

 **Qurbanova Iroda Ibragimovna***Termiz davlat muhandislik va agrotexnologiyalar universiteti akademik
litseyi inglez til fani o`qituvchisi**Tel : +998978420772*

Abstract: *This article explores how cultural factors influence classroom interaction styles in Uzbekistan. Drawing on sociocultural theory and cross-cultural communication frameworks, it examines the impact of hierarchical social structures, collectivist values, and language norms on teacher-student and student-student interactions. The study highlights the significance of understanding cultural context in educational practices, demonstrating that Uzbek classrooms are shaped not only by formal curricula but also by deeply ingrained cultural expectations. The findings offer insights for educators, policymakers, and researchers seeking to improve classroom engagement and intercultural competence in Central Asian educational settings.*

Keywords: *Uzbekistan, classroom interaction, cultural influence, teacher-student communication, collectivism, hierarchy, language norms, sociocultural context*

Introduction

Classroom interaction is a complex phenomenon shaped by both pedagogical principles and the broader sociocultural environment. In Uzbekistan, the legacy of Soviet education, coupled with traditional Central Asian cultural norms, has resulted in distinct patterns of communication between teachers and students. Understanding these patterns is essential for educators who aim to foster effective learning environments and promote active student participation. This article investigates how cultural values, social hierarchy, and communication norms influence classroom interactions in Uzbek schools and higher education institutions. Research in sociolinguistics and educational anthropology emphasizes the central role of culture in shaping interaction styles (Hofstede, 2001; Hall, 1976). Collectivist societies, such as Uzbekistan, often prioritize group harmony and respect for authority, which may influence students' willingness to speak openly in class (Triandis, 1995). Studies on Central Asian classrooms indicate that teacher-centered approaches remain prevalent, reflecting both historical educational practices and cultural expectations (Khamidova, 2018; Usmanov, 2020). Moreover, language use, including the dominance of Uzbek and Russian in formal instruction, shapes not only comprehension but also participation patterns. This study draws on qualitative research conducted in several secondary schools and higher education institutions in Tashkent and Samarkand. Classroom observations, semi-structured interviews with teachers, and focus group discussions with students provided insights into interaction patterns. Data were analyzed using thematic coding to identify recurring cultural themes influencing communication styles.



Findings and Discussion

1. Hierarchical Relationships

Uzbek classrooms often reflect hierarchical social structures. Teachers are viewed as authoritative figures whose knowledge and guidance are seldom challenged by students. This aligns with Hofstede's (2001) concept of high power distance, where subordinates accept unequal distribution of power. Consequently, students may hesitate to ask questions or express dissenting opinions, favoring respectful silence over open debate.

2. Collectivist Values

Collectivism plays a crucial role in shaping interaction. Group cohesion and maintaining social harmony are emphasized, often leading to collaborative work and peer support. However, collectivist tendencies can also discourage individual expression, as students may fear standing out or offending peers. Classroom participation is therefore guided by social sensitivity as much as by academic objectives.

3. Communication Norms and Language

Language choice affects classroom interaction. Uzbek is commonly used for instruction in public schools, while Russian often dominates higher education and technical subjects. Students may demonstrate varying levels of confidence depending on their linguistic proficiency, influencing participation. Politeness strategies and indirect speech are preferred, reflecting cultural norms that value respect and non-confrontation (Blum-Kulka, 1987).

4. Implications for Pedagogy

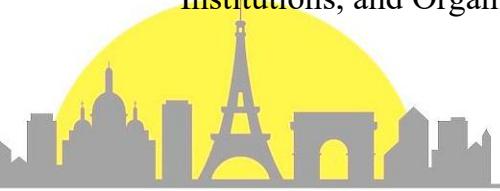
Understanding cultural influences allows educators to tailor teaching strategies effectively. For instance, incorporating collaborative activities and structured discussion formats can encourage participation while respecting hierarchical norms. Teacher training programs should emphasize intercultural communication skills and adaptive teaching strategies to bridge the gap between traditional expectations and modern pedagogical practices.

Conclusion

Classroom interaction in Uzbekistan is profoundly shaped by cultural values, hierarchical norms, and language practices. Recognizing these influences is essential for fostering effective learning environments that balance respect for tradition with the promotion of active student engagement. Future research could explore comparative studies across Central Asian countries to better understand regional variations and inform policy development aimed at enhancing educational outcomes.

REFERENCES

1. Blum-Kulka, S. (1987). Indirectness and politeness in requests: Same or different? *Journal of Pragmatics*, 11(2), 131-146.
2. Hall, E. T. (1976). *Beyond Culture*. Anchor Books.
3. Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*. Sage Publications.



MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

4. Khamidova, G. (2018). Classroom Communication in Central Asian Schools. Central Asian Education Journal, 5(2), 45–58.

5. Triandis, H. C. (1995). Individualism & Collectivism. Westview Press.

6. Usmanov, R. (2020). Teacher-Centered Approaches in Uzbek Classrooms. Uzbek Journal of Pedagogy, 12(1), 23–36.

