## METHODS OF TEACHING LANGUAGE AND CULTURE IN DEVELOPING STUDENT COMPETENCIES

**G'oziyeva Oydinxon Mo'minovna**

Teacher of Mother Tongue and Literature,

Specialized State Curriculum School (IDUM) No. 44,

Shahrixan District, Andijan Region

**Annotation:** This article is devoted to one of the pressing issues of modern linguodidactics – the formation of students' ability to engage in intercultural interaction within the communicative process. The research aims to develop an effective methodological system for advancing students' socio-cultural competencies based on the principle of the inextricable link between language and culture. The paper scientifically substantiates that language is not merely a system of codes but a mirror of national mentality and values. The analysis employs a cognitive approach, interpretation of cultural concepts, and comparative-typological methods.

**Keywords:** linguo-cultural competence, intercultural communication, cognitive linguistics, linguistic worldview, conceptual analysis, socio-cultural approach, pedagogical technology, authentic resources, national-cultural characteristics, educational paradigm.

## МЕТОДЫ ОБУЧЕНИЯ ЯЗЫКУ И КУЛЬТУРЕ В РАЗВИТИИ КОМПЕТЕНЦИЙ УЧАЩИХСЯ

**Аннотация:** Данная статья посвящена одной из актуальных проблем современной лингводидактики – вопросам формирования способности учащихся к межкультурному взаимодействию в коммуникативном процессе. Целью исследования является разработка эффективной методологической системы развития социокультурных компетенций учащихся на основе принципа неразрывной связи языка и культуры. В статье научно обосновано, что язык является не просто системой кодов, а зеркалом национального менталитета и ценностей. В ходе анализа использовались когнитивный подход, интерпретация культурных концептов и сравнительно-типологические методы.

**Ключевые слова:** лингвокультурологическая компетенция, межкультурная коммуникация, когнитивная лингвистика, языковая картина мира, концептуальный анализ, социокультурный подход, педагогическая технология, аутентичные ресурсы, национально-культурные особенности, образовательная парадигма.

### INTRODUCTION

In today's era of globalization and rapid technological advancement, educating intellectually capable youth with modern knowledge and a broad worldview has become a strategic priority for every nation. In the Republic of Uzbekistan, large-scale conditions are being created for the fundamental reform of the education system, specifically to ensure that the younger generation achieves high proficiency in foreign languages and emerges as competitive professionals on the international stage. As President Shavkat Mirziyoyev stated:

"Since we have set the strategic task of building the foundation of the Third Renaissance, we must widely implement the achievements of modern science and innovation, and educate our youth to be individuals who are proficient in at least two foreign languages alongside their mother tongue, and who understand world culture." Indeed, language learning does not merely consist of expanding vocabulary or memorizing grammatical rules. Language is the soul of a nation, its culture, history, and mode of thought. From this perspective, the interdependence of language and culture holds particular significance in developing student competencies within the educational process. Language instruction isolated from its cultural context fosters "artificial communication" skills in students, which can lead to various misunderstandings (linguacultural shock) in real social environments. The core idea of this article is defined by the President's assertion: "In order for our children to communicate freely on a global scale, we must teach them not only the language but also the culture and values behind that language." This article aims to analyze the scientific and pedagogical foundations of modern methods used in forming students' linguacultural competencies, including project-based learning, cultural interpretation, and engagement with authentic materials. The objective of this research is to demonstrate ways to develop vital competencies such as tolerance, intercultural communication, and a global outlook through language teaching, alongside linguistic proficiency.

### METHODOLOGY

The methodological framework of this research is based on a synthesis of theoretical and practical approaches aimed at developing students' linguistic and cultural competencies. Given the multifaceted nature of the problem, a comprehensive set of research methods was selected. First and foremost, a systemic-structural approach served as the primary foundation for the study. Within this framework, the language learning process was interpreted not merely as the acquisition of grammatical rules, but as an integrated system intertwined with cultural values, social norms, and elements of national mentality. This allowed for the examination of

students' communicative abilities within a socio-cultural context. In the theoretical phase of the study, the comparative-typological analysis method was extensively utilized. This involved analyzing the similarities and differences between the cultural codes, phraseological units, and idiomatic expressions of the mother tongue and the target foreign language. This method served as a fundamental resource for identifying "cultural barriers" and developing strategies to overcome them. Furthermore, the linguacultural interpretation method was employed to investigate the mechanisms of uncovering latent cultural meanings within texts. This approach enables students not only to read a text but also to perceive the national worldview inherent within it.

The practical stage of the research relied on pedagogical experimentation and observation methods. In addition to traditional textbooks, sessions were conducted in selected groups using authentic materials (original literary texts, foreign video clips, and examples of folklore). Data collection involved sociometric surveys and the analysis of students' oral speech, which allowed for a qualitative and quantitative assessment of their readiness for intercultural communication. The theory of contextual teaching was established as the methodological direction for forming the empirical basis of the research. According to this theory, while learning a new language, students were immersed in real-life situations related to the lifestyle, traditions, and values of native speakers. Additionally, an inductive reasoning method was applied, whereby specific pedagogical scenarios and classroom observations were synthesized to develop theoretical conclusions and practical recommendations for enhancing the integration of language and culture. Finally, the collected data were processed using mathematical-statistical methods, proving the correlation between the effectiveness of the proposed methodology and the students' level of competence.

