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Component-Based Assessment of Prospective English Language Teachers' Intercultural Communicative Competence: Criteria and Indicators

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Abstract
This article examines component-based assessment of prospective English language teachers' intercultural communicative competence in pedagogical universities in Uzbekistan. It proposes an assessment framework comprising motivational, cognitive, activity, and reflective components, with corresponding criteria and observable indicators. The framework connects willingness to engage with cultural differences, contextual interpretation, responsive communication, and critical examination of personal assumptions with evidence drawn from professional learning tasks. A conceptual and methodological analysis is used to organise the components and establish relationships among assessment purposes, task requirements, and evidence of student performance. Particular attention is given to distinguishing intercultural competence from linguistic proficiency and to combining teacher observation, scenario-based tasks, reflective writing, and self-assessment. The framework specifies how indicators can guide feedback while retaining attention to context and individual variation. Its contribution lies in providing a coherent basis for identifying students' developmental needs and planning targeted pedagogical support. The proposed approach offers methodological guidance for integrating intercultural assessment into the professional preparation of future English language teachers.

Keywords: Intercultural communicative competence, component-based assessment, prospective English language teachers, assessment criteria, observable indicators, pedagogical diagnostics, reflective assessment, teacher education.

INTRODUCTION

BO‘LAJAK INGLIZ TILI O‘QITUVCHILARINING MADANIYATLARARO KOMMUNIKATIV KOMPETENSIYASINI KOMPONENTLAR ASOSIDA DIAGNOSTIKA QILISH: MEZONLAR VA KO‘RSATKICHLAR

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Annotatsiya
Ushbu maqolada O‘zbekiston pedagogika universitetlarida bo‘lajak ingliz tili o‘qituvchilarining madaniyatlararo kommunikativ kompetensiyasini komponentlar asosida baholash masalasi ko‘rib chiqiladi. Motivatsion, kognitiv, faoliyat va refleksiv komponentlar hamda ularga mos mezonlar va kuzatiladigan ko‘rsatkichlardan iborat baholash tizimi taklif etiladi. Mazkur tizim madaniy farqlar bilan muloqotga kirishishga tayyorlik, vaziyat mazmunini talqin qilish, suhbatdoshga mos ravishda muloqot yuritish va shaxsiy qarashlarni tanqidiy tahlil qilishni kasbiy ta’lim topshiriqlarida namoyon bo‘ladigan dalillar bilan bog‘laydi. Komponentlarni tizimlashtirish hamda baholash maqsadlari, topshiriq talablari va

talabalar faoliyatiga oid dalillar o‘rtasidagi aloqalarni belgilash uchun konseptual-metodik tahlildan foydalaniladi. Madaniyatlararo kompetensiyani til bilish darajasidan farqlash, pedagogik kuzatuv, vaziyatli topshiriqlar, refleksiv yozma ishlar va o‘zini baholashni uyg‘unlashtirishga alohida e’tibor qaratiladi. Tizimda kontekst va individual farqlarni hisobga olgan holda ko‘rsatkichlardan qayta aloqa berishda foydalanish yo‘llari belgilanadi. Uning ilmiy-metodik ahamiyati talabalarning rivojlanish ehtiyojlarini aniqlash va maqsadli pedagogik ko‘makni rejalashtirish uchun izchil asos yaratishdan iborat. Taklif etilgan yondashuv madaniyatlararo baholashni bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligiga integratsiyalash bo‘yicha metodik yo‘nalish beradi.

Kalit so‘zlar: madaniyatlararo kommunikativ kompetensiya, komponentlar asosida baholash, bo‘lajak ingliz tili o‘qituvchilari, baholash mezonlari, kuzatiladigan ko‘rsatkichlar, pedagogik diagnostika, refleksiv baholash, pedagogik ta’lim.

