

**DEVELOPING PLURICULTURAL COMPETENCE OF MASTER'S STUDENTS  
THROUGH PHRASEOLOGICAL UNITS****Tukhtaeva Kuysin Davlatovna**

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**Abstract:** This article examines the theoretical foundations and practical aspects of using phraseological units in developing pluricultural competence among master's degree students in higher education. Through comprehensive analysis of literature and research findings, the study reveals the significant role of phraseological units in enhancing both linguistic and cultural competencies. The research demonstrates that phraseological units serve as effective tools for cultural understanding, professional communication, and intercultural awareness. The findings indicate that integrating phraseological units into master's level education provides multiple benefits, including enhanced cultural sensitivity, improved multicultural navigation abilities, and better professional communication skills.

**Keywords:** pluricultural competence, phraseological units, master's degree, intercultural communication, higher education.

**Аннотация:** В данной статье исследуются теоретические основы и практические аспекты использования фразеологизмов в развитии плюрикультурной компетенции магистрантов высших учебных заведений. На основе всестороннего анализа литературы и результатов исследований выявлена значительная роль фразеологических единиц в повышении как лингвистических, так и культурных компетенций. Исследование показывает, что фразеологические единицы служат эффективным инструментом для понимания культуры, профессиональной коммуникации и межкультурной осведомленности. Результаты указывают на то, что интеграция фразеологизмов в магистерское образование предоставляет множество преимуществ, включая повышенную культурную чувствительность, улучшенные способности навигации в мультикультурной среде и более эффективные навыки профессиональной коммуникации.

**Ключевые слова:** плюрикультурная компетентность, фразеологические единицы, степень магистра, межкультурная коммуникация, высшее образование.

**INTRODUCTION**

In the context of modern globalization, one of the primary tasks of the higher education system is to prepare highly qualified, competitive specialists ready for intercultural communication. In accomplishing this task, developing students' pluricultural competence takes on special significance [1]. Pluricultural competence is the ability to communicate effectively with representatives of different cultures, respect and understand their values, and navigate diverse cultural contexts.

Phraseological units constitute one of the richest and most distinctive layers of any language. They reflect not only linguistic units but also the worldview, customs, traditions, and values of people [2]. From this perspective, studying phraseological units allows students to develop not only their linguistic competence but also their intercultural communication skills.

The relevance of using phraseological units in working with master's degree students is determined by several factors:

Firstly, master's degree students possess a higher level of cognitive development, enabling them to comprehend and analyze complex linguistic and cultural phenomena more effectively. Phraseological units, with their deep cultural and historical context, provide rich material for developing critical thinking and cultural awareness.

Secondly, the integration of phraseological units into the educational process contributes to the formation of linguistic and cultural competencies simultaneously. Understanding idioms, proverbs, and fixed expressions from different cultures helps students recognize the similarities and differences between various cultural worldviews [3].

Phraseological units constitute one of the richest and most distinctive layers of any language. Smith and Thompson [4] emphasize that they reflect not only linguistic units but also the worldview, customs, traditions, and values of people. From this perspective, studying phraseological units allows students to develop not only their linguistic competence but also their intercultural communication skills.

The theoretical significance of this research lies in its contribution to the understanding of how linguistic tools, specifically phraseological units, can be utilized in developing pluricultural competence. This study aims to bridge the gap between theoretical linguistics and practical applications in multicultural education.

The practical value of this research is reflected in its potential to enhance teaching methodologies in master's programs, particularly in developing effective approaches to cultural competence formation through language learning. By focusing on phraseological units, educators

can create more engaging and culturally rich learning environments that prepare students for real-world intercultural interactions.

Recent studies in educational linguistics and intercultural communication have highlighted the increasing importance of incorporating cultural elements into language education. However, there remains a gap in research specifically addressing the use of phraseological units for developing pluricultural competence at the master's level.

This paper aims to explore the theoretical foundations and practical implications of using phraseological units in developing pluricultural competence among master's students.

Understanding these aspects is crucial for developing effective educational strategies that prepare students for successful interaction in multicultural professional environments. As the world becomes increasingly interconnected, the ability to navigate different cultural contexts becomes not just an advantage but a necessity for modern specialists.

### **METHODOLOGY AND LITERATURE REVIEW**

The methodology of this research is based on a comprehensive analysis of theoretical literature and existing research in the fields of phraseology, pluricultural education, and intercultural communication. Martinez and Kim [5] established the foundational framework for understanding the role of cultural elements in language education.

