

Assessment Indicators of The Level of Development of General Cultural Competence of Future Teachers Based on English-Language Materials

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Abstract: This article is aimed at identifying assessment indicators for determining the level of development of general cultural competence of future teachers based on English-language materials. The study reveals the content of general cultural competence through cultural knowledge, intercultural communication skills, tolerance, social activity, and respect for national and universal values. The potential of authentic English-language texts and multimedia materials in developing students' cultural outlook and communicative culture is analyzed. A system of indicators based on motivational-value, cognitive, and activity-based criteria was developed to assess the competence. The results show that the systematic use of English-language resources contributes to the effective development of general cultural competence.

Keywords: General cultural competence, future teacher, English-language materials, assessment indicators, intercultural communication, tolerance, competency-based approach.

Introduction: Training future teachers as well-rounded professionals with a broad outlook and the ability to understand socio-cultural processes is one of the key tasks of modern education. The effectiveness of a teacher's professional activity is determined not only by professional knowledge and skills, but also by the level of general cultural development, readiness for intercultural communication, tolerance, and attitudes toward national and universal values. In this regard, general cultural competence is recognized as an essential component of the professional training of future teachers.

English-language materials have significant didactic potential for the development of general cultural competence. Authentic texts, audio-visual resources, and culturally oriented materials expand students' knowledge about the cultures of different nations, foster intercultural thinking, and develop their communicative culture. Such an approach also contributes to the development of analytical thinking,

comparison, and reflection skills. At the same time, current educational practice shows that clearly defined criteria and indicators for assessing the level of development of general cultural competence based on English-language materials have not been sufficiently developed. This situation highlights the need to design scientifically grounded assessment indicators and to implement them in the educational process.

LITERATURE REVIEW

The development of general cultural competence in future teachers is widely studied as one of the priority areas of modern pedagogical theory and practice. The theoretical and methodological foundations of the competency-based approach have been developed by scholars such as I.A.Zimnyaya, A.V.Khutorskoy, N.F.Talyzina, and E.F.Zeer, who interpret general cultural, communicative, and social competencies as integrative professional qualities within the structure of professional training. In these studies, general cultural competence is substantiated as a systemic

characteristic reflecting an individual's cultural literacy, social adaptability, moral values, and the ability to function effectively within a socio-cultural environment.

Issues related to the formation of intercultural competence in foreign language education have been thoroughly examined in the works of M.Byram, C.Kramersch, D.Deardorff, and J.Bennett. According to their research, foreign language instruction contributes not only to the acquisition of linguistic knowledge but also to the development of intercultural communication skills, tolerance, empathy, and cultural awareness. In particular, the use of authentic texts and multimedia resources has been scientifically proven to enhance students' understanding of real socio-cultural contexts, their ability to analyze cultural differences, and the formation of global cultural awareness. Local pedagogical scholars such as N.Muslimov, B.Khodjayev, Sh.Sharipov, R.Ishmuhamedov, O.Tolipov and others have also investigated the development of professional and general cultural competence of future teachers. Their studies substantiate the importance of teachers' spiritual and cultural preparedness, the integration of national and universal values, and the pedagogical conditions for strengthening the cultural and educational components of the learning process.

The analysis of the literature shows that the theoretical foundations of general cultural competence and the general pedagogical opportunities for its development have been sufficiently explored. However, specific criteria and assessment indicators for determining the level of development of general cultural competence of future teachers based on English-language materials have not been adequately developed. This situation necessitates further scientific and methodological research and the creation of systematic assessment mechanisms in this field.

METHODOLOGY

The study was conducted based on competency-based, learner-centered, and systemic approaches. The competency-based approach made it possible to identify and assess the general cultural competence of future teachers as an integrated outcome of professional training. The learner-centered approach ensured consideration of students' individual characteristics, interests, and educational needs. The

systemic approach provided a comprehensive analysis of the motivational-value, cognitive, and activity-based components of general cultural competence in their interrelation.

The research was carried out with students majoring in pedagogy at a higher education institution. The study included diagnostic, experimental, and control stages. At the diagnostic stage, the initial level of students' general cultural competence was identified. During the experimental stage, specially designed learning tasks and activities based on English-language materials were implemented. At the control stage, the dynamics of changes were analyzed.