Аннотация

В статье рассматривается оценивание межкультурной коммуникативной компетенции будущих учителей английского языка на основе её компонентов в педагогических университетах Узбекистана. Предлагается система оценивания, включающая мотивационный, когнитивный, деятельностный и рефлексивный компоненты, соответствующие критерии и наблюдаемые показатели. Система соотносит готовность взаимодействовать с культурными различиями, интерпретацию контекста, общение с учётом позиции собеседника и критический анализ собственных представлений с данными, получаемыми при выполнении профессионально ориентированных учебных заданий. Концептуально-методический анализ используется для систематизации компонентов и установления связей между целями оценивания, требованиями заданий и свидетельствами деятельности студентов. Особое внимание уделяется разграничению межкультурной компетенции и уровня владения языком, а также сочетанию педагогического наблюдения, ситуационных заданий, рефлексивных письменных работ и самооценки. Система определяет способы использования показателей для предоставления обратной связи с учётом контекста и индивидуальных различий. Её научно-методическая значимость заключается в создании последовательной основы для выявления потребностей студентов в развитии и планирования адресной педагогической поддержки. Предлагаемый подход служит методическим ориентиром для включения межкультурного оценивания в профессиональную подготовку будущих учителей английского языка.

Ключевые слова: межкультурная коммуникативная компетенция, оценивание на основе компонентов, будущие учителя английского языка, критерии оценивания, наблюдаемые показатели, педагогическая диагностика, рефлексивное оценивание, педагогическое образование.

Introduction

Preparing prospective English language teachers involves developing the capacity to interpret cultural meanings, manage differences in communication, and create inclusive conditions for learning. In pedagogical universities in Uzbekistan, these responsibilities connect language proficiency with professional judgement. Future teachers need to understand how expectations, identities, relationships, and institutional conventions influence classroom interaction. Assessing this preparation requires attention to the different dimensions of intercultural communicative competence and to the evidence through which those dimensions become visible. A component-based approach provides a structure for examining students' strengths, identifying developmental needs, and selecting appropriate pedagogical support.

Intercultural communicative competence encompasses attitudes, knowledge, interpretive abilities, interaction skills, and critical awareness. Byram (1997) connects intercultural language education with interpreting and relating cultural meanings, discovering unfamiliar perspectives, and evaluating practices critically. Deardorff (2006) similarly presents intercultural competence through interconnected attitudes, knowledge, skills, and outcomes. These perspectives suggest that assessment should examine how learners approach differences, understand situations, act during communication, and reconsider their interpretations. For prospective teachers, the professional dimension also matters: their responses influence how cultural differences may subsequently be addressed in their own classrooms.

A central assessment problem concerns the relationship between broad competence descriptions and observable performance. Terms such as openness, awareness, and flexibility communicate educational intentions, but teachers require indicators that clarify what students actually do within a task. An indicator might concern asking for contextual information, offering more than one plausible explanation, adapting a response after clarification, or explaining a revised judgement. Such actions provide a basis for feedback when interpreted alongside the task conditions. Their meaning depends on the communicative situation, the opportunities available for participation, and the linguistic resources students can use.

The dissertation underpinning this article identifies motivational, cognitive, activity, and reflective components as relevant to prospective English language teachers' development. This structure offers a basis for organising assessment around willingness to participate, contextual understanding, communicative action, and examination of personal experience. Developing the structure into an assessment framework requires consistent relationships among components, criteria, indicators, and evidence. Criteria express the qualities being assessed, while indicators specify observable manifestations of those qualities. Tasks and assessment instruments then create opportunities to demonstrate them. Clear distinctions among these elements support focused feedback and pedagogical interpretation.

This article examines how component-based assessment can be organised for intercultural teacher preparation in Uzbekistan's pedagogical universities. It proposes criteria and indicators connected with scenario analysis, interactive tasks, observation, reflective writing, and self-assessment. Particular attention is given to separating intercultural judgement from linguistic accuracy and to interpreting performance across different sources of evidence. The guiding question concerns how motivational, cognitive, activity, and reflective components can be translated into assessable actions relevant to future teaching. Addressing this question involves

linking conceptual clarity with practical assessment design. The resulting framework is intended to help teacher educators identify specific learning needs, communicate expectations to students, and plan subsequent instruction. It also considers how prospective teachers can use assessment information to understand their own development and make informed decisions about intercultural communication within professional learning situations and their future classroom practice.

