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## MODERN APPROACHES TO THE DEVELOPMENT OF LINGUOCULTURAL COMPETENCE IN THE STUDY OF WRITING A FOREIGN LANGUAGE IN HIGHER EDUCATION

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### ABSTRACT

The article examines the contradiction between the theoretical justification of the priority of the formation of linguistic and cultural competence in university teaching of a foreign language and the lack of modern methods that contribute to this process. The main purpose of the study is to describe effective methods of updating linguistic and cultural knowledge. The authors of the article draw attention to the importance of developing linguistic and cultural competence, which allows students not only to master language skills, but also to understand foreign culture, its values and features. As part of the study, the authors propose to consider effective methods of updating linguistic and cultural knowledge that will help students to master a foreign language more deeply and fully. The article describes various approaches, such as the use of group forms of work, including discussions and debates, as well as the method of drama or dramatization. These methods allow students to be actively involved in the educational process, express their opinions and develop linguistic and cultural competence. The study concludes that it is necessary to improve teaching methods that would take into account the importance of linguistic and cultural competence. The results of the study can be useful for teachers and methodologists involved in the development of modern methods of teaching a foreign language, taking into account linguistic and cultural aspects.

### KEYWORDS

Teaching a foreign language, competence approach, case methodology, cognitive-discursive competencies, creative activity of students, socio-cultural competence, modernization of teaching, linguistic and cultural competence, intercultural communicative competence, WebQuests, cultural aspect in teaching a foreign language

### INTRODUCTION

Higher education today is focused on the development of a professionally oriented personality using a competent approach [4]. When integrating into the general educational space, students need professional mobility in order to communicate freely with representatives of other cultures. The modern world makes special demands on the individual in a global society. To meet these requirements, it is necessary to be a comprehensively developed and highly educated person with good adaptive abilities [8]. The Republican State Educational Standard of Higher Education defines the levels of foreign language proficiency and focuses on mastering linguocultural knowledge (O'z DSt 3557.2021, 2021), emphasizing the importance of being able to implement the ideas of tolerance and understanding the peculiarities of the traditions and mentality of other cultures.

## **LITERATURE REVIEW**

The relevance of this study is due to modern tasks that involve a change in approaches to the formation of linguocultural competence (LCC) in the process of teaching a foreign language.

The purpose of this study is to promote the idea of the need for continuous formation of the LCC in the process of teaching foreign languages for a conscious understanding of culturally marked units and free communicative orientation in the diversity of a foreign language society.

To achieve this goal, the following tasks were identified:

Analysis of the methods and techniques used for the formation of linguocultural competence: within the framework of the study, an analysis of various

approaches and techniques used in teaching students linguocultural knowledge was carried out.

Development of an algorithm for identifying and analyzing linguocultural information in a foreign language text: within the framework of the study, a methodology or toolkit was created for identifying and analyzing linguocultural information contained in texts in a foreign language.

Description of the methods of work related to the interpretation of linguistic and cultural phenomena that express a certain linguistic community: in the course of the study, methods were studied that help students understand and interpret linguistic and cultural features associated with a certain linguistic community.

The analysis of the scientific literature carried out within the framework of this study indicates that linguocultural competence is a complex phenomenon that combines the components of linguistics, cultural studies and competence. There are various approaches that allow focusing on the ability to interpret knowledge about culture and interact with linguistic material [9, 10]. It also notes the importance of understanding the linguistic picture of the world and the realization that linguistic signs and expressions require the use of extralinguistic means for their full understanding and interpretation [11].

The results of the study are in the selection of the most effective methods and techniques for the formation of LCC. The effectiveness of these methods is based on such criteria as the level of foreign language proficiency, the ability to interpret linguistic signs using extralinguistic means and the use of linguocultural knowledge to solve practical problems. The

experimental work consisted of three stages: preparatory (analysis of methods and techniques based on various approaches that contribute to the development of LCC), experimental (application of these methods and techniques in the classroom and in the process of independent work of students) and post-experimental (analysis of the results).

The analysis of the results showed that methods and techniques based on the problematic and project approaches are most effective for the formation and updating of linguocultural knowledge.

This example demonstrates linguistic and cultural features associated with geographical directions and their expression in the English-speaking culture. Using expressions like "up" north ", "down south ", "out west ", "back east " is characteristic of the English language and is associated with the characteristics of this culture.

In Uzbek, we usually use expressions like "in the north", "in the south", "under [Samarkand]" to indicate geographic directions. However, in English linguistic culture it is customary to use the expressions "above / below" to indicate directions. For example, "up north " means "in the north", and "down south " means "in the south". Such expressions can cause misunderstanding among native speakers of the Uzbek language, as they contradict the semantics of the Uzbek language.

This example demonstrates how linguocultural knowledge allows one to interpret and understand linguistic expressions and their relationship with culture, as well as how this knowledge can be applied for successful intercultural interaction and communication. Knowledge of such linguocultural

features is of great value in linguodidactics, which integrates the study of a foreign language with the culture and values of the people. This helps students develop professional literacy, form a tolerant attitude towards other linguistic cultures, their behavioral and mental stereotypes, and expand their understanding of their own culture.

## **METHODS**

The study of linguistic and cultural competencies also allows students to be aware of the national characteristics of their native culture in comparison with other cultures and learn to explain and convey their value orientations. This contributes to the development of self-awareness and the conscious study of a foreign language, increasing the communicative potential of students.

