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Didactic Conditions For Adapting Intercultural Communicative Tasks To A Digital Learning Environment Based On The Samr Model

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Abstract: This article examines the didactic conditions for adapting intercultural communicative tasks to a digital learning environment through the SAMR model in the preparation of prospective English language teachers at pedagogical universities in Uzbekistan. The analysis connects the four levels of the model, substitution, augmentation, modification, and redefinition, with the objectives, content, interaction patterns, and assessment of intercultural learning. Particular attention is given to culturally meaningful task design, the alignment of digital tools with communicative purposes, progressive learner autonomy, collaborative knowledge construction, and reflective assessment. The article presents a framework for adapting tasks according to students' language proficiency, digital readiness, and experience of interpreting cultural differences. Within this framework, digital resources support the comparison of cultural perspectives, collaborative discussion, and the production of materials for specific audiences. The central argument is that meaningful task adaptation requires coordinated decisions about cultural content, pedagogical support, technological accessibility, and assessment criteria. The proposed conditions provide methodological guidance for integrating digital activities into the professional preparation of future English language teachers.

Keywords: SAMR model, intercultural communicative competence, digital learning environment, didactic conditions, task adaptation, prospective English language teachers, collaborative learning, reflective assessment.

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SAMR MODELI ASOSIDA MADANIYATLARARO KOMMUNIKATIV TOPSHIRIQLARNI RAQAMLI TA'LIM MUHITIGA MOSLASHTIRISHNING DIDAKTIK SHARTLARI

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Annotatsiya: Ushbu maqolada O'zbekiston pedagogika universitetlarida bo'lajak ingliz tili o'qituvchilarini tayyorlash jarayonida SAMR modeli asosida madaniyatlararo kommunikativ topshiriqlarni raqamli ta'lim muhitiga moslashtirishning didaktik shartlari tahlil qilinadi. Tahlilda modelning almashtirish, kengaytirish, o'zgartirish va qayta belgilashdan iborat to'rtta darajasi madaniyatlararo ta'limning maqsadlari, mazmuni, o'zaro hamkorlik shakllari va baholash jarayoni bilan bog'lanadi. Madaniy jihatdan mazmunli topshiriqlarni loyihalash, raqamli vositalarni kommunikativ maqsadlarga muvofiq tanlash, talabalarning mustaqilligini bosqichma-bosqich rivojlantirish, bilimlarni hamkorlikda shakllantirish va refleksiv baholashga alohida e'tibor qaratiladi. Maqolada topshiriqlarni talabalarning til bilish darajasi, raqamli tayyorgarligi va madaniy farqlarni talqin qilish tajribasiga moslashtirish tizimi taqdim etiladi. Mazkur tizimda raqamli resurslar madaniy nuqtayi nazarlarni qiyoslash, hamkorlikdagi muhokama va muayyan auditoriyaga mo'ljallangan materiallarni yaratishga xizmat qiladi. Asosiy g'oya shundan iboratki, topshiriqlarni mazmunli moslashtirish madaniy mazmun, pedagogik ko'mak, texnologik foydalanish imkoniyati va baholash mezonlari bo'yicha o'zaro muvofiqlashtirilgan qarorlarni talab etadi. Taklif etilgan shartlar raqamli faoliyatni bo'lajak ingliz tili o'qituvchilarining kasbiy tayyorgarligiga integratsiyalash uchun metodik yo'nalish beradi.

Kalit so'zlar: SAMR modeli, madaniyatlararo kommunikativ kompetensiya, raqamli ta'lim muhiti, didaktik shartlar, topshiriqlarni moslashtirish, bo'lajak ingliz tili o'qituvchilari, hamkorlikda o'rganish, refleksiv baholash.

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Аннотация: В статье рассматриваются дидактические условия адаптации межкультурных коммуникативных заданий к цифровой образовательной среде на основе модели SAMR в процессе подготовки будущих учителей английского языка в педагогических университетах Узбекистана. Четыре уровня модели, замещение, расширение, модификация и переопределение, соотносятся с целями, содержанием, формами взаимодействия и оцениванием в межкультурном обучении. Особое внимание уделяется разработке культурно содержательных заданий, согласованию цифровых инструментов с коммуникативными целями, постепенному развитию самостоятельности студентов, совместному построению знаний и рефлексивному оцениванию. Представлена система адаптации заданий с учётом уровня владения языком, цифровой подготовленности студентов и их опыта интерпретации культурных различий. В рамках этой системы цифровые ресурсы поддерживают сопоставление культурных позиций, совместное обсуждение и создание материалов для определённой аудитории. Основная идея заключается в том, что содержательная адаптация заданий требует согласованных решений относительно культурного содержания, педагогической поддержки, доступности технологий и критериев оценивания. Предлагаемые условия служат методическим ориентиром для интеграции цифровой деятельности в профессиональную подготовку будущих учителей английского языка.