Methods

The article uses a conceptual and methodological analysis to construct a component-based assessment framework for prospective English language teachers' intercultural communicative competence. The analysis draws on the dissertation's motivational, cognitive, activity, and reflective components and relates them to established descriptions of intercultural competence. Byram's (1997) account informs attention to interpretation, interaction, and critical cultural awareness, while Deardorff's (2006) framework supports consideration of relationships among attitudes, knowledge, skills, and communicative outcomes. The analytical task is to translate these conceptual relationships into criteria and observable indicators suitable for professional learning in pedagogical universities.

Framework construction begins by defining the assessment purpose of each component. The motivational component concerns willingness to engage with unfamiliar perspectives and sustain respectful inquiry. The cognitive component concerns understanding how contextual information shapes meaning and recognising alternative interpretations. The activity component concerns communicative choices made during interaction, including clarification, adaptation, and negotiation. The reflective component concerns examining assumptions, evaluating decisions, and identifying subsequent learning needs. These definitions establish boundaries for selecting indicators while allowing related dimensions to operate together within a single communicative task.

The next step distinguishes criteria from indicators and sources of evidence. A criterion expresses a quality of performance, such as contextual sensitivity or responsiveness to another perspective. An indicator describes an action through which that quality becomes observable, such as requesting missing information before judging a speaker's intention. An evidence source identifies where the action can be examined, including a written interpretation, recorded interaction, observation note, or reflective account. Each proposed indicator is considered in relation to its clarity, relevance to the component, observability, and potential usefulness for feedback.

Task design centres on professional situations involving differences in communicative expectations. A common scenario concerns a student whose indirect request is interpreted by a teacher as insufficiently clear. Assessment activities invite prospective teachers to examine possible explanations, identify information needed for interpretation, discuss responses with a partner, and reconsider their initial judgement. The scenario creates opportunities to examine several components through connected activities. Written analysis makes contextual reasoning accessible, interaction provides evidence of responsive communication, and subsequent reflection reveals how students explain changes in their understanding. Task instructions specify the communicative purpose and available contextual information.

Evidence interpretation follows an analytic approach in which component profiles remain visible. Teacher observation, scenario responses, reflective writing, and self-assessment are examined for convergence and differences. Linguistic accuracy is recorded separately when it affects comprehensibility, allowing intercultural reasoning to receive focused attention. Proposed performance descriptions distinguish actions requiring substantial prompting, actions completed with occasional support, and actions demonstrated independently with contextual justification. Their wording emphasises the quality of the response and the support provided. Assessment decisions consider opportunities to participate, familiarity with the task, and the information available to students. The framework also includes a feedback stage that connects identified needs with subsequent activities, such as practising clarification questions or comparing alternative explanations. In this way, assessment design links component definitions, evidence collection, interpretation, and instructional planning within a coherent procedure for prospective English language teacher preparation in the pedagogical university context of Uzbekistan.

Results

The analysis yields an assessment framework organised around motivational, cognitive, activity, and reflective components. Each component is connected with a criterion, observable indicators, and evidence sources. The resulting structure preserves the distinction between willingness to engage, understanding a situation, responding during communication, and examining personal judgement. Together, these dimensions provide a profile of performance that teacher educators can use to identify priorities for further learning.

For the motivational component, the principal criterion is sustained willingness to explore unfamiliar perspectives respectfully. Observable indicators include asking questions about another person's interpretation, seeking clarification before expressing judgement, and continuing an inquiry when initial explanations differ. Evidence can be collected through observation of discussions, questions generated during scenario analysis, and accounts of participation. Interpretation considers opportunities for engagement and recognises that willingness may appear through attentive questioning or written contributions. The assessment focus remains on engagement with the task and perspectives presented.

