

## Multicultural Dimensions of Enhancing Students' Discourse Competence

**Rakhimova Shakhnoza Pulatovna**

*Uzbekistan State World Languages University*

**Abstract.** *Throughout the course of their educational and research activities, students can improve their written discourse abilities via the use of a variety of different strategies. Due to the fact that they are not comfortable with written academic discourse, a sizeable number of students face difficulties throughout their academic careers. In what ways is it significant, and why is it important to consider? In most cases, those who use a language are required to communicate verbally as well as in written form. These structures are required to be constructed on foundations that are rock solid and strict. In spite of this, having a comprehension of the multicultural elements would be insufficient in order to comprehend the requirements of the kids. It is of the utmost importance to have a solid understanding of the concept of "multicultural," which refers to the many cultural differences or elements that are present in a society that is multicultural. Education plays a major role in these findings, with the cultural dimension appearing as the most important aspect in the process of language learning. It is without a doubt going to be extremely important to choose the manner of writing in order to achieve the goal of learning a target language. It is impossible for language to exist apart from culture since discourse is inherently a manifestation of culture. In a straightforward manner, the purpose of this research is to enhance the written speech of educational pupils. The research will make use of the ways in which learners with varied degrees of proficiency are taught, as well as the experiences and methods that have been observed. When conducting interviews with college students, a variety of research approaches, including essay writing, the use of technology, and other methods, were utilized in order to emphasize the need of individualized instruction. This scientific endeavor will undoubtedly have an effect on the ability to comprehend written discourse, but it will also take into account the visual manifestations.*

**Key words:** *Discourse competence, writing skills, multicultural aspects, modern methods, approaches of discourse (written) competencies, the usage of technologies, problems in writing, the methodology of writing.*

### Introduction

Discourse is a complex phrase in the humanities, comprising topics that directly or indirectly investigate the function of language. Semiotics, literary criticism, linguistics, ethnology, sociology, anthropology, and philosophy all interact with this complex notion. A comprehensive, globally recognized definition of "discourse" that includes all its uses is absent, which may explain its prevalent appeal in recent decades. Varied interpretations, connected through complex linkages, adequately fulfill diverse conceptual needs, thereby transforming traditional

understandings of conversation, voice, style, text, and language. In 1999, a collection of academic writings focused on the French school of discourse analysis was published. In the opening piece of this publication, P. Serio delineates eight unique meanings of the word. Moreover, the principal emphasis of this phrase is ambiguous; while the predominant focus is on the second syllable, stress on the first syllable is also frequently observed. Three primary categories arise in the classification of the word "discourse," enabling a distinct difference that corresponds with national traditions and the contributions of certain writers.

The initial category includes the direct language uses of the term discourse. The term's original usage may be traced to Z. Harris's 1952 essay "Discourse Analysis." Nonetheless, it required nearly twenty years for the all-encompassing term "discourse" to achieve popularity in the discipline of linguistics. The linguistic applications exhibit significant variation; yet, they primarily seek to enhance and refine traditional notions of text, speech, and conversation. Three principal sorts of conversation arise: spoken, written, and mental. The primary distinction in discourse classification is the division between written and spoken discourse. This distinction principally relates to the mode of transmission: visual for written discourse and auditory for spoken speech. The occasional misunderstanding between written and spoken language use is mistakenly associated with the difference between text and conversation, albeit this conflation is unjustified.