Ключевые слова: модель SAMR, межкультурная коммуникативная компетенция, цифровая образовательная среда, дидактические условия, адаптация заданий, будущие учителя английского языка, совместное обучение, рефлексивное оценивание.

Introduction

The preparation of prospective English language teachers requires attention to how learners interpret cultural meanings, negotiate differences, and participate responsibly in communication. For pedagogical universities in Uzbekistan, these

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objectives connect language education with the professional responsibility of preparing teachers who can organise culturally responsive learning. Digital environments introduce opportunities for such preparation through shared texts, multimedia resources, collaborative writing, and interaction across geographical boundaries. Their educational value depends on the tasks students undertake, the support they receive, and the criteria through which their participation is assessed.

Intercultural communicative tasks require learners to engage with perspectives that may differ from their own. A task might involve comparing interpretations of politeness, explaining culturally situated behaviour, or negotiating an appropriate response to a misunderstanding. Such activities combine language use with interpretation, reflection, and decision-making. Within teacher education, they also have a methodological dimension: prospective teachers learn to examine how task instructions, materials, and interaction arrangements influence opportunities for participation. Adapting these tasks to digital environments therefore involves decisions about both intercultural learning and future classroom practice.

The SAMR model provides a vocabulary for examining changes in technology-supported tasks through substitution, augmentation, modification, and redefinition. These categories direct attention to the relationship between technological functions and the organisation of learning. For example, moving a printed dialogue onto a screen preserves its existing structure, whereas collaborative annotation can introduce opportunities for feedback and comparison. More extensive redesign may involve jointly analysing contrasting interpretations or producing a multimedia resource for an audience. Nevertheless, the model requires contextual interpretation. Hamilton, Rosenberg, and Akcaoglu (2016) emphasise the importance of context, learning processes, and careful consideration of its hierarchical structure.

For intercultural education, selecting a SAMR level requires consideration of the communicative purpose and the cultural demands of the task. Students need opportunities to explain their interpretations, question assumptions, and

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respond to alternative viewpoints. The Council of Europe's treatment of online interaction offers a relevant reference for connecting language education with participation in digitally mediated communication (Council of Europe, 2020). In pedagogical university settings, these concerns intersect with differences in language proficiency, access to devices, digital experience, and readiness for independent work.

The present article addresses the didactic conditions that can guide the adaptation of intercultural communicative tasks through the SAMR model. Its focus is the preparation of prospective English language teachers within Uzbekistan's pedagogical university context. The analysis considers alignment between learning objectives and technological functions, the selection of culturally meaningful materials, accessible participation, graduated pedagogical support, collaborative interaction, and reflective assessment. These conditions are examined as interconnected elements of task design. The guiding research question asks how SAMR-informed adaptation can preserve the intercultural purpose of a task while reorganising its content, interaction, and expected products within a digital learning environment. Attention is also directed to the relationship between students' immediate participation and their developing ability to design comparable tasks for future learners. This establishes a methodological focus on decisions teachers make before, during, and after digitally mediated intercultural activity in university language teacher education.

Methods

The article adopts a conceptual and methodological design to identify didactic conditions for adapting intercultural communicative tasks through the SAMR model. The analytical focus is the relationship between a task's intercultural purpose and changes introduced by digital mediation. The dissertation provides the pedagogical context, including prospective English language teachers, competence components, interactive technologies, and reflective assessment. These elements are considered alongside the SAMR categories and the requirements of task design in pedagogical university education. The unit of

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analysis is a communicative task understood through its objective, materials, instructions, interaction pattern, learner product, and assessment criteria.

The analytical procedure begins by specifying the intercultural action expected from learners. Relevant actions include interpreting culturally situated meanings, comparing perspectives, explaining misunderstandings, negotiating responses, and reflecting on assumptions. Each action is connected with a communicative outcome, such as a jointly developed interpretation or a response adapted to a particular audience. This procedure establishes a basis for examining technological choices. A digital function is considered pedagogically relevant when its contribution to the intended action can be explained through the structure and demands of the task.

Task adaptation is then examined through substitution, augmentation, modification, and redefinition. At substitution, attention concerns preservation of the original task through a different medium. At augmentation, analysis considers functional additions, including annotation, replay, and accessible feedback. Modification concerns changes to collaboration, sequencing, or the distribution of responsibility. Redefinition concerns task arrangements that depend on digital connections or production possibilities, such as sustained collaboration with geographically dispersed partners. Classification follows the activity students perform and the organisation of their participation. The presence of multimedia, an online platform, or a collaborative document is interpreted in relation to these features.