For the cognitive component, the criterion is contextual and interpretive understanding. Indicators include identifying relationships and circumstances relevant to an exchange, distinguishing observations from assumptions, proposing alternative explanations, and supporting an interpretation with contextual details. In the indirect request scenario, students may consider the participants' roles, familiarity, previous exchanges, and expectations about clarity. Written responses and annotated scenarios provide evidence of how these factors inform interpretation. Performance descriptions distinguish responses that identify isolated details from those that explain relationships among details and recognise information still needed.

For the activity component, the criterion is responsive management of intercultural communication. Indicators concern requesting clarification, checking understanding, adapting wording, acknowledging another perspective, and negotiating a response appropriate to the situation. Paired role plays and problem-solving discussions provide opportunities to observe

these actions. Assessment attends to how students use an interlocutor's contribution in shaping their next response. A learner who changes an explanation after clarification provides evidence of responsiveness. Observation notes can record the communicative action, its context, and the support required, preserving the basis for feedback.

For the reflective component, the criterion is reasoned examination of assumptions and communicative decisions. Indicators include identifying an initial interpretation, explaining how contextual information or dialogue affected it, evaluating a chosen response, and specifying a future learning action. Reflective writing and self-assessment allow students to connect experience with professional judgement. Stronger responses explain the basis of a decision and identify a feasible adjustment, such as asking a contextual question before responding to an ambiguous request.

Across components, the framework distinguishes performance requiring substantial prompting, performance supported occasionally, and independent performance accompanied by contextual justification. These descriptions guide interpretation of task evidence while retaining information about the conditions of participation. Combining sources allows teacher educators to examine differences between students' explanations and interactive choices. For example, a learner may recognise several interpretations in writing but need support to check understanding during dialogue. Such a profile directs subsequent practice towards clarification strategies. The framework therefore connects assessment findings with instructional decisions, making the relationship among component, criterion, indicator, evidence, and pedagogical support explicit within prospective English language teachers' professional preparation in pedagogical university learning contexts in Uzbekistan.

Discussion

The component-based framework connects broad descriptions of intercultural communicative competence with actions that teacher educators can examine during professional learning. Its contribution lies in making assessment expectations explicit while preserving the relationship between performance and context. For prospective English language teachers, this relationship has particular significance because interpreting differences and responding appropriately are integral to classroom practice. Assessment can therefore support professional preparation when feedback identifies how students reached an interpretation, managed an exchange, and evaluated their decisions.

The distinction among motivational, cognitive, activity, and reflective components provides an organising structure for feedback. These components interact within communication, yet their separation helps identify specific learning needs. A student may demonstrate curiosity and contextual understanding while experiencing difficulty requesting clarification during dialogue. Another may communicate fluently but rely on generalisations when explaining behaviour. Component profiles make these differences visible and help teacher educators select subsequent tasks. This approach is consistent with Byram's (1997) attention to interconnected dimensions of intercultural competence and Deardorff's (2006) emphasis on relationships among attitudes, knowledge, skills, and outcomes.

Assessing the motivational component requires particular care because participation takes different forms. Frequent speaking can reflect confidence, familiarity with the topic, or

language proficiency. Willingness to explore another perspective may also appear through a carefully formulated question, attentive engagement with feedback, or a considered written contribution. Teacher educators therefore need opportunities for students to demonstrate engagement through several modes. Assessment criteria should direct attention to respectful inquiry and sustained exploration. This makes feedback more precise and gives students concrete actions through which they can develop their participation.

The relationship between linguistic resources and intercultural judgement also shapes assessment decisions. English proficiency influences students' ability to express nuanced interpretations, qualify disagreement, and respond spontaneously. Separating linguistic accuracy from intercultural criteria allows teacher educators to examine the reasoning conveyed through available language resources. At the same time, communication tasks require attention to comprehensibility and the effect of wording on an interlocutor. Feedback can address these dimensions together through specific examples, explaining how a clarification question or qualified statement supports the intended communicative purpose. This creates a connection between language development and intercultural learning.

