



UDK: 811.581.1

DOI: <https://doi.org/10.5281/zenodo.14634795>

ANALYSIS OF NATIONAL AND FOREIGN EXPERIENCES ON THE DEVELOPMENT OF LINGUOCULTURAL COMPETENCE OF STUDENTS

TALABALARNING LINGVOMADANIY KOMPETENENTLIGINI RIVOJLANISH BO'YICHA MILLIY VA XORIJIY TAJRIBASI TAHLILI

АНАЛИЗ НАЦИОНАЛЬНОГО И ЗАРУБЕЖНОГО ОПЫТА РАЗВИТИЯ ЛИНГВОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ

Murodilla Marufovich Yakubbayev

*Namangan state institute of foreign languages,
Namangan region, Turakurgan district, Yangiobod MFY, Saodat street, 28.
160700, e-mail: info@namsifl.uz
ORCID: 0000-0001-8084-8041*

Annotation.

The development of intercultural communication worldwide emphasizes the need to enhance the linguocultural competence of future foreign language teachers.

In developed countries such as the USA, Germany, Russia, Japan, France, Korea, and the UK, large-scale practical projects are being implemented to develop the linguocultural competence of future foreign language teachers. In the era of rapid globalization and information exchange, one of the pressing issues of today is studying methods aimed at ensuring the quality of education in globally recognized teaching models and conducting scientific research to adapt and align these methods.

This article is dedicated to studying national and foreign experiences in developing students' linguocultural competence and identifying their similarities and differences. Linguocultural competence mainly focuses on forming students' intercultural communication skills by familiarizing them with the culture of the language being learned. In today's globalized world, developing linguocultural competence is a vital part of the educational process. It involves not only language proficiency but also understanding the cultural values, traditions, and communication norms of native speakers.

In the context of national experience, the development of students' linguocultural competence in Uzbekistan is being carried out by incorporating linguistic and cultural content into curricula, using educational materials and multimedia tools. Particularly,

several successful projects have been implemented to integrate the principle of harmony between language and culture into the educational process.

Referring to foreign experiences, it can be noted that Western European countries, particularly Germany and France, have advanced methods for developing linguocultural competence. These include interactive lessons, intercultural exchange programs, integration of theatrical performances, and games into the educational process, which immerse students in the language and cultural environment.

The analysis shows that combining national and foreign experiences in developing linguocultural competence enables the effective growth of students' intercultural communication skills. Studying and adapting these experiences are particularly important for creating linguoculturally rich educational materials, especially for learners of the German language.

This article demonstrates the significance of linguocultural competence in the education system and substantiates the necessity of a comparative analysis of national and foreign approaches in this area.

Key words: *Linguistic and cultural competence, intercultural competence, intercultural communication, German language.*

Аннотация.

Развитие межкультурных связей в мире подчеркивает необходимость повышения лингвокультурной компетенции будущих преподавателей иностранных языков.

В таких развитых странах, как США, Германия, Россия, Япония, Франция, Корея, Англия, реализуются масштабные практические проекты по развитию лингвокультурной компетенции будущих преподавателей иностранных языков. В условиях стремительной глобализации и обмена информацией одним из актуальных вопросов современности является изучение методов, направленных на обеспечение качества обучения в образовательных моделях, которые доказали свою эффективность на мировом уровне, а также научные исследования по их адаптации.

Настоящая статья посвящена изучению отечественного и зарубежного опыта по развитию лингвокультурной компетенции студентов, выявлению их сходств и различий. Лингвокультурная компетенция в основном направлена на формирование у студентов навыков межкультурного общения в процессе изучения иностранного языка, а также на знакомство с культурой изучаемого языка. В условиях современной глобализации развитие лингвокультурной компетенции является важной частью учебного процесса. Это включает не

только знание языка, но и понимание культурных ценностей, традиций и норм общения носителей языка.