A common task scenario supports comparison across the four categories. The scenario asks prospective teachers to interpret a misunderstanding arising from different expectations of politeness in an educational setting. Its adaptations retain the central interpretive problem while varying access to materials, opportunities for dialogue, collaborative procedures, and intended audiences. Using a shared scenario makes it possible to distinguish changes in technological provision from changes in communicative responsibility. The scenario also connects language learning with professional judgement, since participants

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must consider how a teacher could explain the misunderstanding and guide a respectful discussion.

Didactic conditions are derived by examining what each adaptation requires for purposeful participation. The analysis addresses objective alignment, cultural contextualisation, technological accessibility, linguistic support, collaborative organisation, and reflection. Assessment is integrated by matching observable task actions with criteria concerning interpretation, responsiveness, justification, and revision. The dissertation's motivational, cognitive, activity, and reflective components inform this alignment. Particular attention is given to whether students can explain a cultural interpretation, engage with another position, and reconsider their response after feedback. The resulting framework is organised around relationships among conditions, task features, and expected learning products. Throughout the analysis, the pedagogical university context guides decisions about manageable workloads, available resources, and the transfer of task design principles to future teaching. This approach produces a coherent basis for presenting the conditions and illustrating their application in teacher preparation.

Results

The analysis identifies six interconnected didactic conditions for adapting intercultural communicative tasks through the SAMR model: alignment with intercultural objectives, cultural contextualisation, technological accessibility, graduated support, structured collaboration, and reflective assessment. Together, these conditions establish a framework connecting technological choices with the interpretive and communicative actions expected from prospective English language teachers. Each condition addresses a specific task design requirement while contributing to the coherence of the learning activity. Objective alignment requires an explicit connection between the intended intercultural action and the digital function selected. When students compare interpretations of a misunderstanding, shared annotation can make contrasting explanations available for discussion. When the objective involves negotiating a response, collaborative drafting can support the exchange and revision of

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proposals. The resulting design principle is to select technological functions according to their contribution to interpretation, negotiation, or reflection. SAMR categories describe the organisation of these functions within the task.

Cultural contextualisation requires materials that situate communication within identifiable relationships, purposes, and circumstances. In the politeness scenario, relevant contextual information includes the speakers' roles, their familiarity, the institutional setting, and their expectations about appropriate requests. Digital adaptations can distribute this information through contrasting accounts, recorded dialogues, or accompanying comments. The task then directs students to explain how contextual details influence meaning. This condition also requires opportunities to consider variation within cultural groups and to examine several plausible interpretations of the same exchange.

Technological accessibility and graduated support determine how students enter and sustain participation. Accessible design includes readable materials, manageable file sizes, clear navigation, and alternatives for completing activities when continuous connectivity is difficult. Support addresses both language and task management through vocabulary prompts, model questions, participation instructions, and examples of justified interpretations. Support can be adjusted as learners assume greater responsibility. For prospective teachers, examining these arrangements also creates opportunities to relate their learning experience to decisions they will make when preparing classroom activities.

Structured collaboration specifies roles, interdependence, and opportunities for revision. Within the common scenario, substitution presents the dialogue digitally for individual interpretation. Augmentation adds replay, annotation, or embedded prompts. Modification reorganises the activity around distributed perspectives: group members examine different accounts, compare explanations, and construct a joint response. Redefinition enables geographically dispersed partners to contribute situated interpretations and jointly develop a resource for a defined audience. These adaptations illustrate different arrangements of communicative responsibility, with the appropriate

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choice depending on the learning objective, available partners, and teaching conditions.

Reflective assessment connects task products with evidence of interpretation and responsive participation. Suitable criteria concern the use of contextual information, consideration of alternative perspectives, explanation of communicative choices, and revision following feedback. A digital dialogue, jointly written response, or multimedia explanation can provide material for teacher feedback, peer discussion, and self-assessment. Reflection asks students to identify an initial assumption, explain how discussion affected their interpretation, and justify their final response. The framework therefore links task adaptation with professional learning: prospective teachers consider both their own intercultural decisions and the pedagogical arrangements supporting those decisions within digitally mediated university language learning activities and future classroom practice.

Discussion

The proposed framework positions SAMR as a tool for examining pedagogical decisions within intercultural language education. Its contribution lies in connecting changes in task organisation with the conditions supporting interpretation, dialogue, and reflection. For prospective English language teachers, this connection gives technological adaptation a professional purpose. Students participate in intercultural activities while examining how instructions, resources, and assessment shape communication. Their preparation can therefore address both the ability to engage with cultural differences and the ability to design learning experiences through which others develop comparable capacities.

The relationship between SAMR levels and pedagogical purpose deserves particular attention. A substitution task may be appropriate when learners need time to examine a dialogue and formulate an interpretation independently. Augmentation can support closer attention through replay, annotation, or explanatory prompts. Modification becomes relevant when exchanging perspectives requires a different distribution of information and responsibility.

