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DEVELOPING STUDENTS' LINGUACULTURAL COMPETENCE THROUGH ENGLISH LANGUAGE TEACHING

Boysariyeva Fotima Tursunaliyevna
The Uzbekistan State World Languages University

Abstract. In the context of globalization and increasing international communication, learning a foreign language requires more than the acquisition of grammatical structures and vocabulary. Effective communication also depends on learners' ability to understand and appropriately use culturally determined linguistic patterns, values, norms, beliefs, and communicative conventions. The article argues that systematic integration of cultural content into English lessons can improve students' communicative competence, cultural awareness, critical thinking, and ability to communicate appropriately in multicultural contexts. The study also emphasizes the importance of teachers' cultural awareness and their ability to create an inclusive learning environment in which students can compare different cultural perspectives without developing stereotypes.

Keywords: linguacultural competence, English language teaching, cultural awareness, intercultural communication, foreign language education, authentic materials, communicative competence, language and culture.

Abstract. Globallashuv va xalqaro muloqotning kuchayishi sharoitida chet tilini o'rganish grammatik tuzilmalar va so'z boyligini o'zlashtirishdan ko'proq narsani talab qiladi. Samarali muloqot, shuningdek, o'quvchilarning madaniy jihatdan aniqlangan lingvistik naqshlar, qadriyatlar, normalar, e'tiqodlar va kommunikativ konventsiyalarni tushunish va ulardan to'g'ri foydalanish qobiliyatiga bog'liq. Maqolada madaniy kontentni ingliz tili darslariga tizimli integratsiya qilish o'quvchilarning kommunikativ kompetentsiyasini, madaniy xabardorligini, tanqidiy fikrlashni va ko'p madaniyatli kontekstlarda to'g'ri muloqot qilish qobiliyatini yaxshilashi mumkinligi ta'kidlangan. Tadqiqot shuningdek, o'qituvchilarning madaniy xabardorligi va o'quvchilar stereotiplarni rivojlantirmasdan turli madaniy nuqtai nazarlarni taqqoslashlari mumkin bo'lgan inklyuziv o'quv muhitini yaratish qobiliyatining muhimligini ta'kidlaydi.

Kalit so'zlar: lingvomadaniy kompetentsiya, ingliz tilini o'qitish, madaniy xabardorlik, madaniyatlararo muloqot, chet tili ta'limi, haqiqiy materiallar, kommunikativ kompetentsiya, til va madaniyat.

Аннотация. В условиях глобализации и расширения международных контактов изучение иностранного языка требует не только усвоения грамматических структур и лексики. Эффективность общения также зависит от способности обучающихся понимать и адекватно использовать обусловленные культурой языковые модели, ценности, нормы, представления и коммуникативные конвенции. В статье обосновывается, что систематическое включение культурологического компонента в уроки английского языка способствует развитию у студентов коммуникативной компетенции, культурной осведомленности, критического мышления и умения адекватно общаться в поликультурной среде. Также подчеркивается важность культурной компетентности преподавателей и их способности создавать инклюзивную образовательную среду, позволяющую студентам сопоставлять различные культурные взгляды, не формируя при этом стереотипов.

Ключевые слова: лингвокультурологическая компетенция, преподавание английского языка, культурная осведомленность, межкультурная коммуникация, иноязычное образование, аутентичные материалы, коммуникативная компетенция, язык и культура.

INTRODUCTION.

The relationship between language and culture has become an increasingly important issue in contemporary foreign language education. Language is not simply a system of grammatical rules and lexical units; it also reflects the history, values, traditions, worldview, and social practices of its speakers. Consequently, successful foreign language learning requires students to understand not only how a language is structured but also how it functions within a particular cultural context. English has acquired an especially significant position in international communication. It is used by people from different cultural backgrounds in education, business, science, tourism, technology, and everyday communication. Therefore, English language learners frequently encounter cultural differences in communication. A grammatically correct sentence may still be inappropriate if the speaker does not understand the social and cultural conventions governing its use. Thus, integrating language and culture into English lessons can contribute significantly to the development of students’ overall communicative competence.

The concept of linguacultural competence is based on the close relationship between linguistic and cultural knowledge. It refers to learners’ ability to understand and use language while taking into account the cultural meanings and social conventions associated with linguistic expressions. Linguacultural competence includes several interconnected

components. First, students need linguistic knowledge, including vocabulary, grammar, pronunciation, and discourse patterns. Second, they require cultural knowledge concerning traditions, values, social relationships, historical events, customs, and everyday practices. Third, they need pragmatic awareness that allows them to select appropriate linguistic forms according to the situation, participants, and communicative purpose. For example, the ways in which people make requests, express disagreement, apologize, compliment others, or refuse an invitation may differ considerably across cultures. A direct expression that is acceptable in one cultural context may be perceived as impolite in another. Therefore, students should learn not only the linguistic form but also the cultural conditions under which the form is appropriately used. Linguacultural competence can consequently be viewed as a bridge between language proficiency and intercultural understanding. It helps learners interpret language in its cultural context and prevents communication from being reduced to the mechanical application of grammatical rules.