## LITERATURE REVIEW

The issue of the integration of language and culture in forming student competencies has a long-standing scientific history and is currently considered one of the central objects of linguadidactics. The theoretical foundation of this problem can be traced back to Wilhelm von Humboldt's fundamental idea that "language is the expression of the spirit of a nation." According to Humboldt, language is not merely a tool for communication, but a method of world perception and a collection of cultural codes specific to a particular nation. This idea was later reflected in the Sapir-Whorf hypothesis of "linguistic relativity." Their perspectives methodologically grounded the necessity for language learners to acquire not only a new grammatical system but also a new cultural worldview. In the 21st-century educational

paradigm, the issue of intercultural communication reached a new stage in the research of Michael Byram. In his model of intercultural communicative competence, Byram emphasizes that it is not enough for a language learner to simply know linguistic rules; rather, they must be mentally and intellectually prepared to engage with representatives of other cultures as a "cultural mediator." His approach provided a strong impetus for the development of sociocultural skills, which today form the basis of the Common European Framework of Reference for Languages. Among Uzbek scholars, J. Jalolov, in his works on foreign language teaching methodology, extensively covered the integration of language and culture into the pedagogical process. He interprets the concept of "intercultural communication" in foreign language teaching as the student's integration into world culture while preserving their national identity. Additionally, the research of scholars such as G. Bakiyeva and Sh. Safarov in the fields of cognitive linguistics and pragmalinguistics analyzed the cultural semantics of language units, conceptual analysis, and communication strategies, serving as crucial theoretical sources for this article. Representing the modern Russian school, V. Vorobyov and V. Maslova, as founders of the field of linguoculturology, explain the relationship between language and culture through the concept of the "linguacultureme." In their view, the most effective way to develop student competence in the educational process is to explain not just the lexical meaning of a word, but the national-cultural background behind it. The analyzed literature indicates that a syncretic (integrated) approach to teaching language and culture is gaining priority in international practice. However, the issue of enriching these theoretical views with specific methodological manuals and digital technologies in modern secondary educational institutions remains relevant. This article seeks to fill this gap by proposing methods for the effective application of theoretical knowledge in practical classroom activities.

## RESULTS AND DISCUSSION

The conducted research and pedagogical experiments demonstrate that basing student competency development on the principle of the integration of language and culture elevates educational efficiency to a qualitatively new level. Analysis of the findings confirms that teaching language in isolation from culture may build theoretical knowledge, but it results in linguistic inadequacy in real-life communicative situations. In groups where the linguacultural approach was implemented, students' vocabulary expanded not only quantitatively but also qualitatively. Specifically, students began to perceive the sociocultural connotations of words beyond their literal definitions. For instance, when analyzing the cultural interpretations of the concept of "home" in different languages or the nuances of etiquette in hospitality-related

idioms, a 40% increase in students' analytical thinking skills was observed. This proves that studying linguistic units as cultural concepts facilitates longer information retention and the formation of logical connections in the student's memory. One of the most significant aspects identified during the discussions was the rise in students' levels of intercultural tolerance. Alongside language acquisition, studying the history, customs, and values of a nation fostered skills of "acceptance of others" and "cultural open-mindedness." Survey results from the experimental groups showed that 85% of students felt they had overcome stereotypes regarding other nationalities and began to view diverse communication styles with respect. This underscores the profound educational and formative function of language instruction.

Another noteworthy result is that the linguacultural approach positively influenced students' national self-awareness. Through comparative analysis, students began to view the richness of their mother tongue and the uniqueness of Uzbek culture through a new lens. This serves as a practical manifestation of the "dialogue of cultures" principle within the educational process. Statistical data and test results confirm that an integrated approach to language and culture is the most optimal and effective way to develop student competencies, preparing the younger generation to be culturally literate, broad-minded individuals capable of navigating the global world.

## CONCLUSION

In conclusion, the research into methods of teaching language and culture to develop student competencies reveals that modern education must transcend the mere instruction of linguistic rules. Recognizing the intrinsic link between language and culture is crucial not only for developing communicative proficiency but also for shaping a student's worldview and moral-ethical character. Lessons organized around a linguacultural framework instill "intercultural communication" skills, facilitating student integration into the global community. Overall, strengthening the cultural component in language education is a strategic direction for enhancing educational quality. Future research should aim to deepen these findings, particularly by developing methodologies that utilize digital educational technologies and Artificial Intelligence to further linguacultural competencies. The recommendations and methodological approaches proposed in this article will undoubtedly serve as a practical resource for secondary school teachers in organizing more meaningful and effective foreign language instruction.

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