In the process of studying linguocultural interactions, cultural removals and rapprochements occur. Understanding the native culture plays an important role in studying the culture of other countries. Therefore, awareness of linguocultural aspects is of great importance in education and helps students to appreciate and respect their national culture, as well as expand their linguocultural horizons.

Indeed, the study of linguocultural competencies contributes to self-development and conscious study of a foreign language, which ultimately increases the communicative potential of students.

In the process of studying foreign language linguocultural interactions, cultural removals and rapprochements occur. This means that students are faced with differences and similarities between their native culture and the culture of a foreign language

country. They are aware that some concepts, values and norms may differ from their own.

Many researchers, both domestic and foreign, pay attention to the importance of understanding the native culture when studying the culture of a foreign-speaking country. This allows students to make connections between their own values, norms, and behaviors and the values, norms, and behaviors of members of another culture. The study of native culture becomes the starting point for understanding and analyzing the cultural characteristics of other countries.

Understanding the native culture helps students to realize how their own values and mentality can influence their interaction with speakers of another language and culture. They learn to overcome cultural barriers, develop tolerance and respect for other cultures.

## **RESULT AND DISCUSSION**

The study of linguocultural aspects also helps students to expand their linguocultural horizons. They get the opportunity to immerse themselves in the history, literature, art and customs of other peoples, which expands their cultural literacy and contributes to a deeper understanding of foreign culture.

Thus, the study of linguocultural competencies in the context of learning a foreign language plays an important role in the development of students, helps them to effectively use their communicative potential and develops their professional literacy.

The formation of linguocultural competence (LCC) suggests that students must have the ability to communicate based on knowledge of linguocultural

phenomena. These phenomena include lexical units with ethno-cultural semantics, behavioral images and stereotypes characteristic of the culture of the country whose language is being studied. They are symbols of cultural realities, which in the process of learning a foreign language are deciphered, comprehended and included in the communicative flow.

Linguistic and cultural realities include knowledge of key concepts, national psychotypes, precedent phenomena, mental and moral features, value attitudes, as well as features of the comic that are characteristic of the English-speaking linguoculture.

Among the basic methods and techniques, one can single out the design methodology and the "cultural capsule" method. In the project methodology, the emphasis is on immersion in the concept through a heuristic conversation and discussion of linguocultural information, which allows revealing the cultural background of the concept under discussion. Group forms of work, such as discussions, debates, symposiums and others, taking into account cultural situations and ethno-psychological factors, are also relevant.

The project methodology, or project methodology, is a popular technology in modern education. It provides for independent planning and implementation of work in a foreign language, which contributes to the activation of individualization in the learning process. Working on a project, students develop the skills of making independent decisions, both in choosing lexical units and in developing the entire project as a whole, applying the acquired knowledge and competencies. At the same time, the methodology also provides mutual learning through interaction, where project participants are forced to make both individual and



collective decisions, jointly solve learning problems and take part in educational role-playing games. In addition, the project methodology contributes to the development of creative activity, which, according to V.E. Glyzin and co-authors, significantly improves the quality of education and increases the interest of students in learning a foreign language [5].

Another method that has been successfully used in teaching a foreign language is taking a "culture capsule" (culture capsule), which was introduced and described by D. Taylor and D. Sorrenson [17]. The essence of this method lies in the fact that students are told about a specific phenomenon in the language or socio-cultural sphere, which is necessarily compared with a similar phenomenon or several phenomena in their native culture. "Culture Capsules" are emotionally rich and persuasive observations of the verbal and non-verbal behavior of native speakers of a foreign language, which are presented in the learning process.

When using the "capsule of culture" method, it is important to present linguistic and cultural material with a thoughtful presentation, which requires a high level of formation of linguistic and cultural competencies (LCC) of the teacher. The teacher should be able to select the necessary information, evaluate its reliability and discard prejudices, both their own and possible information sources [6, p. 168]. This method also contributes to the development of students' self-criticism and a conscious attitude to a foreign language culture, which is especially important in our time, when there are tense political relations.

Currently, an educational web quest is a problem task, for the solution of which it is necessary to use the information available on Internet sites. This effectively integrates the use of technology into the educational

process and allows students to use almost unlimited resources when working on a topic or project, supplementing them with their own resources, such as their own information sources, various visual materials, photographs, etc.

## CONCLUSION

When teaching a foreign language, communicative and competence-based approaches involve the use of group forms of work, such as various group discussions (round tables, Socratic conversations, debates, etc.). These forms of work make it possible to activate students by involving each participant in the learning process, expressing their own opinion, developing a topic for discussion and adopting a certain point of view.

Another popular method to use when teaching a foreign language is the drama method or dramatization. This method involves the creation of a real or fictional situation in which participants "live" in a foreign language, fully involved in the process.

In addition to active participation, it is important that students speak a foreign language, as well as have knowledge and understanding of linguocultural and linguocultural information. The use of all the previously considered knowledge, skills and abilities in realistic situations increases the interest of students in learning a foreign language, stimulates them in the learning process and contributes to the further formation of linguocultural competence.

Indeed, linguistic and cultural competence (LCC) plays an important role in teaching a foreign language. It does not allow to reduce the learning process to a simple memorization of lexical units and grammatical structures. Full-fledged mastery of a language is

impossible without understanding the culture of the country in which this language is spoken, and without understanding the realities of this culture.

Thus, awareness and understanding of cultural aspects are an integral part of teaching a foreign language and contribute to a deeper and more complete assimilation of the language.

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