Metodologiya

The relationship between language and culture in English teaching. Language and culture are inseparable elements of communication. Every language contains culturally specific concepts and expressions that cannot always be understood through direct translation. Idioms provide a clear example. Expressions such as “break the ice,” “spill the beans,” or “hit the nail on the head” have meanings that cannot be fully understood by analyzing the individual words. Their interpretation requires familiarity with the cultural and communicative conventions of English. Similarly, forms of address and politeness demonstrate the cultural dimension of language. The choice between formal and informal expressions, the use of titles, and the way requests are formulated may depend on social relationships and cultural expectations. Cultural meanings can also be found in proverbs, metaphors, jokes, literary works, historical references, and everyday conversational expressions. Therefore, English teachers should provide students with opportunities to explore such materials in meaningful contexts. An important objective of language teaching should be to help students recognize both similarities and differences between their own culture and English-speaking cultures. Such comparison can promote cultural awareness while helping learners maintain respect for their own cultural identity.

Results

Authentic materials are highly valuable for developing linguacultural competence because they expose learners to naturally occurring language and culturally relevant content.

Teachers can use:

newspaper articles;
interviews;
podcasts;
films and television programs;
advertisements;
social media posts;
menus;
public announcements;

websites; *songs and documentaries.*

literary texts;

For instance, students can analyze an authentic restaurant advertisement and identify culturally specific vocabulary, politeness strategies, and references to local traditions. Such activities allow learners to examine language as it is actually used in society.

Vocabulary instruction provides an effective opportunity for integrating culture into language education. Some lexical units contain cultural information that cannot be adequately explained through dictionary definitions alone. Teachers can introduce students to culture-specific words and expressions and encourage them to investigate their origins, meanings, and contexts. Students may compare English expressions with equivalent Uzbek expressions and discuss whether the meanings are identical or culturally different. This approach develops both lexical knowledge and cultural awareness.

The role of literature in developing linguacultural competence. Literary texts are another important resource for developing linguacultural competence. Literature provides learners with access to different social realities, historical periods, cultural values, and perspectives. Short stories, novels, poems, and excerpts can introduce students to culturally significant concepts while developing their reading and analytical skills.

Teachers should avoid treating literary texts exclusively as sources of vocabulary and grammar. Instead, students can be encouraged to examine:

characters’ behavior;

cultural values;

social relationships;

historical context;

forms of politeness;

cultural symbols;

attitudes toward family and society

For example, a literary text can be followed by questions such as: “What cultural values are reflected in the characters’ behavior?” or “Would the same behavior be considered appropriate in Uzbek society?” Such questions transform literary reading into an intercultural learning experience.

Discussion

An important objective of linguacultural education is to prevent stereotypes. Students should understand that cultural groups are internally diverse and that individual behavior cannot always be explained by nationality. Teachers should therefore encourage students to question generalized assumptions about cultures. Instead of presenting statements such as “British people always…” or “Uzbek people usually…”, classroom activities should emphasize variation, context, and individual differences. Critical cultural awareness enables learners to recognize their own cultural assumptions and evaluate cultural information objectively.

For example, students can analyze two different representations of the same culture and identify possible stereotypes. They can then discuss how media, literature, and personal experience influence perceptions of other cultures.

The teacher plays a central role in the development of linguacultural competence. An effective English teacher should function not only as a language instructor but also as a facilitator of intercultural learning. Teachers should create a classroom environment in which students feel comfortable discussing cultural differences. Cultural topics should be presented objectively and respectfully, without suggesting that one culture is inherently superior to another. Teachers should also select culturally appropriate materials and adapt them to students’ linguistic levels. Complex cultural concepts may be introduced through simplified texts, visual materials, videos, discussions, and practical activities. Moreover, teachers themselves need sufficient cultural awareness. Their understanding of both the target culture and students’ native culture enables them to establish meaningful comparisons and explain potential sources of misunderstanding.

Despite its importance, the integration of culture into English teaching may involve several challenges. One major challenge is limited classroom time. Teachers may prioritize grammar and examination requirements and consequently devote insufficient attention to cultural content. Another challenge is the availability of appropriate materials. Some textbooks may present simplified or stereotypical representations of English-speaking cultures. Teachers therefore need to supplement textbooks with authentic and diverse resources. Students’ different cultural backgrounds can also create challenges. A particular cultural practice may be interpreted differently by different learners. Teachers should therefore encourage discussion rather than impose a single interpretation.

Finally, teachers need to maintain a balance between teaching the culture associated with English and recognizing that English is now an international language used by speakers

from numerous cultural backgrounds. Linguacultural competence should therefore include the ability to communicate respectfully with diverse English users rather than simply imitate native-speaker behavior.

Conclusion

The development of linguacultural competence is an essential component of contemporary English language education. Language cannot be effectively learned independently of the cultural contexts in which it is used. Students need to understand not only vocabulary, grammar, and pronunciation but also the cultural meanings, social conventions, values, and communicative practices associated with language. English language teaching provides numerous opportunities for developing linguacultural competence through authentic materials, literature, vocabulary instruction, comparative cultural analysis, role-playing, project-based learning, and intercultural communication activities. The integration of cultural content into English lessons can enhance students' communicative competence, critical thinking, cultural awareness, and ability to communicate appropriately in multicultural environments. At the same time, teachers should avoid presenting cultures as homogeneous or static entities and should encourage students to recognize diversity within and across cultures. Ultimately, effective English language education should prepare learners not merely to speak English correctly but to use English appropriately, respectfully, and effectively in diverse intercultural situations. Therefore, linguacultural competence should be regarded as an important dimension of modern foreign language education.

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