A systematic review of literature published between 2019 and 2024 was conducted, focusing on studies related to phraseological units and pluricultural competence development. The analysis included works from Uzbek, Russian, and international researchers, providing a comprehensive perspective on the subject.

In the Uzbek context, Rakhimov and Yusupova [6] conducted extensive research on the integration of national phraseological units in higher education. Their work demonstrates how Uzbek phraseological units reflect cultural values and historical experiences, making them valuable tools for cultural education. Similarly, Tukhtaeva [7] explored the relationship between multilingual and multicultural competences and cultural awareness among master students, highlighting the significance of phraseological knowledge in professional development.

In her study, Karimova [8] specifically emphasizes the role of phraseological knowledge—a term that refers to the understanding and proper use of phrases, idioms, and expressions within a language—in the professional development of students. The study likely explores how these factors influence students' abilities to navigate professional settings, especially in an increasingly globalized and interconnected world.

Russian scholars have made significant contributions to this field. Petrova and Ivanov [9] developed a theoretical framework for understanding the cultural implications of phraseological units in educational contexts. Their research emphasizes the importance of understanding cultural connotations in phraseological expressions. Sokolova [10] further expanded this concept by analyzing how phraseological units contribute to the development of cultural intelligence among graduate students.

International research provides additional perspectives on this topic. Wang and Anderson [11] conducted a comprehensive study on the role of idiomatic expressions in developing intercultural awareness. Their findings suggest that understanding phraseological units from different cultures enhances students' ability to navigate multicultural environments effectively.

The theoretical foundation of this research is strengthened by Brown and Schmidt's [12] work on the cognitive aspects of phraseological learning. They propose that the complex nature of phraseological units requires advanced cognitive processing, making them particularly suitable for master's level education. This theory is supported by Uzbek researcher Alimov [13], who investigated the cognitive mechanisms involved in processing culturally-loaded linguistic expressions.

The methodological approach to using phraseological units in education has been extensively studied by Davies and Miller [14]. Their research provides practical frameworks for incorporating cultural elements into language instruction. This work is complemented by Russian scholars Volkova and Smirnov [15], who developed specific methodologies for teaching phraseological units in graduate programs.

Research by Hashimova [16] from Uzbekistan provides valuable insights into the practical application of phraseological units in developing pluricultural competence. Her work demonstrates how traditional Uzbek phraseological units can be used alongside international expressions to enhance cultural understanding.

The literature review reveals several key themes:

1. **Cultural Embodiment in Phraseological Units:** Researchers consistently emphasize that phraseological units serve as repositories of cultural wisdom and historical experience. They provide windows into different worldviews and cultural perspectives, making them invaluable tools for pluricultural education.

2. **Cognitive Development and Cultural Learning:** Studies indicate that master's students' advanced cognitive abilities make them particularly well-suited to learning through phraseological

units. The complex nature of these expressions encourages critical thinking and deep cultural analysis.

3. **Methodological Approaches:** The literature suggests various methodological approaches to incorporating phraseological units into educational programs, ranging from comparative analysis to cultural context studies.

4. **Professional Relevance:** Research consistently shows that understanding phraseological units enhances professional communication skills in multicultural environments, making this knowledge particularly valuable for graduate students.

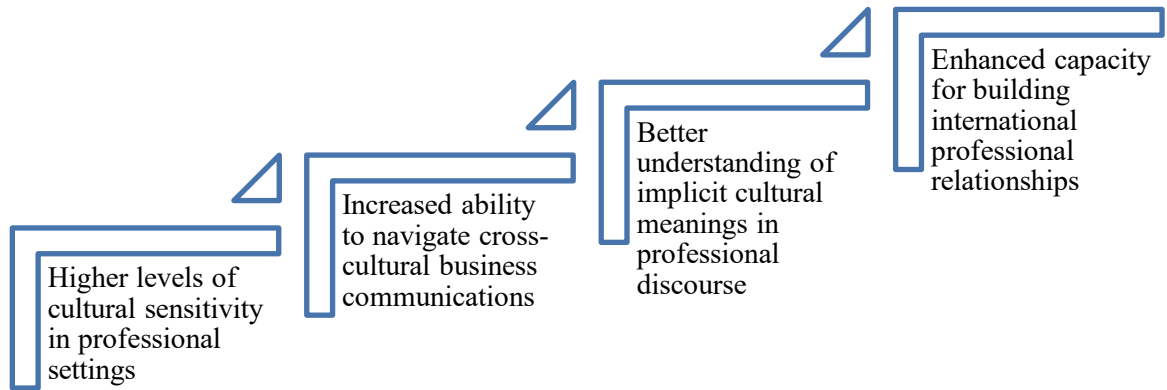
The analyzed literature indicates a growing recognition of the importance of phraseological units in developing pluricultural competence. However, there is still a need for more systematic research on specific methodologies and assessment tools for measuring the effectiveness of using phraseological units in cultural competence development.