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Redefinition offers possibilities for involving geographically dispersed participants whose experiences contribute to the interpretive problem. Selecting among these arrangements requires consideration of the objective, learners, resources, and interaction opportunities. This contextual reading accords with Hamilton et al.'s (2016) discussion of SAMR.

Cultural contextualisation gives the framework its intercultural focus. Materials about customs or national traditions can introduce useful information, but communicative tasks require attention to how participants understand a particular exchange. In the politeness scenario, interpretations depend on relationships, institutional expectations, personal experience, and the wording of a request. Providing contrasting accounts encourages students to consider these influences together. For teacher preparation, this approach supports discussion of how cultural examples are selected and presented. Prospective teachers can examine whether their explanations allow for individual variation and whether classroom questions encourage learners to justify interpretations using contextual evidence.

Accessibility, support, and collaboration require coordinated planning in Uzbekistan's pedagogical university context. Before selecting a digital arrangement, teacher educators need to consider students' available devices, connectivity, language proficiency, and familiarity with collaborative work. Asynchronous discussion may offer time for preparation, while downloadable materials can support participation across different access conditions. Linguistic prompts help students express disagreement, request clarification, and qualify an interpretation. Group roles can distribute responsibility for analysing evidence, asking questions, and synthesising responses. These arrangements also provide material for methodological reflection: students can explain which forms of support they would retain, adapt, or gradually withdraw when teaching their own learners.

Reflective assessment connects the framework with professional judgement. Criteria addressing contextual interpretation, responsiveness, justification, and revision direct attention to the quality of communicative decisions. Peer

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feedback can invite students to explain why an interpretation appears plausible, while self-assessment can trace changes between an initial response and a revised position. Such assessment also requires clear distinctions between linguistic accuracy, intercultural interpretation, and digital presentation. A polished product may contain weak reasoning, whereas a linguistically simple response may show careful consideration of another perspective. Teacher educators can use these distinctions to discuss fair assessment and meaningful feedback. They also raise questions about balancing individual contributions with collective products and recognising thoughtful participation across different modes of digitally mediated communication in university language teacher education.

Conclusion

Adapting intercultural communicative tasks to a digital learning environment requires coordinated decisions about objectives, cultural content, participation, support, collaboration, and assessment. The SAMR model provides a structure for examining how technology changes the organisation of these tasks. Its pedagogical usefulness depends on relating each adaptation to the communicative actions learners are expected to perform. In preparing prospective English language teachers, such actions include interpreting culturally situated meanings, considering alternative perspectives, negotiating responses, and explaining the reasoning behind communicative choices.

The framework developed in this article brings together six didactic conditions: objective alignment, cultural contextualisation, technological accessibility, graduated support, structured collaboration, and reflective assessment. Their relationship is central to coherent task design. An intercultural objective guides the selection of materials and digital functions; accessible arrangements enable participation; support prepares learners to engage with the task; collaboration creates opportunities to exchange interpretations; and assessment makes the quality of these processes visible. Teacher educators can use these connections when designing activities and when discussing methodological choices with students.

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The four SAMR categories offer different possibilities for organising learning. Substitution can preserve a task's structure while changing its medium. Augmentation introduces functions that support access, interpretation, or feedback. Modification reorganises interaction and responsibility, while redefinition enables arrangements dependent on digital connections and production possibilities. The choice among these categories should follow the learning purpose and the conditions of implementation. A task becomes pedagogically coherent when its technological features, communicative demands, and expected products work together. This principle allows teacher educators to select manageable adaptations and explain their educational purpose.

For pedagogical universities in Uzbekistan, implementation can begin with familiar communicative situations that contain interpretable differences in expectations or behaviour. Requests, feedback, classroom participation, and misunderstandings provide material for examining relationships between language, context, and perspective. Teacher educators can develop alternative digital versions of the same situation and ask students to compare their demands. Prospective teachers can then justify their choice of resources, anticipate participation difficulties, prepare linguistic support, and select assessment criteria. This sequence connects experience as a learner with responsibility as a future teacher.

Assessment should accompany adaptation from the planning stage. Criteria concerning contextual evidence, openness to alternative interpretations, responsiveness, and justified revision can guide feedback across different task formats. Individual reflection can complement collaborative products by making each student's reasoning visible. In this way, the framework supports a continuing relationship between participation, feedback, and professional development. Further development can focus on adapting the conditions to particular courses, language proficiency levels, and institutional resources, together with classroom investigation of how students interpret and complete the tasks. The central methodological contribution is a connected account of the

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decisions required to preserve intercultural purpose during digital adaptation. By examining those decisions through SAMR, prospective English language teachers can develop a more deliberate approach to technology-supported instruction. Their professional preparation can integrate task design, intercultural interpretation, and reflective judgement within a common pedagogical process, preparing them to organise purposeful digital communication and to explain how each teaching decision serves the learning needs of their future students in diverse educational settings.

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