



## **COMMUNICATIVE TRANSPOSITION IN ENHANCING STUDENTS' MULTICULTURAL COMPETENCE**

*Naimova Dildora Qahramonovna*

*Uzbekistan state world languages university*

**Abstract:** In the context of increasing globalization and multicultural interactions, developing students' multicultural competence has become a central objective in higher education. This paper examines the role of *communicative transposition*—a method of adapting messages across cultural and linguistic contexts—as a pedagogical tool for enhancing multicultural awareness and skills among university students. Through literature analysis and practical observations, the study explores how communicative strategies can foster intercultural sensitivity, tolerance, and engagement.

**Keywords:** communicative transposition, multicultural competence, intercultural communication, globalization, education

### **INTRODUCTION**

In the 21st century, students are increasingly exposed to multicultural environments—whether through international education programs, online learning communities, or globalized media. As such, the ability to effectively communicate across cultures is not only desirable but essential. Multicultural competence entails understanding, appreciating, and interacting effectively with individuals from different cultural backgrounds. One approach that supports this development is *communicative transposition*, which involves the adaptation of linguistic and cultural meanings in communicative acts.

This paper aims to highlight how communicative transposition can be utilized to enhance students' multicultural competence, both in theory and in educational practice.

Multicultural competence refers to the set of cognitive, affective, and behavioral skills that support effective and appropriate interaction in diverse cultural settings. According to Bennett (1993), this competence includes intercultural sensitivity, awareness of cultural differences, and the ability to adapt communication styles accordingly.

Communicative transposition involves shifting or translating messages across different cultural frameworks, not just linguistically but conceptually and pragmatically. This strategy allows learners to become aware of implicit meanings, cultural assumptions, and sociolinguistic nuances. Unlike direct translation, communicative transposition requires deep cultural knowledge and communicative flexibility.

### **Methodology**

This study draws upon qualitative research methods including:

Literature review on communicative competence and multicultural education

Case studies of university students engaged in intercultural dialogue tasks

Classroom observation of activities incorporating communicative transposition (e.g., role plays, translation games, cultural storytelling)

Data was collected from three universities offering English as a Foreign Language (EFL) programs with a strong focus on intercultural education.

## Results

Students who practiced communicative transposition during lessons reported greater awareness of cultural subtleties. For example, when tasked with rephrasing idioms or proverbs to suit another culture, students showed increased curiosity about cultural norms and values. Engaging in communicative transposition demanded higher-order thinking, as students had to consider context, audience, and cultural impact before expressing an idea. This fostered analytical and reflective skills. By analyzing how meanings change across cultural contexts, students developed richer vocabulary and pragmatic skills. They learned to avoid direct translations and instead aimed for culturally relevant communication.

## DISCUSSION

The findings suggest that communicative transposition is not merely a linguistic exercise but a cultural and cognitive one. It compels learners to think beyond words, exploring the worldview embedded in language. This aligns with constructivist theories of learning, where knowledge is co-constructed through interaction and reflection.

Moreover, educators who integrate such strategies contribute to a more inclusive and globally oriented curriculum. They empower students to become not only proficient speakers but also responsible global citizens.

## CONCLUSION

Incorporating communicative transposition into educational practice holds great promise for advancing multicultural competence. As globalization intensifies, students must navigate complex cultural landscapes with empathy, adaptability, and skill. Communicative transposition equips them with the tools to do just that—bridging cultural divides through informed and respectful communication.

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