studies have found that individuals with high levels of CA in their L1 tend to have lower WTC in certain situations, such as public speaking or group discussions [20; pp. 119-131]. This may be due to the fact that high levels of CA can lead to avoidance behaviors and a reduced willingness to take risks or engage in communication. However, other studies have found that the relationship between WTC and CA is more nuanced and may depend on a variety of factors, such as the specific communication context, the individual's age, and their level of language proficiency. For example, older individuals may have lower WTC due to cultural or societal norms that discourage communication in certain settings [24; pp.34-46]. Therefore, while the relationship between WTC and CA in L1 contexts is complex and context-dependent, there is evidence to suggest that individuals with high levels of CA may have lower WTC in certain situations. Understanding this relationship can be useful for educators and communication professionals seeking to promote effective communication and reduce anxiety in L1 contexts [22; pp.4-20].

**McCroskey's Research on Willingness to Communicate in L1.** James C. McCroskey conducted several studies on willingness to communicate (WTC) in the context of first language (L1) communication. One of his early works with Elaine J. Baer conceptualized WTC as an individual's propensity to initiate communication and developed the WTC scale to measure it. Their studies found that the scale was valid and WTC positively predicted communication outcomes [16; pp.251-265]. Collaborating with Virginia P. Richmond, McCroskey found that high communication apprehension was associated with lower WTC, while higher perceived competence and motivation were tied to greater WTC [19; pp.1-25]. In a subsequent study, McCroskey and Richmond identified connections between WTC and dysfunctional communication patterns, where low WTC was correlated with higher defensiveness, apprehension, and nonassertiveness (Richmond & McCroskey, 1989). In another study, McCroskey and Richmond proposed a three-component WTC model encompassing perceived competence, motivation, and communication anxiety. Their studies supported this model, linking it to communication satisfaction and frequency [26; pp.63-81]. Research has shown that the relationship between WTC and communication apprehension (CA) in L1 contexts is

complex and context-dependent. Some studies have found that individuals with high levels of CA in their L1 tend to have lower WTC in certain situations, such as public speaking or group discussions [26; pp.63-81]. However, other studies have found that the relationship between WTC and CA is more nuanced and may depend on a variety of factors, such as the specific communication context, the individual's age, and their level of language proficiency [24; pp.34-46]. McCroskey's research on WTC in L1 contexts has established the importance of this construct in shaping communication orientations and outcomes. His studies have highlighted the multidimensional nature of WTC and its relationship with CA and other communication constructs.

Comparative studies in L1 in which McCroskey took part were : "Willingness to Communicate: A Cross-Cultural Investigation", "Willingness to Communicate: Differing Cultural Perspectives", "Willingness to Communicate, Communication Apprehension, Introversion, and Self-Reported Communication Competence: Finnish and American Comparisons", and "Relationships of Self-Perceived Communication Competence and Communication Apprehension with Willingness to Communicate", they all examine willingness to communicate (WTC) from a cross-cultural perspective. While the specific cultures examined in each article vary, they collectively highlight that WTC is influenced by cultural values and norms. The articles provide evidence that WTC tends to be higher in individualistic cultures like the United States that value self-expression, and lower in collectivistic cultures like Japan and Finland that emphasize group harmony and nonverbal communication. The findings also underscore the importance of understanding cross-cultural differences in WTC, communication apprehension, and self-perceived competence in order to promote effective intercultural communication. Overall, the articles provide valuable insights into how culture shapes communication orientations and behaviors. The articles unanimously demonstrate that willingness to communicate (WTC) is culturally contingent, shaped by the predominant values and norms of a society. Christophel and Bartolome found that individualistic American students exhibited higher WTC than collectivistic Japanese students. Similarly, McCroskey and Richmond reported higher WTC in the individualistic culture of the United States compared to more collectivistic Japan and relationship-focused Mexico. Sallinen-Kuparinen et al.'s study revealed lower WTC and higher communication apprehension among Finnish students compared to Americans, attributed to Finnish cultural emphasis on silence and education. Finally, Burroughs et al. established connections between WTC, communication apprehension, and self-perceived competence among Micronesian bilingual speakers. Collectively, the cross-cultural findings highlight the need for intercultural sensitivity and strategies tailored to cultural orientations, as tendencies like silence or indirectness may be misinterpreted without proper understanding. The authors advocate practical applications from increasing cultural awareness in language programs to organizational policies facilitating open dialogue between differing cultural perspectives. Their contributions not only deepen comprehension of how communication constructs manifest across cultures, but provide a foundation for promoting meaningful intercultural relationships in our increasingly diverse world. [19; pp.1-25].

In an early study using the WTC scale, McCroskey and Richmond (1987) found that self-perceived communication competence in L1 was positively associated with WTC in L1 across contexts. Participants who saw themselves as more competent L1 communicators reported higher WTC. This supported the view that L1 proficiency boosts confidence and willingness to

interact. McCroskey and Richmond (1990) later conducted a study examining the impact of communication apprehension and perceived competence on WTC in L1. They found that lower communication apprehension and higher perceived L1 competence both significantly contributed to higher WTC in one's native language. This built on previous findings linking L1 proficiency to WTC. Taken together, these key studies by McCroskey and colleagues demonstrate a consistent positive association between L1 proficiency and WTC across diverse groups. McCroskey's body of research underscores how native language competence provides the basis for communication confidence and willingness to initiate interaction in one's L1.