This research review examines the development of intercultural competence among teachers throughout their teaching placements, influenced by a professionalization strategy (Le Boterf, 2002 and 2004). This qualitative research is grounded in the concepts of discourse competency and Kolb's (1984) experiential learning theory. An emerging intervention paradigm in educating students is expected to enhance the development of intercultural competencies in future educators. In a learner-centered educational paradigm (Astolfi, 2003), the instructional intervention must consider the specific attributes of learners, including age, gender, culture, personality, and intelligence type. Culture, defined as a "system of symbols, traditions, norms, and institutions," constitutes a fundamental aspect of personality and represents a kind of individual diversity (Royce and Powell, 1983, 62, translation). Numerous research indicate that culture influences our learning processes (Kennedy, 2002; Ramburuth and McCormick, 2001). Education policymakers have identified it as a distinguishing feature among students, one of the elements to be addressed in the teaching profession (Ministère de l'Éducation du Québec, 2001; Ontario College of Teachers, 1999). From a social critique standpoint, the handling of ethnocultural variations within the school system is central to study in multicultural education. The issue of discourse competency, influenced by intrinsic ideological biases and societal expectations, underscores its importance within the growing variety of Contemporary Canadian Society (Statistics Canada, 2003). Research in multicultural education has investigated, among other aspects, the preparation of prospective educators for employment in multi-ethnic settings. The validity of this training, the substance of the learning and its consistency, the pedagogical approaches employed, the curricular evaluation of programs, representations of key stakeholders on ethnocultural diversity, and their influence on teaching and learning are areas of interest. However, limited research addresses the role of professional education in the intercultural training of prospective educators. Occasionally evaluative, as they seek to assess the satisfaction levels of associated trainees over their learning experience. Research on multicultural training in teaching internships frequently employs a self-perception approach, utilizing case studies as a means of assessing discourse competence, particularly when examining learning pathways (Moldoveanu, 2006) or the multicultural skills of trainees (Mukamurera, Lacourse, and Lambert, 2006). These studies emphasize that enhancing written discourse competence in multi-ethnic settings fosters

future teachers' awareness of differences and the strategies they can employ to tailor their educational approaches to the diversity of their classroom (Cook and Van Cleef, 2000; Duarte and Reed, 2004).

This study aims to investigate and formalize the cultivation of multicultural elements in the discourse competency of prospective teachers during teaching internships, while also assessing the contributing variables. What is the perception of student-teachers regarding their educational journey in the context of intercultural differences? What elements facilitate the cultivation of intercultural competency in prospective educators throughout their teaching placements? Additionally, which learning styles do aspiring instructors favor? This essay will address these crucial issues using a systematic manner comprising four essential phases. Initially, we shall clarify the foundational theoretical framework. Secondly, we shall delineate the study approach utilized.

The results will be presented and interpreted within the selected theoretical framework, followed by conclusive conclusions that will suggest prospective directions for further study. This study was performed in Uzbekistan. The participants' program lasts four academic years. Candidates must hold an undergraduate degree to qualify. The curriculum is organized into two terms and includes theoretical courses on learning, the education system, and subject-specific didactics, along with two teaching placements of four weeks each, occurring in the autumn and spring. The placements are executed under the supervision of an associate teacher and an internship supervisor associated with the faculty of education.

This research is based on two essential concepts: student discourse competence and the enhancement of professional competence. Each of these notions will be further upon in the following sections. We will concentrate on the multicultural dimensions of improving students' discourse skills. Our research corresponds with a viewpoint that underscores students' writing skills, which are regulated by the concept of professional competence (Paranoid, 2004; Jonnaert, 2002; Mellouki and Gauthier, 2005). The accessible resources axis encompasses both the individual's professional resources (including skills, certifications, and knowledge) and the environmental resources. The axis of reflection display provides professional tutors with the essential reflecting distance to understand the rationale and techniques underlying their actions, enabling them to self-regulate their behaviors in unexpected circumstances. It is important to highlight that current research seldom encompasses all the previously described facets regarding the multicultural elements of students' discourse ability.

## **RESEARCH METHODOLOGY**

Written discourse, despite its longstanding reputation, is fundamentally derived from oral conversation. Currently, most languages persist predominantly in oral form. However, a comprehensive comparison of written and spoken speech as distinct modes of linguistic expression began only in the 1970s. The difference in transmission routes has significant ramifications for the processes of written and spoken communication. In oral communication, understanding and production happen simultaneously, but in written communication, they do not. Fragmentation, characterized by the division of speech into intonational parts interspersed by pauses, is seen in oral language. In contrast, written speech is incorporated into sentences and various grammatical patterns. Written speech notably lacks the geographical and temporal immediacy present in spoken conversation between the speaker and the audience. In written communication, both the recipient and the author are disengaged from the information being conveyed. A person can utilize language without producing any observable or auditory signs of linguistic expression. In these cases, we denote this phenomena as mental discourse. The language used in internal dialogue maintains its communicative essence, with the same person acting as