В рамках национального опыта развитие лингвокультурной компетенции студентов в Узбекистане осуществляется через включение лингвистического и культурного содержания в учебные программы, использование учебных материалов и мультимедийных средств. Особенно успешно реализуются проекты, направленные на интеграцию принципа гармонии языка и культуры в образовательный процесс.

Обращаясь к зарубежному опыту, можно отметить, что страны Западной Европы, такие как Германия и Франция, обладают передовыми методами развития лингвокультурной компетенции. Среди них можно выделить интерактивные уроки, программы межкультурного обмена, интеграцию театральных постановок и игр в образовательный процесс, что способствует погружению студентов в языковую и культурную среду.

Анализ показывает, что сочетание национального и зарубежного опыта в развитии лингвокультурной компетенции способствует эффективному развитию навыков межкультурного общения у студентов. Изучение и адаптация данного опыта имеют особое значение при создании лингвокультурно насыщенных учебных материалов, особенно для изучающих немецкий язык.

Настоящая статья доказывает важность лингвокультурной компетенции в системе образования и обосновывает необходимость сравнительного анализа национальных и зарубежных подходов в этой области.

Ключевые слова: Лингвокультурная компетенция, межкультурная компетенция, межкультурная коммуникация, немецкий язык.

Annotatsiya.

Dunyoda madaniyatlararo aloqalarning rivojlanishi bo'lajak chet til o'qituvchilarining lingvomadaniy kompetensiyasini oshirish zaruratini muhim ahamiyat kasb etmoqda. AQSh, Germaniya, Rossiya, Yaponiya, Fransiya, Koreya, Angliya kabi rivojlangan mamlakatlarda bo'lajak chet tili o'qituvchilarining lingvomadaniy kompetensiyasini rivojlantirish bo'yicha keng ko'lamli amaliy loyihalar amalga oshirilmoqda. Tez globallashuv va axborot almashinuvi davrida jahon tajribasida o'zini oqlagan ta'lim modellarida o'qitish sifatini ta'minlashga qaratilgan usullarni o'rganish va ularni muvofiqlashtirish bo'yicha ilmiy izlanishlar olib borish bugungi kunning dolzarb masalalaridan biridir.

Mazkur maqola talabalarning lingvomadaniy kompetentligini rivojlantirish bo'yicha milliy va xorijiy tajribalarni o'rganish, ularning o'xshashlik va farqlarini aniqlashga bag'ishlangan. Lingvomadaniy kompetentlik, asosan, chet tilini o'rganish jarayonida talabaning o'rganayotgan til madaniyati bilan tanishib, madaniyatlararo

muloqot qobiliyatlarini shakllantirishga qaratilgan. Bugungi globallashuv davrida lingvomadaniy kompetensiyani rivojlantirish o'quv jarayonining muhim qismi bo'lib, bu nafaqat tilni bilish, balki ushbu til so'zlashuvchilarning madaniy qadriyatlari, an'analari va muloqot normalarini anglashni ham o'z ichiga oladi.

Milliy tajriba doirasida, O'zbekistonda talabalarni lingvomadaniy jihatdan rivojlantirish o'quv dasturlariga lingvistik va madaniy mazmunni kiritish, o'quv materiallari va multimedia vositalaridan foydalanish orqali amalga oshirilmoqda. Ayniqsa, til va madaniyat uyg'unligi tamoyilini ta'lim jarayoniga tatbiq etish bo'yicha bir qator loyihalar muvaffaqiyatli amalga oshirilib kelinmoqda. Shu bilan birga, xorijiy tajribaga murojaat qilinganida, G'arbiy Yevropa mamlakatlari, xususan, Germaniya va Fransiya, lingvomadaniy kompetensiyani rivojlantirishning yetakchi usullariga ega ekanligi ko'rinadi. Ularda interaktiv darslar, madaniyatlararo almashinuv dasturlari, teatrlar va o'yinlarni ta'lim jarayoniga integratsiya qilish orqali talabalarni til va madaniyat muhitiga jalb etish ustuvor yo'nalishlardan biri hisoblanadi.