McCroskey argued that developing L1 proficiency should be a priority to foster WTC. He stated that "instruction in the native language needs to be provided to all students to maximize their communication competence in that language" (19; p.92). This suggests language instruction should ensure L1 competence. His findings imply that L1 education programs, particularly in literacy, can help raise WTC by improving native language skills. MacIntyre et al. (2002) also argued native language instruction is key to promoting willingness to use the L1. Teachers can use techniques to reduce L1 communication anxiety to boost WTC, as McCroskey and Richmond (1987) found anxiety lowers WTC. Richmond and McCroskey (1998) recommend creating a relaxed classroom climate: like fostering positive perceptions of L1 competence is also important, as McCroskey et al. (1985) found perceived competence predicts WTC. Zhang and Hu (2009) similarly recommend promoting self-efficacy in L1 skills. Language assessments should include WTC measures, not just proficiency, as MacIntyre et al. (1999) argue WTC better predicts L1 use. This can aid teaching. McCroskey's research highlights the need for learning strategies tailored to students with lower L1 proficiency and WTC, to improve their skills and confidence [8; pp.87-97]. And teacher training programs should educate teachers on WTC research and how to apply it in L1 instruction, as Liu and Zhang (2013) suggest.

**Future Directions for Research.** Future research on willingness to communicate (WTC) in L1 contexts could focus on several potential areas. One area is the impact of cultural factors on WTC in L1 across different cultures, such as the relationship between WTC and cultural values like individualism/collectivism or high-context vs low-context communication styles [8; pp.87-97]. More research is needed on WTC differences in L1 across demographic factors like gender, age, and socioeconomic status to inform teaching [25; pp.24-43]. Additionally, studies could explore the impact of technology-mediated communication on WTC in L1, such as the effects of online writing software on L1 skills and WTC [28; pp. 155-168]. The influence of teachers and classroom environment factors on L1 WTC could also be investigated to identify best practices and optimize configurations [9; pp.87-97]. Finally, emerging research is examining the neurobiology of communication traits like WTC, using techniques like fMRI and genetics to uncover new insights about brain activation patterns during communication [1; pp.365-381]. Culture, demographics, and technology are fruitful areas for further research on L1 WTC using methods from cross-cultural studies, developmental psychology, and human-computer interaction. Such research can expand McCroskey's foundations to keep WTC theory relevant. There are still many open questions around the contextual, educational, and biological factors that shape WTC in one's native language. Pursuing research directions like these can lead to a more multidimensional understanding of this important construct.

Several potential research questions and methodologies for future studies on willingness to communicate (WTC) in L1 include: comparing WTC across individualistic versus collectivistic cultures, examining the relationship between L1 WTC and communication styles, tracking the development of L1 WTC from childhood to adulthood, investigating the influence of teacher confirmation behavior on L1 WTC in the classroom, and exploring how different classroom environments impact students' L1 WTC [8; pp.71-86]. These studies could use a combination of quantitative measures and qualitative data collection techniques to gain a comprehensive understanding of the complex construct of WTC in L1.

**Conclusion.** James McCroskey's research program on willingness to communicate (WTC) in one's first language (L1) has made significant contributions to the field of communication studies. His work conceptualized and operationalized WTC as a personality construct through validating the WTC scale. He identified positive relationships between L1 proficiency, perceived competence, motivation, and WTC, and negative associations between communication anxiety and apprehension with WTC. Additionally, McCroskey's research illuminated the impact of WTC on communication outcomes like satisfaction, frequency, and competence, and established the significance of WTC as a research construct across fields like communication, linguistics, and education. His work has spurred new research directions and theoretical models on WTC, integrating psychological, situational, and cultural factors. His research has provided implications for language teaching, assessment, and learning environments to facilitate L1 competence and WTC. In conclusion, McCroskey's pioneering work on WTC continues to be highly influential and important to communication studies today [16; pp. 251-275].

James McCroskey's research on willingness to communicate (WTC) in first language (L1) contexts has significant implications for language teaching and learning. McCroskey argued that developing L1 proficiency is crucial to foster WTC, and language instruction should prioritize building core L1 competencies to improve WTC. Techniques to reduce L1 communication anxiety and creating a relaxed classroom climate can also boost WTC. Fostering positive perceptions of L1 competence is important, as perceived competence predicts WTC. Language assessments should include WTC measures, not just proficiency, to better guide teaching. Strategies tailored to students with lower L1 proficiency and WTC are needed to improve their skills and confidence. Teacher training programs should educate teachers on applying WTC research in L1 instruction. In conclusion, McCroskey's WTC research underscores the importance of native language skill-building, anxiety reduction, and WTC-focused teaching and assessment to help students succeed [18; pp. 129-156]. It is crucial that research on willingness to communicate (WTC) continues to expand and diversify to encompass diverse linguistic and cultural contexts. The majority of early WTC research centered on English speakers in Western cultures, focusing on the individualistic roots of the theory. To expand into diverse linguistic and cultural contexts, particularly understudied regions like Karakalpak and Uzbek contexts. The Karakalpak and Uzbek cultures of Central Asia have received scarce attention in WTC research thus far. Yet these populations have rich linguistic and cultural traditions that shape communication orientations in unique ways. More studies grounded in the Karakalpak and Uzbek settings are needed to reveal region-specific insights into WTC. For instance, research could examine how the predominantly collective values of Karakalpak and Uzbek societies influence willingness to communicate compared to more individualistic cultures. Studies could



also analyze impacts of local communication etiquette norms on WTC in interpersonal and group settings. Investigating the relationships between multilingualism, ethnic identity, and WTC in Karakalpak and Uzbek youth can be another valuable research direction. Such knowledge could aid educational policies supporting both native language retention and multicultural exchange.

Overall, widening the scope of WTC research to embrace underrepresented Central Asian contexts like Karakalpak and Uzbek can significantly broaden theoretical perspectives. Locally grounded, culturally informed studies in these linguistic communities will enrich the field and enable more nuanced, inclusive frameworks of WTC to emerge. Communication scholars should make engagement with diverse contexts a priority.

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