A combination of theoretical and empirical research methods was applied. Theoretical methods included the analysis, systematization, and generalization of scientific and methodological literature, as well as the modeling of assessment criteria and indicators. Empirical methods involved pedagogical observation, questionnaires, tests, analysis of practical tasks, interviews, and the study of students' reflective self-assessment results.

To determine the level of development of general cultural competence, a system of indicators was developed based on motivational-value, cognitive, and activity-based criteria. For each criterion, low, medium, and high levels of competence were defined. The obtained data were processed using quantitative (percentage indicators, mean values) and qualitative analysis to identify the dynamics of development. Mathematical and statistical methods were applied to ensure the reliability of the results.

RESULTS AND DISCUSSION

The study examined the impact of learning activities organized on the basis of authentic English-language materials on the development of general cultural competence of future teachers through an experimental approach. The results of the diagnostic stage showed that the majority of students demonstrated low and medium levels of general cultural competence. During the experimental stage, authentic texts, audio-visual materials, culturally oriented tasks, and problem-based discussions were systematically implemented.

The results of the control stage revealed positive changes in the levels of general cultural competence. In

particular, the proportion of students with a high level increased, while the number of those at a low level decreased. This confirms that the purposeful use of English-language materials is an effective pedagogical tool for developing general cultural competence.

According to the motivational-value criterion, students developed greater interest in different cultures, along with respectful and tolerant attitudes, and began to perceive learning about foreign cultures as an important factor in their professional development. Based on the cognitive criterion, students' knowledge of different nations' cultures, social values, and communicative behavior became more structured and in-depth. According to the activity-based criterion, students demonstrated the ability to analyze intercultural communication situations, compare cultural differences, and independently complete culturally oriented communicative tasks in English.

Reflective analysis showed that students developed the ability to evaluate their own cultural experience, compare it with other cultures, and form cultural self-awareness. In addition, independent and group

activities based on culturally rich materials contributed to the development of critical thinking, analytical approaches to problem situations, and the ability to accept diverse perspectives.

The quantitative analysis of the experimental results indicated positive dynamics across all components of general cultural competence. The practical application of the developed assessment indicators made it possible to determine students' development levels, identify individual difficulties, and organize differentiated instruction. Overall, the findings scientifically substantiate the pedagogical effectiveness of the systematic and step-by-step development of general cultural competence through English-language materials.

The quantitative analysis of the control stage results demonstrated positive changes in the levels of general cultural competence. The results of the diagnostic and final stages are presented in the table below.

Dynamics of the Levels of Development of General Cultural Competence of Future Teachers

Table 1.

Levels	Diagnostic stage	Final stage
Low	36%	24%
Medium	46%	48%
High	18%	28%

The data presented in the table indicate that, as a result of the experimental work, the proportion of students with a high level increased from 18% to 28%, while the number of students at the low level decreased from 36% to 24%. This confirms that learning activities organized on the basis of English-language materials serve as an effective pedagogical tool for the development of general cultural competence.

In addition, positive changes were observed across the motivational-value, cognitive, and activity-based components. Students demonstrated improved readiness for intercultural communication, increased tolerance, more structured cultural knowledge, and significantly enhanced practical communicative skills.

CONCLUSION

The results of the study demonstrated that the educational process organized on the basis of authentic

English-language materials effectively contributes to the development of general cultural competence of future teachers. The outcomes of the experimental work showed positive dynamics: the proportion of students with a high level increased from 18% to 28%, while the number of students with a low level decreased from 36% to 24%. These findings confirm that the systematic use of culturally oriented English-language materials produces positive results in the educational process.

The component-based analysis revealed that, within the motivational-value component, students developed greater interest in different cultures and more tolerant attitudes. In the cognitive component, cultural knowledge became more structured and its depth increased. The most significant improvement was observed in the activity-based component, where students demonstrated enhanced skills in analyzing

intercultural situations, comparing cultural differences, and performing culturally oriented communicative tasks in English.

The system of criteria and indicators developed within the study provides a scientific and methodological basis for assessing general cultural competence and identifying its development dynamics, and it contributes to improving the quality of teacher training.

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