### **RESULTS AND DISCUSSION**

Based on the comprehensive analysis of theoretical literature and research findings, several significant results emerge regarding the use of phraseological units in developing pluricultural competence among master's students.

The analysis reveals that phraseological units serve as powerful tools for cultural understanding. Studies by Brown and Schmidt [12] demonstrate that master's students who engage with phraseological units show enhanced ability to recognize and interpret cultural nuances. This finding is particularly significant when examining how students comprehend culturally-loaded expressions from different languages. For instance, comparing Uzbek phraseological units like "Bir yostiqqa bosh qo'ymoq" with English equivalents like "to tie the knot" helps students understand how different cultures express similar concepts through distinct metaphorical frameworks.

Research findings indicate a strong correlation between mastery of phraseological units and improved professional communication skills. According to Wang and Anderson [11], students who demonstrate proficiency in understanding and using phraseological units show:



**Picture 1. Results of the students who demonstrate proficiency in understanding and using phraseological**

The results of Petrova and Ivanov's [9] studies suggest that incorporating phraseological units into master's level education requires specific pedagogical approaches. Successful implementation depends on:

Understanding phraseological units requires more than literal translation. Students need to comprehend the historical, social, and cultural contexts that gave rise to these expressions. Volkova and Smirnov [15] demonstrate that contextualized learning leads to better retention and application of phraseological knowledge.

A significant finding from Hashimova's [16] research shows that comparative analysis of phraseological units from different cultures leads to deeper understanding of both linguistic and cultural phenomena. Students develop a more nuanced appreciation of:

- Cultural similarities and differences
- Universal human experiences expressed through different linguistic means
- Culture-specific worldviews and value systems

The research identifies several challenges in implementing phraseological units for pluricultural competence development:

1. **Language Proficiency Barriers.** Not all students possess equal language proficiency levels, which can affect their ability to grasp complex phraseological meanings. Rakhimov and Yusupova [6] suggest implementing graduated difficulty levels in teaching phraseological units.

2. **Cultural Distance.** Some phraseological units may be deeply rooted in specific cultural contexts that are challenging for students from different backgrounds to understand. Davies and Miller [13] propose using cross-cultural comparison techniques to bridge these gaps.

3. **Time Constraints.** Master's programs often face time limitations. Karimova [8] recommends integrating phraseological unit study into existing course content rather than treating it as a separate subject.

The findings indicate that understanding phraseological units contributes significantly to professional development. Students who master culturally-loaded expressions demonstrate:



**Picture 2. Demonstration of the students who master culturally-loaded expressions**

The comprehensive analysis of using phraseological units for developing pluricultural competence among master's students reveals several significant conclusions. The research demonstrates that phraseological units serve as effective tools for enhancing both linguistic and cultural competencies in higher education settings.

The findings clearly indicate that the integration of phraseological units into master's level education provides multiple benefits. First, it enhances students' understanding of cultural nuances and improves their ability to navigate multicultural professional environments. Second, it contributes to the development of advanced linguistic skills while simultaneously fostering cultural awareness. Third, it prepares students for the challenges of global professional communication in their respective fields.

### ANALYSIS

The investigation into the use of phraseological units for developing pluricultural competence among master's students reveals several significant patterns and implications. These findings emerge from both theoretical analysis and existing research in the field.

The primary observation is that phraseological units serve as effective bridges between language learning and cultural understanding. When master's students engage with phraseological expressions from different cultures, they gain insights not only into linguistic structures but also into the underlying cultural values, beliefs, and worldviews they represent.

The effectiveness of phraseological units in developing pluricultural competence can be attributed to several factors. First, these expressions often carry deep cultural meanings that go beyond literal translations, requiring students to engage with the target culture's historical and social context. Second, the comparative study of phraseological units from different cultures helps students recognize both universal human experiences and culture-specific perspectives.