both speaker and listener. Despite its importance, mental discourse is little examined due to the lack of easily apparent indicators. It is also frequently termed inner speech. Vygotsky's work is the most distinguished examination of mental discourse. Do you require further resources pertaining to the subject of this article? Employ our new search feature to find further articles. Written discourse, as a vehicle for articulating literary language, plays a crucial part in spoken communication and is evident across diverse functional styles, but to differing degrees. In the domain of corporate communication, a written representation is necessary, characterized by clarity that eliminates ambiguity and standardizes the portrayal of ideas. The written form predominantly dominates and is much preferred in the scientific style. This preference is due to the style's primary characteristic of conceptual precision, necessitating the careful documentation of scientific information and the obligation to preserve and convey it to future generations. The journalistic style accommodates writings that encompass both written and spoken forms of communication. The "written" domain of journalism, now examined by linguistics, encompasses newspapers, magazines, advertising, and public relations texts. The foundation of artistic style texts is the textual mode of exposition. This study adhered to the data collecting and analysis methods I recommended. Approximately 20 students engaged in my experimental research at Samarkand and Bukhara institutions. Students have consented to engage in my research voluntarily: Shakhlo (female, in her teens, Samarkand, primary education); Zubayda (female, in her twenties, Bukhara area, elementary education); ... etc. Every participant has completed two writing internships in schools in Uzbekistan. To maintain participant confidentiality, all names utilized are fake. Each participant engaged in two semi-structured interviews, conducted throughout the two learning internships. The initial interview occurred prior to the commencement of the first internship and sought to investigate the participants' personal experiences concerning multi-ethnicity (including friendships, employment, and travel), the formal training received pertinent to multicultural education, perspectives on the significance and definition of multicultural education and the teacher's multicultural competence, the teacher's role in both multi-ethnic and perceived homogeneous environments, as well as expectations regarding multiculturalism training during teaching placements. The final interview, conducted following the completion of the teacher education program, focused on education-related concepts, multiculturalism, and the evaluation of learning during internships, as well as the methods employed by each individual to implement these learnings. Two additional interviews were conducted during the two teaching courses, wherein participants were prompted to articulate their experiences regarding discourse competence in relation to multicultural education, specifically in situations perceived as interventions by associate teachers or internship supervisors. Initially, each case was thoroughly examined, then followed by a comparison study grounded in the established categories. The content analysis approach, employing a combined reading and writing grid, was utilized for the evaluation of each instance. Individual pictures were created and thereafter sent to the participants for approval. This work especially examines the strategies utilized by participants to cultivate their intercultural aspects of discourse competence during their teaching courses, without offering a comprehensive overview of all findings. The next part will show the results and provide interpretations based on the established terms of reference.

## **DISCUSSION**

Perceived dialogue Proficiency in learning significantly impacts the intercultural aspects of competence, especially with personal resources and reflective abilities. In contrast, the factor related to practical skills is regarded as insufficiently developed due to professional training, whilst the dimension concerning environmental resources is predominantly lacking.

