

LINGUACULTURAL COMPETENCE AS A COMPONENT OF ENGLISH LANGUAGE
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Abstract

This article analyzes the issues of forming linguacultural competence in the process of teaching English from a scientific, theoretical and practical perspective. Linguistic and cultural competence represents students' understanding of the language in a cultural context, the ability to communicate taking into account national values and social norms. In the course of the research, the effectiveness of lessons organized on the basis of a communicative and intercultural approach was studied. The results of experimental work showed that education based on the lingo cultural component increases students' speech activity, cultural awareness and motivation.

Keywords: linguacultural competence, teaching English, intercultural communication, communicative competence, authentic materials, cultural awareness, motivation.

Introduction

Modern requirements in the system of teaching foreign languages are increasingly expanding. Today, learning a foreign language is not limited to knowing grammatical rules or increasing vocabulary, but also requires understanding the culture, national worldview and social relations expressed through language. In this sense, the formation of lingo cultural competence in the process of teaching English is of particular importance.

English, as the language of international communication, unites representatives of different nations and cultures around the world. However, it is difficult to achieve effective communication without

understanding the language culturally. Phrases used in speech, forms of address, gestures and rules of speech etiquette have their own characteristics in each culture. Therefore, the formation of linguacultural competence develops students' ability to behave correctly in intercultural communication.

Within the framework of the reforms being carried out in the field of education in the Republic of Uzbekistan, improving the quality of teaching foreign languages, in particular, the development of communicative and intercultural competences, has been identified as one of the priority tasks. The state educational standards indicate that students should be able to communicate freely in a foreign language, understand and respect cultural differences as important skills.

This article discusses the theoretical foundations, pedagogical methods and practical effectiveness of the formation of lingo cultural competence in the process of teaching English.

Research methodology (Methods)

A comprehensive approach was used in the research process. The following methods were used in the scientific work:

analysis of pedagogical and linguistic literature;

observation of the educational process;

experimental work;

diagnostic tests and questionnaires;

statistical and comparative analysis of the results.

The study was conducted with the participation of 60 students of a higher educational institution studying English. They were divided into two groups: a control group and an experimental group. In the control group, lessons were conducted based on traditional teaching methods. In the experimental group, special lessons were organized aimed at the formation of lingo cultural competence.

The following methods and tools were used in the experimental group:

authentic texts (newspaper articles, videos, podcasts);

role-playing games and situational communication exercises;

discussions dedicated to the customs and traditions of English-speaking countries;

comparative analysis method (Uzbek and English culture);

project work and presentations.

During the lessons, students' speech activity, cultural knowledge, and ability to enter into dialogue were systematically assessed.

Results

The results of the experimental work showed the high effectiveness of the linguacultural approach. In the experimental group, students' communication skills in English improved significantly. They became more confident in following cultural norms in speech and choosing appropriate means of expression for the situation.

According to the results of the survey, 85% of students in the experimental group noted that cultural lessons increased their interest in learning the language. In the control group, this indicator was significantly lower.

The results of diagnostic tests showed that students in the experimental group achieved high results in understanding idioms, national realities, and rules of speech etiquette. This indicates that their lingo cultural competence is being formed.

Discussion

The results confirm that the formation of lingo cultural competence increases the effectiveness of teaching English. When students begin to understand the language in a cultural context, their speech becomes natural, meaningful and purposeful.

Linguistic-cultural approach forms intercultural tolerance, respect and social activity in students. This is an important quality of a specialist in modern society. At the same time, this approach requires high professional skills and cultural knowledge from the teacher.

Incorrect or one-sided interpretation of cultural materials during the lesson can lead to negative results. Therefore, the teacher should explain cultural differences on a scientific and neutral basis.

Conclusion

In conclusion, the formation of linguacultural competence in the process of teaching English is an important component of modern education. The linguacultural approach serves not only to teach language units, but also to understand them in a cultural context. This develops students' ability to think in a foreign language and prepares them to communicate freely and effectively in real-life situations. Lessons enriched with cultural elements increase students' interest in the language, help to understand the inextricable link between the language being studied and culture.

The results of the study show that the use of authentic materials in English lessons, including videos, literary and journalistic texts, audio recordings, and communicative situations close to real life, has a positive effect on the effective formation of linguacultural competence. Also, the integration of cultural topics into the language learning process, the use of group and interactive methods increase students' activity and prepare them for intercultural communication. Therefore, the systematic use of methods

and techniques aimed at developing linguistic and cultural competence in teaching English should be considered an important factor in improving the quality of education.

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