

PROBLEMS OF DEVELOPING LINGUOCULTURAL COMPETENCE IN SENIOR STUDENTS IN UZBEK- SPEAKING SCHOOLS

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Abstract: *This article presents ideas aimed at identifying and analyzing current issues in developing linguacultural competence in English among senior secondary school students in Uzbekistan. In the context of globalization, foreign language learners need to understand not only the linguistic rules of the language but also the closely related cultural context. Practical recommendations for improving educational programs and professional development for teachers are also provided.*

Keywords: *linguacultural competence, foreign language teaching, English language, graduating class, intercultural communication, teacher training, authentic materials.*

INTRODUCTION

Today, all spheres of life in the new Uzbekistan have become the site of profound reforms. Therefore, what should be addressed in the education sector in Uzbekistan to develop the linguistic and cultural competence of high school students, impart knowledge, and improve the quality of education? In recent years, practical work to organize all levels of the high school education system in accordance with modern requirements has entered a decisive phase in our country. The time has come for fundamental changes in general secondary education. Perhaps this is why all developed and developing countries today are paying serious attention, above all, to the spiritual, intellectual, physical,

and mental well-being of their citizens and finding ways to effectively utilize it for the benefit of society.

In today's globalized world, knowledge of foreign languages, particularly English, requires not only mastery of linguistic rules but also a willingness to engage in intercultural dialogue. Effective communication requires not only grammatically correct speech but also an understanding of the cultural context of the language, speech etiquette, gestures, and norms of behavior. The competence that embodies these aspects is called linguacultural competence. Although much attention is paid to teaching English in Uzbekistan, the emphasis is most often on the linguistic aspects of the language.

MAIN PART

The education and upbringing system in educational institutions serves to properly direct the developing abilities of our children, to raise them as strong individuals based on their emotional-intellectual capabilities. Therefore, educating the younger generation, developing their emotional-intellectual knowledge and supporting them are urgent social needs. Analyzing the literature on the problem of intellectual development, current scientific research is mainly carried out with interdisciplinary generalization based on an integrated program.

Today, concepts such as competence and competence are widely used in education. What is the true meaning of this word? The word competence (derived from the word "competence", "to compete") itself expresses the meanings of "to compete", "to compete", "to compete". When translated literally, it is expressed in the meaning of "the ability to compete". The essence of the term is that it is classified by concepts such as "efficiency", "adaptability", "achievement", "readability", "success", "effectiveness", "understandability", "specificity", "quality", "quantity". As can be seen from the above information, linguistic competence is the development of grammatical knowledge of the language in students and the formation of

students' ability to express their thoughts correctly, consistently, fluently and meaningfully, while making effective use of the wide possibilities of the Uzbek language.

This, in turn, implies the development of general abilities, not specific types of child activity. It follows that the development of emotional intellectual capabilities emphasizes the lack of a single point of view on the organization of student education and its substantive provision. In this context, it is appropriate to mention the meaning of the word intellectual.

METHODOLOGY

This article was developed to study the problems of developing linguocultural competence in senior students in schools where English is taught in Uzbek based on a comprehensive approach.

A mixed-methods approach was chosen as the research design. This approach, taking into account the complexity of the problem under study, allowed for the joint collection, analysis and interpretation of quantitative (statistical data) and qualitative (in-depth analysis) data.

The linguocultural approach should perform five functions: developmental, educational, educational, cognitive and professional. Developmental function. Its essence is that foreign language culture plays the most important role in cognitive processes, aimed at developing socially and professionally significant features of the student's personality, in particular: mental functions related to speech activity (verbal thinking, attention, memory), all types of imagination, perception, etc.); speech skills (phonemic hearing, language perception, guessing, differentiation, imitation and logical presentation, etc.); character traits such as hard work, determination, willpower, activity, and the ability to learn.

LITERATURE ANALYSIS

Today, the science of linguistics is taking shape with its new, modern areas. All its areas are aimed at studying the great creature of nature - man. At

the junction of linguistics and pedagogical sciences, the science of linguodidactych arose. This new area was formed in Russian linguistics based on the views of G.I. Bogin, I.I. Khaleeva, N.D. Galskova. L.S. Vygotsky's work "Thought and Speech" (1934) has not lost its effectiveness in teaching the native language and other languages for many years. In Uzbek linguistics, issues of linguodidactych have begun to be studied in recent years. We have not observed views on the psychological approach to linguodidactych in other scientific works. In linguodidactych, education is connected not only with the learning process, but also with the mechanism of the individual's personal activity. That is, to master a language, one must approach it based on the perception and abilities of the individual. Before we study modern language teaching - linguodidactych, we must have in-depth knowledge of human psychology. Because a person is the owner of consciousness, memory, thinking, and is always the creator of psychological processes. The individual psychological structure of a person is interconnected and in constant communication. If we pay attention to the following diagram, the structure of the human psyche is presented.

If culture is superficially integrated into language lessons or is completely ignored, the full communicative competence of language learners will not be formed. Also, from the point of view of Gardner's theory of motivation (Gardner, 1985), students' motivation to work with culturally interesting and relevant materials increases, which, in turn, has a positive effect on the development of linguistic and cultural competencies. Unfortunately, existing problems limit this type of motivation of students.

RESULTS

It was clearly shown that there are serious problems in the development of linguistic and cultural competences in English among senior students of Uzbek-language schools in Uzbekistan. Students have limited cultural knowledge, lack self-confidence in intercultural communication, and perform

poorly on linguistic and cultural competence assessment tests. The main reasons for these problems were identified as gaps in the methodological training of teachers, a lack of authentic and deep cultural content in educational materials, as well as insufficient attention to linguistic and cultural competence in the educational process.

Linguistic and cultural competence is the development of the student's personality through the acquisition of universal cultural concepts that reveal the objective connection between language and culture as a system of values. Teaching students linguocultural units and creating an image in their minds is a priority task. After all, if students do not master cultural units, it is useless to study other concepts. Another way to develop linguocultural competence is through works of art. Students should be taught various small texts or stories, short stories, novels. After they get acquainted with works of art, it is necessary to develop various interesting exercises and tasks so that the places where linguocultural units are present in the work are more understandable to students. This is one of the most effective methods of teaching linguoculture. In principle, it is also advisable to use texts in which linguocultural units are present with tasks in the lesson. When we statistically analyzed the linguistic and cultural units in textbooks, we witnessed a lack of linguistic and cultural units. Therefore, it is effective to provide additional information to make these units more understandable to students.

The concept of “competence” includes:

- 1) the expression of the meaning of the triad “knowledge, ability, skill” and the sacred connection between its components;
- 2) the ability to think critically;
- 3) the ability to actually carry out the activity;

CONCLUSION

Psychology has a strong influence on linguistic and didactics. Speech psychology studies how oral and written speech is formed. Whether speech is

oral or written, it is necessary that it expresses thoughts correctly, clearly, meaningfully, and effectively. For a student to achieve speech competence (listening, speaking, reading, writing), psychological and individual factors are also of great importance. In conclusion, language is a means of communication. At the same time, it is considered a factor in the development of thinking and understanding speech. Therefore, when we analyze the structure of a particular language in linguistic didactics, we should not ignore the fact that humanity perceives the world in this language based on its personal perception.

This study clearly showed that there are a number of serious problems in the development of linguistic and cultural competence in English among senior students of Uzbek-language schools in Uzbekistan. These problems are mainly related to the limited cultural knowledge of students, gaps in the methodological training of teachers, and the lack of cultural content in educational materials.

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