

natija sug'urta savodxonligini aholining moliyaviy xavfsizligini mustahkamlash, sug'urta bozorining institutsional rivojlanishini jadallashtirish va risklarni boshqarish madaniyatini shakllantirishning muhim omili sifatida baholash imkonini beradi.

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SOCIOCULTURAL COMPETENCE AS A FOUNDATION FOR COMPLEX SKILLS IN FINANCIAL LITERACY AND GLOBAL CITIZENSHIP FOR INTERNATIONAL BUSINESS STUDENTS

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Abstract: *Globalization requires future business managers to master complex skills beyond linguistic proficiency, including sociocultural competence, financial literacy, and global citizenship. This paper explores how English as a Foreign Language instruction in Osh State University's International Business Program integrates these skills. Students in this program differ from those in the Department of Business Management by preparing for global employment, studying English, Spanish, and German. Classroom practices such as role-plays, bilingual glossaries, cooperative projects, and reflective exercises demonstrate that sociocultural competence is essential for ethical financial decision-making and successful international cooperation. This study addresses a research gap: although intercultural competence, financial literacy, and global citizenship have been studied separately, few works integrate them within business education. By embedding cultural awareness into language instruction, Osh State University prepares graduates to act as competent global citizens in diverse financial environments.*

Keywords: *globalization, financial literacy, global citizenship, sociocultural competence.*

Globalization and rapid economic transformation demand that higher education institutions educate learners with complex skills that extend beyond linguistic

competence. According to the State Educational Standards of the Kyrgyz Republic [8], programs preparing future business specialists must ensure graduates are equipped with international competencies, including foreign language proficiency, intercultural communication, and the ability to act responsibly in global financial contexts.

At Osh State University, the Department of Business Management prepares students for careers primarily within the national context. In contrast, the International Business Program specialty, established under the High School of International Educational Programs, trains students for employment in global markets. These students are distinguished by their curriculum, which requires them to study English as a Foreign Language, alongside Spanish and German, as part of their academic plan.

For international business students, language learning is not simply the acquisition of English vocabulary and grammar. It is a process of developing sociocultural competence and global citizenship, equipping them to negotiate, cooperate, and succeed in diverse international environments. Their future employment will extend far beyond Kyrgyzstan, requiring them to engage with multiple cultures, agree on financial projects, and build sustainable partnerships.

This paper argues that sociocultural competence is a prerequisite for financial literacy and global citizenship, enabling international business students to act ethically and effectively in international cooperation.

Scholars have long emphasized the inseparability of language learning and cultural understanding. Byram [1] argued that intercultural competence is a fundamental outcome of foreign language education. Building on this, Deardorff [2] and Kramsch [3] highlighted that sociocultural competence fosters empathy, adaptability, and the ability to navigate diverse contexts.

In parallel, research on financial literacy has focused on informed decision-making and technical knowledge. Lusardi and Mitchell [4] demonstrated its economic importance, though often treated as a purely technical skill. International surveys, such as those conducted by the OECD [6], further underline the global need for financial literacy competencies.

Global citizenship education has been advanced by UNESCO [5], which stresses fairness, sustainability, and responsibility as essential values for preparing learners to act in interconnected societies. Banks [7] similarly emphasized diversity, group identity, and citizenship education in a global age.

National policy frameworks also reinforce these priorities. The State Educational Standards of the Kyrgyz Republic [8] highlight international competencies, multilingual education, and global employability as mandatory outcomes for future business specialists.

Gap: While intercultural competence has been widely examined in language education, and financial literacy has been explored in economics and management, few studies have systematically connected these domains to global citizenship within business education. This gap underscores the need for integrated approaches that prepare future specialists with international competencies. The present study addresses this gap by demonstrating how sociocultural competence serves as the foundation linking financial literacy and global citizenship in the training of international business students.

Sociocultural competence: ability to engage across cultures, essential for negotiations and cooperation.

Financial literacy: informed, ethical financial decisions shaped by cultural norms.

Global citizenship: values of respect, sustainability, shared responsibility.

Integration: Sociocultural competence is the axis connecting financial literacy and global citizenship for international business students.

Participants: 20 International Business Program students at Osh State University.

Duration: One academic semester.

Activities:

Role-plays of international negotiations.

Bilingual glossaries of financial terminology.

Cooperative projects analyzing ethical finance cases.

Data sources: Lesson plans, student glossaries, reflective journals, project reports.

Analysis: Content analysis of outputs to identify evidence of sociocultural competence in financial literacy and global citizenship.