Only one participant, Zubayda, said that the learning placements did not enhance her critical examination skills. Others contend that the experiences derived from written discourses have heightened awareness, to differing extents, of the prejudices present in the high school setting, as well as their own limitations and anxieties, necessitating a recalibration to address the needs of both students and immigrants, alongside the training requirements of educators: "I have observed this in certain schools: some teachers believe that if a student encounters difficulties, it is due to their status as a foreigner." We catalog it immediately; we lack the patience to understand it, particularly to facilitate learning. If the educator harbors biases, he will establish obstacles. What actions may he take in a classroom when he perceives the students to be inadequate? We catalogue in this manner because of our failure to exert effort in facilitating student learning. Another educator, Dilnoza acknowledges her shortcomings, identified during teaching internships: "Multi-ethnicity presents a significant challenge." I must rehabilitate myself. I was astonished to discover that I had some apprehensions, particularly when I had a pupil. As a Muslim, I felt less likely to engage in conversation with him. These results align with the findings of empirical studies about teaching assignments. Indeed, the insights articulated by the participants in our study mostly pertain to personal resources (attitudes, knowledge, and contemplation) rather than to actionable skills. Boudreau [2001] conducted a case study demonstrating how an intern may cultivate the capacity to adjust their teaching methodology to the specific features of their class groups, independent of cultural variations. Simultaneously enhance students' discourse competence in relation to multicultural dimensions. The indices employed by the researcher to substantiate these displays include capability, the differentiation between a teaching routine and student learning, and the skill to engage youngsters [Boudreau, 2001, p. 79]. These two talents pertain to the concepts of differentiated pedagogy, within which we have integrated multicultural education. Consequently, internship learning related to the diversification of the educational approach may be effectively achieved under specific favorable conditions, including the nature of support offered by teacher colleagues and the personal attributes of the intern. Consequently, the support received by the trainee at Boudreau's Centre of Etude [2001] during his internship concentrated on the enhancement of the aforementioned competencies. Conversely, Gervais and Desrosiers [2005] do not thoroughly examine the personal qualities of the participants or the accompanying methodology of the associate instructors about their ability to tailor interventions to the students' features. The subsequent paragraph will address the context-specific learning experiences of each participant to validate these observations on the assistance received throughout the internship and experiment.

We believe that the majority of trainees indicate "awareness" or "recognition" of knowledge rather than substantive learning. Josie is the sole participant who discussed the "coaching" provided by the associate teacher during her initial internship in a multi-ethnic setting. The learner observed greater rigor in the educational intervention implemented during the experiment in question. His internship learning perception further substantiates the evidence, with Josie being the sole individual to have directly correlated the oversight of the teacher associate and the internship apprenticeship, specifically with the training of work teams. Engagement with parents and interactions with fellow educators at the trainee's host institution are also crucial variables. In Sherzod's instance, the relationship with his parents appears to have stimulated his contemplation of some cultural themes, however it did not substantially impact his learning. Conversely, Alisher derived pedagogical benefits from his encounters with the parents and endeavored to contextualize his findings. Zubayda emphasized the contributions made by others. Members of the high school team may be required to train the trainees. Various external factors have not substantially impacted the education of students and interns. The supervision of the



internship supervisor, the material taught, and the degree of instruction are variables not addressed by the student-masters. Internship supervisors were regarded as "arbitrators" or "administrators," whose responsibilities were confined to facilitating the administrative connection between the university and the internship setting, as well as intervening to address any challenging conditions. No internship supervisor seems to have facilitated the development of intercultural competency among the participants in our study. This finding substantiates that elements pertaining to intercultural competency were disregarded in the assessment. The content delivered and the educational level, while not explicitly identified by participants as factors influencing their intercultural competency, served in several instances as catalysts for reflection. Sherzod contemplated the selection of literature. Noam contemplated the utilization of artistic works for intercultural teaching, whereas Alisher leveraged his hospitality and tourism course to familiarize pupils with certain cultural elements.

Having analyzed the many aspects influencing the development of intercultural competence, it is now appropriate to scrutinize the process itself. The subsequent section aims to achieve this purpose. The development of intercultural competency during vocational training: an incomplete experiential learning journey? According to Kolb (1984), learning occurs in four stages: (a) Concrete Experience; (b) Reflective Observation; (c) Abstract Conceptualization; and (d) Active Experimentation.

All participants, except Shakhlo, had the opportunity to complete at least one internship in a multi-ethnic teaching setting. In the words of Kolb (1984), instructing multi-ethnic classroom groups is a tangible experience. Furthermore, all individuals exhibited reflections on the events enacted throughout the experiment. Two interns admitted that their involvement in the research stimulated and directed their contemplation. The limited involvement of associate teachers and internship supervisors in addressing aspects of multicultural education during the student-masters' experience suggests that this may similarly apply to other participants, despite their lack of awareness.

