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DEVELOPING STUDENTS' LINGUCULTURAL COMPETENCE THROUGH ENGLISH LANGUAGE TEACHING

Jurakhanova Surayyo Abduakhatkhanovna
Senior lecturer Andijan State Pedagogical Institute

Abstract

This thesis examines the development of students' lingucultural competence through English language teaching. Lingucultural competence is understood as the ability to use a foreign language with awareness of cultural meanings, national values, communicative norms, traditions and social behavior. The purpose of the study is to determine how English lessons can support not only linguistic knowledge, but also intercultural understanding. The study is based on theoretical analysis of pedagogical and linguistic sources. The findings show that the integration of authentic materials, cultural context, dialogue-based tasks and comparative analysis develops students' ability to communicate appropriately in English. The thesis concludes that lingucultural competence is an essential condition for effective foreign language learning.

Keywords: lingucultural competence, English language teaching, intercultural communication, cultural awareness, communicative competence, authentic materials.

Modern English language teaching is no longer limited to the formation of grammatical, lexical and phonetic skills. In the conditions of globalization, academic mobility and international communication, students need to understand not only the structure of English, but also the cultural meanings expressed through it. Language reflects the worldview, traditions, values and social norms of its



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speakers. Therefore, students who learn English without cultural awareness may face difficulties in real communication, even if their grammar is correct.

Linguocultural competence plays an important role in preparing students for meaningful intercultural interaction. It allows learners to understand culturally marked words, idioms, proverbs, etiquette formulas, forms of politeness and communicative behavior. In English language teaching, this competence helps students interpret speech according to context, choose appropriate expressions and avoid misunderstanding. The relevance of the topic is connected with the need to train learners who can use English as a means of dialogue between cultures.

The study is based on qualitative theoretical analysis. Scientific works on linguoculturology, intercultural communication, communicative competence and English language teaching methodology were examined. The descriptive method was used to explain the content of linguocultural competence, while the comparative method helped identify the relationship between language units and cultural meanings. Pedagogical interpretation was applied to determine how cultural content can be included in English lessons.

The methodological basis of the study includes the ideas of communicative and intercultural approaches to language teaching. Special attention is given to the use of authentic texts, dialogues, video materials, literary fragments, proverbs and situational tasks. These materials are considered effective because they present English not as an abstract system, but as a living means of communication connected with social and cultural reality.

The analysis shows that the development of students' linguocultural competence through English language teaching depends on the systematic integration of language and culture. When cultural information is connected with vocabulary, students understand words more deeply. For example, words related to family,



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education, holidays, food, politeness and social relations often contain meanings that cannot be fully explained by translation. Their interpretation requires knowledge of the cultural background in which they are used.

English idioms and proverbs also have strong lingucultural value. They reflect collective experience, moral views and national images of the world. Teaching such units helps students understand figurative meanings and compare them with expressions in their native language. This comparison develops analytical thinking and prevents literal translation. As a result, students begin to perceive English as a culturally meaningful system.

Another important result is the improvement of pragmatic competence. Students learn that communication depends on situation, status, age, distance between speakers and purpose of speech. Requests, apologies, greetings, refusals and compliments may differ across cultures. If learners understand these differences, they become more confident and polite in communication. Thus, lingucultural competence strengthens communicative competence and makes speech more natural.

Authentic materials have a positive influence on students' motivation. Films, interviews, songs, advertisements, stories and real dialogues create interest because they show how English functions in everyday life. Such materials help students observe intonation, gestures, humor, emotional expression and cultural references. This makes the learning process more practical and meaningful.

Developing lingucultural competence requires a purposeful pedagogical strategy. Culture should not be presented as additional information at the end of the lesson. It should be included in all types of speech activity. In reading, students can analyze cultural symbols, values and behavior in texts. In listening, they can identify intonation, politeness and emotional attitude. In speaking, they can practice dialogues based on real communicative situations. In writing, they can



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learn how formality, respect and clarity are expressed in English messages, letters and essays.

The teacher has a key role in organizing this process. The teacher should explain cultural meanings without creating stereotypes. Students should be guided to understand that every culture is complex and dynamic. Comparative tasks are especially useful because they help learners see similarities and differences between English-speaking cultures and their own culture. This approach develops tolerance, respect and intercultural sensitivity.

Linguicultural competence also supports independent learning. When students learn to notice cultural elements in language, they become more attentive to context. They can work with authentic resources, interpret unfamiliar expressions and understand communication more consciously. This ability is important for lifelong learning, because English is often used in academic, professional and digital environments.

Linguicultural competence is an essential component of English language teaching. It connects linguistic knowledge with cultural understanding and prepares students for real intercultural communication. The development of this competence is possible through authentic materials, comparative analysis, communicative tasks and systematic attention to cultural context. English lessons become more effective when students learn not only how to speak correctly, but also how to speak appropriately. Therefore, developing students' linguicultural competence should be regarded as one of the main goals of modern foreign language education.

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