Findings and Case Examples

Negotiation role-plays: Students adapted communication styles, practiced transparency in contracts, and reflected that “transparency means different things in Kyrgyz and Spanish contexts.”

Glossaries: Improved accuracy in financial discourse, reinforced cultural sensitivity, and highlighted how terms like equity or liquidity shift across languages.

Cooperative projects: Linked financial literacy with ethics, teamwork, and accountability. Students emphasized that ethical finance requires both technical knowledge and cultural awareness.

Result: Sociocultural competence enriched financial literacy and prepared students for global citizenship.

Curriculum design: Integrate sociocultural competence into EFL business courses.

Classroom tools: Glossaries, role-plays, cooperative projects, reflective journals.

Institutional strategies: Promote transparency, interdisciplinary collaboration, global visibility.

Policy: Embed sociocultural competence into national standards for business education.

Sociocultural competence is essential for international business students, enabling them to act as financially literate global citizens. It ensures success in negotiations, cooperation, and ethical financial projects beyond Kyrgyzstan. Embedding sociocultural competence into EFL business education prepares graduates for global employment and strengthens institutional visibility. This approach directly fulfills the State Educational Standards of the Kyrgyz Republic [8], which require international competencies and multilingual readiness for future business specialists.

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O'ZBEKISTONDA MOLIYA BOZORINI ESG TAMOYILLARI ASOSIDA RIVOJLANTIRISH ORQALI XALQARO MOLIYA TIZIMIGA INTEGRATSIYALASHUVNI CHUQURLASHTIRISH

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Annotatsiya. Mazkur tezisdagi O'zbekiston – 2030 strategiyasi doirasida O'zbekiston moliya bozorini rivojlantirishning dolzarb masalalari hamda uni ESG tamoyillari asosida takomillashtirish istiqbollari ilmiy jihatdan tahlil qilinadi. Tadqiqotda milliy moliya bozorining hozirgi holati, institutsional va infratuzilmaviy muammolari, shuningdek barqaror moliya instrumentlarini rivojlantirish zarurati ko'rib chiqiladi. ESG standartlarini joriy etish orqali moliya bozorida oshkorlik, korporativ boshqaruv sifati va investorlar ishonchini oshirish imkoniyatlari asoslab beriladi. Shuningdek, ushbu tamoyillarning joriy etilishi O'zbekistonning xalqaro kapital bozorlariga chiqish imkoniyatlarini kengaytirishi hamda global moliya tizimiga integratsiyalashuv jarayonini jadallashtirishga xizmat qilishi ta'kidlanadi. Tadqiqot yakunida moliya bozorini barqaror rivojlantirish, yashil moliya instrumentlarini kengaytirish va xalqaro moliya institutlari bilan hamkorlikni kuchaytirishga qaratilgan ilmiy-amaliy takliflar ishlab chiqilgan.

Kalit so'zlar: Moliya bozori, ESG tamoyillari, barqaror moliya, investitsiya muhiti, xalqaro moliya integratsiyasi, kapital bozori.

So'nggi yillarda global iqtisodiyotda moliya bozorlarini modernizatsiya qilish, kapital bozorlarini chuqurlashtirish hamda barqaror moliya instrumentlarini rivojlantirish muhim strategik yo'nalishlardan biriga aylandi. Rivojlanayotgan davlatlar uchun moliya bozorini xalqaro standartlar asosida rivojlantirish xorijiy investitsiyalarni jalb qilish, iqtisodiy o'sishni rag'batlantirish va global moliya tizimiga integratsiyalashuvni ta'minlashda muhim omil hisoblanadi. Shu nuqtai nazardan, O'zbekiston – 2030 strategiyasida moliya tizimini isloh qilish, kapital bozorini rivojlantirish hamda barqaror moliya instrumentlarini joriy etish ustuvor vazifalar sifatida belgilangan.

Bugungi kunda O'zbekiston moliya bozori bosqichma-bosqich rivojlanib bormoqda. 2025 yil holatiga ko'ra mamlakatda 687 ta aksiyadorlik jamiyati faoliyat yuritib, chiqarilgan aksiyalar umumiy qiymati 241,8 trillion so'mni tashkil etadi, investorlar soni esa 1 milliondan ortiqni tashkil qiladi. Shuningdek, korporativ obligatsiyalar bozorida 44 ta emitent tomonidan 2,49 trillion so'm miqdorida obligatsiyalar chiqarilgan. Bank sektorida tijorat banklari kapitali 2024 yil yakuniga ko'ra 114,7 trillion so'mga yetgan.