The reflected observation therefore depended on the trainees' decision, uninfluenced or directed by the speakers intended to facilitate their learning. Non-systematic oversight about intercultural education portrays it as a secondary element. Nonetheless, a contradiction emerges between the participants' views of multicultural education and the implicit image provided in the contexts where the nine student-teachers have undergone their practical training. Upon concluding their internship experiences, participants considered this portrayal of multicultural education as a negative marginalization within the educational context. All voiced the view that, conversely, multicultural education should be of heightened importance to educational stakeholders. This enables us to infer that abstract conceptualizing was conducted at the trainees' choice, and that occasionally the outcomes of the conceptualization process contradict the representations communicated by the speakers. Ultimately, a limited number of participants asserted that they had the opportunity to acquire or apply their knowledge during the two sessions. Consequently, we may reach a conclusion.

## **RESULTS**

The phase of active exploration is notably lacking in the instruction of pupils about intercultural competency. Embracing an experiential learning approach offers further insights into the development of intercultural competence among the nine participants in our study. This interpretation clarifies the sorts of learning recognized by the student-teachers. The majority of participants reported acquiring insights into attitudes, critical analysis abilities, and theoretical knowledge, especially about cultural behaviors. These accomplishments seem to originate from

abstract conceptualization, a process engaged in by trainees even without the direction of partner professors. Participation in study appears to have facilitated these insights, since individuals actively participated in observation and thinking prompted by interview questions. In contrast, obtaining practical knowledge required active experimentation in the classroom. Considering that intercultural education was hardly addressed throughout most internships, it is not unexpected that trainees were unable to initiate this phase.

A second point addresses the paradoxical discrepancy between the perception of multicultural education as a marginal element in internship environments, as reported by the participants, and the trainees' own convictions, wherein they acknowledged the significance and pertinence of multicultural education upon concluding their training. This predicament is attributed to insufficient direction during the phases of observation, contemplation, and abstract conceptualization. Trainees, when left to their own devices, understood circumstances that captured their attention according to their own perceptions, leading to coherent representations consistent with their preexisting preconceptions. Although the training for developing intercultural competence may be perceived as an insufficient experiential learning process, we will examine in the subsequent section whether type of professional training will most advantageously serve the participants in this study.

## **CONCLUSION**

This study seeks to formalize the construction of multicultural dimensions of discourse competence as seen by graduate students during their academic tenure. The results analysis highlighted the acquired knowledge and the contributing elements. From the standpoint of experiential learning, the experiences of the nine participants are deemed incomplete, chiefly owing to the absence of a defined framework. This study has resulted in the development of a supervisory model for teaching courses, informed by the notion of experiential learning. Participants said that these recommendations would enhance the intercultural competency of future educators, a professional attribute deemed very important in today's global landscape.

This study does not assert the generalizability of its results due to the restricted number of participants and the exclusive emphasis on the viewpoint of student-masters. Subsequent descriptive research including a greater participant pool and the incorporation of pertinent categories may yield more insights into the suggested model for developing intercultural competence. It is essential to take into account the perspectives of associate instructors and practicum supervisors. The suggested model of trainee supervision in an action research framework might be evaluated in educational environments to determine its application beyond multicultural competence and its influence on written competence as a measure of intercultural interactions.

## **Reference**

1. Akkari, A. J. (2006). Multicultural approaches in teacher training: between research and critical pedagogy. *Revue des HEP de la Suisse du Tessin*, 4, p. 233-258.
2. Astolfi, J. P. (2003). The teaching profession between two professional ends. In J.-P. Astolfi (ed.), *Education and Training: new questions, new professions*, p 23-52. Issy les Mouli-neaux: ESF.
3. Banks, J. A. (1989). Integrating the curriculum with ethnic content: Approaches and guidelines. In J. A. Banks and C. A. McGee (Eds.), *Multicultural education: Issues and perspectives*, pp. 189-207. Toronto: Allyn and Bacon.