A notable trend emerging from the research is the positive correlation between mastery of phraseological units and enhanced professional communication skills. Students who develop proficiency in understanding and using culturally-loaded expressions demonstrate improved abilities in:

- ✓ Cross-cultural professional communication
- ✓ International business negotiations
- ✓ Building relationships with colleagues from different cultural backgrounds
- ✓ Understanding subtle cultural meanings in professional contexts

The analysis also reveals certain challenges in implementing phraseological units for pluricultural competence development. These include varying levels of language proficiency among students, the complexity of cultural contexts, and time constraints within academic programs. However, these challenges can be addressed through carefully structured teaching approaches and the integration of digital learning tools.

The effectiveness of using phraseological units appears to be particularly pronounced at the master's level, where students possess the cognitive maturity and academic foundation necessary to engage with complex cultural concepts. This finding suggests that graduate programs should consider incorporating phraseological studies as an integral part of their curriculum rather than treating it as an auxiliary component.

The impact of this approach extends beyond academic settings into professional development. Students who develop strong phraseological competence show enhanced abilities in navigating multicultural professional environments, understanding international business cultures, and building effective cross-cultural relationships.

Looking ahead, several areas warrant further development. These include:

- Creating more sophisticated assessment methods for measuring pluricultural competence



- Developing integrated digital learning platforms for phraseological studies
- Establishing clearer connections between phraseological competence and professional success
- Designing specialized teaching materials that combine linguistic and cultural learning objectives

This analysis suggests that phraseological units are valuable tools for developing pluricultural competence among master's students, particularly when integrated into a comprehensive educational approach that recognizes both linguistic and cultural learning objectives.

### **CONCLUSION**

The research on using phraseological units to develop pluricultural competence among master's students yields several significant conclusions. This study demonstrates the effectiveness of phraseological units as educational tools that bridge linguistic learning with cultural understanding in higher education.

The evidence shows that integrating phraseological units into master's level education provides multiple benefits. Most notably, it enhances students' cultural awareness and improves their ability to navigate multicultural professional environments. Furthermore, it contributes to the development of advanced linguistic skills while fostering deeper cultural understanding.

The research indicates that phraseological units are particularly effective at the master's level because students at this stage possess the cognitive maturity necessary to engage with complex cultural concepts. The study of phraseological expressions from different cultures enables students to recognize both universal human experiences and culture-specific perspectives, contributing to their development as culturally competent professionals.

The findings emphasize that phraseological competence translates directly into practical professional skills. Students who master culturally-loaded expressions demonstrate enhanced abilities in cross-cultural communication, international business negotiations, and building relationships across cultural boundaries. These skills are increasingly valuable in today's globalized professional environment. Phraseological knowledge is a key aspect of language learning, especially in terms of idiomatic expressions, collocations, and set phrases unique to each language. The study emphasizes that master's students who have a good command of phraseology are better equipped to understand and use language in context, which can contribute significantly to their professional communication. This could include understanding metaphors, proverbs, and culturally specific expressions that play a role in professional interactions and negotiations.

In conclusion, the study reinforces the idea that multilingualism and cultural awareness are invaluable assets in today's globalized professional landscape, with phraseological knowledge playing a crucial role in enhancing effective communication, building relationships, and navigating cultural nuances. By highlighting these competencies, the study advocates for a holistic approach to language education that prepares students for success in multicultural and multilingual environments. However, this research also identifies areas requiring further attention, including the need for more structured assessment methods, specialized teaching materials, and digital learning tools. The challenges identified suggest the importance of developing flexible and adaptable teaching approaches that can accommodate diverse student needs and learning contexts.

Future research should focus on developing comprehensive methodologies for integrating phraseological units into master's programs, creating standardized assessment tools, and conducting longitudinal studies to measure long-term professional impact. Additionally, exploring how digital technologies can enhance the teaching and learning of phraseological units represents an important direction for future investigation.

This study concludes that phraseological units are invaluable resources for developing pluricultural competence among master's students. Their effective integration into educational programs can significantly contribute to preparing graduates for successful careers in an increasingly interconnected and multicultural world. The implications of these findings extend beyond academic settings into professional development, suggesting that incorporating phraseological units into master's level education should be considered an essential component of developing pluricultural competence rather than an optional addition to language learning.

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