

# Intercultural Dialogue as A Pedagogical Resource for The Formation of The Student's Personality in The Modern School: New Horizons

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## Abstract

*The article reveals the potential of intercultural dialogue as one of the most promising pedagogical resources for shaping a student's personality in the rapidly changing world. The author analyzes modern approaches to organizing dialogue, taking into account the digital transformation of education and the challenges of globalization. Special attention is paid to the practical experience of Uzbekistan's schools and the state initiatives of President Shavkat Mirziyoyev. The work emphasizes that intercultural dialogue today helps schoolchildren not only to know "the other," but also to understand themselves more deeply.*

**Keywords:** Intercultural dialogue, personality formation, pedagogical resource, tolerance, empathy, digital education, cultural diversity, intercultural competence.

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## 1. Introduction

Today, when artificial intelligence is already writing poetry and schoolchildren can connect with peers on another continent with a single click, intercultural dialogue is no longer just a nice pedagogical idea. It has become a vital educational tool. In classrooms across Uzbekistan, where children of Uzbek, Tajik, Russian, Korean, Armenian, and other ethnic backgrounds sit side by side, this dialogue becomes a daily reality and a powerful resource for personal development. The world is changing faster than school curricula. In the wake of the pandemic and the rapid development of digital technologies, the traditional boundaries between “us” and “them” have become even more blurred. Under these conditions, schools cannot limit themselves to the transmission of knowledge. They must teach children to

live together, understanding and accepting differences. It is here that intercultural dialogue reveals its true potential. President of the Republic of Uzbekistan Shavkat Mirziyoyev, in his 2020 Address to the Oliy Majlis, emphasized that “educating youth in the spirit of tolerance and respect for representatives of other nationalities and faiths—this is not a temporary campaign, but a strategic task of the state” [Mirziyoyev, 2020]. Years later, these words ring even truer.

## 2. Literature Review

Contemporary research on intercultural dialogue has significantly expanded upon classical approaches. Whereas the emphasis used to be primarily on knowledge of other cultures, today scholars increasingly discuss the development of emotional intelligence and

the capacity for constructive interaction in conditions of uncertainty [Deardorff, 2020]. L.S. Vygotsky, in developing his cultural-historical theory, demonstrated that the development of higher mental functions occurs precisely in the process of social interaction [Vygotsky, 1986]. In the context of the 21st century, this interaction is increasingly taking on an intercultural character. Of particular interest are the works of Darla Deardorff, who developed a detailed model of intercultural competence that includes not only knowledge and skills, but also internal attitudes and reflection [Deardorff, 2020]. UNESCO, in its latest recommendations (2022), also emphasizes the need to develop “dialogic thinking” as a key skill for the future [UNESCO, 2022]. In Uzbek educational science, issues of intercultural dialogue are actively studied in the context of state policy.

The initiatives of President Shavkat Mirziyoyev play an important role here, particularly his statements on the need to foster “new thinking” among the younger generation and to build a society based on mutual respect and trust.

### 3. Methods

The study is comprehensive in nature. The following methods were employed: theoretical analysis of contemporary academic literature, examination of regulatory and legal documents of the Republic of Uzbekistan, long-term pedagogical observation in general education schools in Tashkent and the regions, analysis of students’ project and digital work, as well as surveys and interviews with teachers and students. Particular attention was paid to digital forms of intercultural dialogue, which became widespread after 2020.

### 4. Results

Practice has yielded impressive results. Students who regularly participate in organized forms of intercultural dialogue (both in-person and digital) demonstrate a significantly higher level of empathy and willingness to cooperate. Through projects promoting intercultural diversity that bring together students from different regions of Uzbekistan and international partners via specific platforms, participants gain a better understanding not only of other cultures’ traditions but also of the value of their own culture. Following regular meetings, the prevalence of negative ethnic stereotypes among participants decreases.

### 5. Discussion

The results obtained suggest that intercultural dialogue today is not an additional burden on teachers, but one of the most powerful and modern pedagogical resources. It helps students not only adapt to the global world, but also gain a deeper understanding of their own identity.

Digital transformation opens up new opportunities: dialogue can now extend far beyond the classroom and even the country. However, along with these opportunities come new challenges—the risk of superficial communication, digital inequality, and manipulation in the online space. Therefore, the role of the teacher as a moderator of meaningful dialogue becomes particularly important. President Shavkat Mirziyoyev’s ideas on building a “New Uzbekistan,” where every citizen feels part of a unified society while preserving cultural diversity, find their living embodiment precisely through systematic intercultural dialogue in schools [Mirziyoyev, 2020; Mirziyoyev, 2023]. Looking ahead, it is necessary to develop new methodological approaches that would organically combine traditional and digital forms of intercultural interaction, taking into account age-related characteristics and regional specifics of schools.

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