Combining observation, scenario analysis, reflective writing, and self-assessment broadens the basis for interpreting performance. Differences across sources can reveal priorities for instruction, such as transferring contextual reasoning from written analysis into spontaneous interaction. Reflective accounts also help students explain choices that may remain unclear in observation alone. In Uzbekistan's pedagogical universities, the framework can be integrated into existing language and methodology courses through manageable task sequences. Consistent interpretation would require shared discussion of criteria, examples of student responses, and the support provided during tasks. Particular attention should be given to rating the quality of justification rather than agreement with a preferred cultural explanation. Teacher educators can use contrasting responses to discuss what counts as relevant evidence and how feedback should guide revision. Such work connects assessment with prospective teachers' developing capacity to design inclusive tasks, interpret learner responses, and make justified pedagogical decisions in their future classrooms across varied professional and intercultural communicative situations.

Conclusion

Component-based assessment provides a structured approach to examining prospective English language teachers' intercultural communicative competence. By connecting motivational, cognitive, activity, and reflective components with criteria and observable indicators, the proposed framework makes assessment expectations accessible to teacher educators and students. Its central contribution is the relationship established among conceptual definitions, communicative actions, evidence sources, and pedagogical support. This relationship enables assessment to address particular dimensions of professional development and to inform the selection of subsequent learning activities.

The motivational component directs attention to respectful inquiry and willingness to explore unfamiliar perspectives. The cognitive component concerns contextual understanding, differentiation between observation and assumption, and consideration of alternative explanations. The activity component addresses clarification, adaptation, and negotiation

during communication. The reflective component concerns examination of interpretations, evaluation of decisions, and identification of future learning actions. Together, these components represent connected aspects of intercultural participation. Their separate consideration provides a basis for describing individual strengths and identifying areas that require further practice.

The distinction between criteria and indicators is essential to applying the framework. Criteria specify the qualities being assessed, while indicators identify actions through which those qualities become observable. Evidence from scenario responses, interactive tasks, observation, and reflective accounts gives these actions a concrete context. Performance descriptions should also record the support available and the degree of independence demonstrated. Such information helps teacher educators explain assessment decisions and formulate feedback that students can translate into action. It also supports discussion of differences between written reasoning and choices made during interaction.

For pedagogical universities in Uzbekistan, the framework can be incorporated into language practice, teaching methodology, and professional preparation through connected task sequences. A scenario involving an ambiguous request, classroom misunderstanding, or contrasting expectation can support interpretation, dialogue, and reflection. Teacher educators can select indicators appropriate to the course objectives and explain them before the activity. Students can then examine their responses, discuss feedback, and practise a targeted communicative action. Repeated opportunities across different situations allow assessment information to contribute to an evolving account of professional learning.

Implementation requires attention to linguistic resources, participation opportunities, and the cultural complexity of each task. Separating intercultural criteria from linguistic accuracy supports focused interpretation, while consideration of comprehensibility preserves the communicative purpose of the activity. Shared examination of student work can help teacher educators refine descriptions and develop consistent assessment practices. Further development should address how the framework operates across courses, proficiency levels, and teaching situations, with particular attention to the interpretation of evidence over time. Prospective teachers can also use the framework when designing activities and feedback for their own learners. In this professional application, assessment becomes part of the capacity to organise respectful inquiry, recognise contextual influences, and respond thoughtfully to different perspectives. The framework thus offers a methodological basis for integrating intercultural assessment with instruction and reflection, enabling teacher education to address both students' present communicative decisions and their developing responsibility for guiding intercultural learning in future classrooms. Its practical value rests on clear expectations, contextual interpretation, and feedback linked to achievable actions within continuing professional preparation.

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