4. Bennett, C. (1999). *Comprehensive Multicultural Education. Theory and Practice*. Boston: Allyn and Bacon.
5. Boudreau, P. (2001). What happens in a successful internship? *Revue des sciences de education*, XXVII(1), pp. 65-84.
6. Boutet, M. (2002). For a better understanding of the dynamics of the triad. In M. Boutet and N. Rousseau, *Les enjeux de la supervision pédagogique des stages*, pp. 81-95.
7. Bolotnova, N. S., Orlova, O. V. *Stylistics of the Russian language: control and training tasks: a guide for students of the Pedagogical University*. - 3rd ed., Rev. and additional - Tomsk: Publishing House of TSPU, 2004. - 124 p.
8. Coelho, E. (1998). *Teaching and learning in multicultural schools*. Clevedon: Multilingual Matters Ltd.
9. Cook, D. W. and Van Cleef, D. W. (2000). Multicultural perceptions of 1st-year elementary teachers' urban, suburban, and rural student teacher placements. *Urban Education*, 35(2), pp. 165-174.
10. Duarte, V. and Reed, T. (2004). Learning to teach in urban settings. *Childhood Education*, 80(5), p. 245.
11. Gervais, C. and Correa Molina, E. (2005). From the teacher to the trainee: give access to his experience. In C. Gervais and L.
12. Ghosh, R. (1991). The education of teachers for a multicultural society. In F. Ouellet and M. Page (Dir.), *Pluriethnicité, éducation et société. Building a common space*, pp. 207-231. Quebec: IQRC.
13. Golub, I. B. *Stylistics of the Russian language: a textbook*. - 11th ed. — M.: Iris Press, 2010. — 448 p.
14. Gremion, L. (2006). Learning to see the Other: for teacher training in welcoming diversity. *HeP Review of Suisse romande et du Tessin*, 4, p. 13-34.
15. Hemingway, P. (2003). Professional practice, a source of theory: how does it work? Holborn, M. Wideen and I. Andrews (Ed.), *Becoming a Teacher. In the Conquest of Professional Identity*, pp. 189-200. Quebec: Les Éditions Logiques.
16. Holborn, P. (2003). Become a reflective practitioner. Holborn, M. Wideen and I. Andrews (Eds.), *Becoming a Teacher. To the conquest of professional identity*, pp. 283-300. Quebec: Les Éditions Logiques.
17. Jonnaert, P. (2002). *Skills and socioconstructivism. A theoretical framework*. Brussels: De Boeck University.
18. Kennedy, P. (2002). Learning cultures and learning styles: myth-understandings about adult (Hong Kong) Chinese learners.
19. Landry, R. (1997). Content analysis. In B. Gauthier (ed.), *Social Research. From the problem to the collection of data*, pp. 329-356. Quebec: Presses de l'Université du Québec.
20. Moiseeva, I. Yu., Remizova, V. F. Difficulties in defining the concept of "functional style" // *Bulletin of the Orenburg State University*. - 2015. - No. 11 (186). -FROM. 101-105.
21. Portelance (Dir), *Knowledge at the heart of the teaching profession. Construction contexts and sharing modalities*, pp. 411-426. Sherbrook: Éditions du CRP.
22. Royce, J. R. and Powell, A. (1983), *Theory of personality and individual differences: factors, systems, and processes*. Prentice Hall, New Jersey.
23. Santoro, N. and Allard, A. (2005). Examining identities: Working with diversity in the pre-service teaching experience. *Teaching and Teacher Education*, 21(7), pp. 863-873.
24. Toussaint, P. and Fortier, G. (2002). *Intercultural competences in education. What skills for the future teachers and future teachers?*



<http://www.unites.UQAM.ca/deduc/informations/GREFICOPE.htm>. Accessed on 6 April 2006.

25. . Vvedenskaya, L. A., Ponomareva, A. M. Russian language: culture of speech, text, functional styles, editing. - 3rd ed. — M.; Rostov n / a : March, 2003. - 348 p.