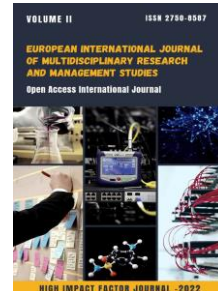

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**METHODS OF FORMING LINGUOCULTURAL COMPETENCE IN FOREIGN LANGUAGE
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ABOUT ARTICLE

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Abstract: The article examines the issue of the relationship and interdependence of language and culture. This problem serves as an important factor in teaching foreign languages and it is scientifically based by the author that it is necessary to study the folk culture belonging to this language, along with the linguistic features of the language. The views, approaches and recommendations related to this problem are described in this article.

INTRODUCTION

Uzbekistan's policy of openness, its active entry into the world market, and the expansion of international cooperation in all fields increase the need to know foreign languages. As the President of the Republic of Uzbekistan, Shavkat Mirziyoyev mentioned, "The time has come to establish a new system for teaching foreign languages in our country, which will be a solid foundation for the future. Since we have set ourselves the goal of building a competitive country, from now on, graduates of schools, lyceums, colleges and universities must have a perfect knowledge of at least 2 foreign languages. This strict requirement should become the main criterion for the activity of the head of every educational institution." [3]

Today, the interaction and interdependence of language and culture is one of the most relevant issues in language education. It should be noted that this problem serves as an important factor in developing the form and productivity of communication, teaching foreign languages. The formation of intercultural

competence is a complex and multifaceted process, which requires the development of the necessary linguistic competence for language learners to work in all fields.

Nowadays, the main goal of teaching foreign languages is not only the formation of linguistic knowledge, skills and abilities, and even the study of information about country studies as in a pamphlet, but also the linguistic features of the studied language, and the study of the national culture belonging to this language.

As linguist scientist Ter-Minasova pointed out that the ability to participate in intercultural communication in the pedagogical process should be systematically formed in foreign language education. "In today's era, when the intermingling of peoples, languages, and cultures is unprecedentedly widespread, there are problems such as cultivating tolerance towards other cultures, instilling interest and respect for them, and overcoming the feeling of being annoyed by the excess, lack, or dissimilarity of other cultures. It is through such an approach that it is possible to instill in students a comprehensive interest in the issues of intercultural communication. [1;4.]

THE MAIN FINDINGS AND RESULTS

According to the analysis of scientific literature, the formation of linguo-cultural competence in language learners implies the ability to learn, master and know the traditional features of speech activity depending on the values, ceremonies, customs and other national-cultural views of the people living in this region, the country.

The connection between language and culture, the reflection of a certain national culture in the language, and therefore the problem of learning this language by integrating it with the national culture has only been studied in recent years. It is mentioned in the researches of many scientists that the elements of the linguistic and cultural component of foreign language teaching consist of the characteristics of the national mentality in spiritual and material values . Linguistics knowledge includes non-equivalent and background lexis and the ways of its expression in the native language, cultural (i.e. culturological) signs of authentic texts, rules of speech behavior of language speakers.

In the process of teaching a foreign language, our students will have the opportunity to learn about the culture, customs and traditions of the country that they are studying. This, in turn, causes an increase in the number of young people who start communicating in foreign languages.

Until the 1980s, the main focus of teaching English to foreigners in our country was laid on language structure, grammatical rules and lexical units, and the role of culture in communication was not paid attention in language education. Today, under the influence of sociolinguistics, pragmatics, cultural linguistics, and the theory of intercultural communication, attention has been paid to the teaching of their culture in English language teaching, intense discussions have begun, and development has been achieved in this field. When teaching English as a foreign language, it is necessary to teach English culture integrally, and the views that culture cannot be taught separately from language began to be theoretically based. When learning English as a foreign language, students compare their own culture with the English culture. Due to the formation of national culture and national psychology of students, they may have differences or conflicts with English culture and psychology. In addition, it is desirable to integrate culture in teaching English to students from different regions and ethnically different cultures.

Language learning is a process that is inextricably linked with understanding the cultural knowledge of the language. By understanding the interlocutor's cultural ability, it is possible to make effective communication. Firstly, the history of the development of the English language is rich, and due to the uniqueness of its cultural heritage, it is natural that the volume of cultural information is also large. Secondly, from the point of view of language learners, the process of learning English culture and psychology may be somewhat different and contradictory in a special group that teaches English as a foreign language because they have formed the behavior and cultural psychology of their national culture before learning this language. For this reason, we recommend integrated teaching of English language and culture to students from different countries, regions and ethnic backgrounds with different cultures.[2]

The technology of developing linguistic and cultural competence of students includes the following stages:

1. Introduction of specialized terms and their potential possibilities for linguistics and cultural studies.
2. Analysis and discussion of the features of the use of terms for the development of linguistic and cultural competence of students.
3. Creating a problem situation and developing problem tasks aimed at developing students' linguistic and cultural competence.
4. Authentic materials by students: independent selection of specialized terms and information related to linguistic and cultural studies through text, linguistic comments on them, video films and other didactic tools.

5. Processing of information related to linguistic and cultural studies and systematization of knowledge about the concept of a foreign language, development of various methods of use of lexical-terminological tools of the field of specialization in students.
6. Analysis and evaluation of the quality of linguistic and cultural competence of students formed on the basis of the use of lexical-terminological tools in communicative activity (Table 1).

Block-module technology of development of linguistic and cultural competence of non-linguistic students of technical higher educational institutions

Steps	Content	Methods, forms and means
Motivational-encouraging stage	To study the potential possibilities of terminological tools to solve the task of developing students' LMK	Individual, group, public; brainstorming, brainstorming, training, discussion
Analytical stage	Analysis and discussion of the features of the use of terms for the development of students' LMK	Individual, group, public; reading with pauses
Billing stage	Involvement of future specialists in solving problematic tasks and educational situations in the development and formation of LMK	Individual, group, public; case-study, role-playing game
Productive (effective) stage	Independent selection of the terms in the texts by the students - a certain pedagogical task is set before the students and the methods of solving it are regulated	Individual, group, public; insert, algorithm, cluster
Creative stage	Development of invariant methods of using lexical-terminological tools of textile work among students	Individual, group, public; sinkwein, a research and creative project
Assessment-correction stage	Analysis and evaluation of the LMK of students formed on the basis of the use of lexical-terminological tools in communicative activity; to correct errors related to the use of lexical-terminological tools in the professional	Individual, group; self-analysis, self-evaluation, mutual control

	communicative activity of the future specialist and to make suggestions on improving the process of using lexical-terminological tools to solve certain communicative tasks in the field of professional activity	
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Our study confirmed the hypothesis that the terms, consisting of semantic condensation of word combinations, perform the function of creating content in the text and are reflected in the process of students' perception. On the other hand, learning a foreign language consists of getting acquainted with a part of the foreign worldview, and then trying to combine it with one's own worldview given by the native language. This is one of the main difficulties in learning a foreign language, which leads to a unique "division" of a person. This "ambivalence" can be overcome by cultivating intercultural competence. It is speech development that leads to the achievement of intercultural competence. [4]

Another way to develop linguistic and cultural competence of students is to teach them to understand the text correctly. It should be determined by the correct understanding of the words included in this text, including the terminological words considered basic (base, key) in technical texts. Therefore, in the process of education, determining the mechanism of word perception is considered one of the central tasks. This means that the semanticization of language phenomena at the lexical level, along with the actualization of linguistic units understood as the realization of the semantic components of words, becomes one of the most important ways of forming and developing students' linguistic and cultural competence.

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