Tahlil shuni ko'rsatadiki, lingvomadaniy kompetentlikni rivojlantirishda milliy va xorijiy tajribalarni uyg'unlashtirish talabalarning madaniyatlararo muloqot qobiliyatlarini samarali rivojlantirish imkonini beradi. Mazkur tajribalarni chuqur o'rganish va moslashtirish, ayniqsa, nemis tilini o'rganuvchilar uchun lingvomadaniy jihatdan boy o'quv materiallarini yaratishda muhim ahamiyatga ega. Ushbu maqola lingvomadaniy kompetensiyani rivojlantirishning ta'lim tizimida alohida o'rin tutishini isbotlaydi va bu borada milliy hamda xorijiy yondashuvlarni qiyosiy tahlil qilishning zarurligini asoslaydi.

Kalit so'zlar: *Lingvomadaniy kompetensiya, madaniyatlararo kompetensiya, madaniyatlararo muloqot, nemis tili.*

INTRODUCTION

The development of intercultural relations in the world increases the need to improve the linguocultural competence of future foreign language teachers. In developed countries such as the USA, Germany, Russia, Japan, France, Korea, and England, large-scale practical projects on the development of the linguocultural competence of future foreign language teachers are being implemented. In the era of rapid globalization and information exchange, it is one of the urgent issues of today to study the methods aimed at ensuring the quality of teaching in the educational models that justify themselves in the world experience and to carry out research on their coordination with the national education system remains.

In higher educational institutions around the world, scientific research is being carried out to improve the effectiveness of the development of the linguocultural competence of future foreign language teachers and to develop linguocultural and

intercultural communicative qualities and language competences in the educational process. In this regard, the development of linguocultural competence among foreign language education students remains one of the priority tasks.

In recent years, the process of training future foreign language teachers in Uzbekistan has been organized on the basis of international qualification requirements, the training of specialists who can freely communicate in foreign languages based on the approach of linguistics and culture based on advanced foreign experience, and the norm of wide use of the achievements of world civilization. Foundations are being created. "Increasing the quality and efficiency of the activities of higher education institutions based on the introduction of international educational standards and the assessment of the quality of education [15] was set as a priority task."

The aim of this article is to explore and analyze the development of linguacultural competence among future foreign language teachers, with a focus on global educational practices and their applicability to the national education system of Uzbekistan. The article seeks to identify effective methods for enhancing the quality of foreign language teaching by examining successful international models and considering their integration into the training programs of higher educational institutions.

MATERIALS AND METHODS

In the XIX and especially in the XX centuries, under the influence of significant changes in science and technology, the differentiation, number, and significance of various areas of knowledge have changed significantly. The intensive emergence of new specialties and disciplines makes it necessary to provide them with language tools. This means that, along with the development of new subject areas, there is a rapid differentiation of professional languages.

The relevance of the problem of the difficulties of the speech culture of medical workers in the linguaculturological aspect is due to real factors. This is the development of intercultural contacts between countries, taking into account the universal and specific features of the behavior and communication of the peoples of these countries and the importance of identifying and accurately designating cultural values that underlie communication activities. Each linguistic personality, as a subject of linguistic study, is a generalized image of the bearer of cultural-linguistic and communicative-activity values, knowledge, attitudes, and stereotypes of behavior.

State educational standards of higher professional education, indicating the levels of proficiency in foreign languages, provide for the development of linguocultural and linguistic knowledge, including an idea of the main stages of the history of the country of the studied language, cultural monuments preserved on its territory, linguistic realities associated with the most important historical events, and cultural-historical and social associations. The cultural component is a prerequisite for intercultural communication, for which it is necessary to understand the similarities and differences

between the cultures of the native country and the country of the language being studied.

Competence is equal to the set of modern requirements for the activities of specialists in various fields, and its origin is related to the theory of management, ensuring its effectiveness on the basis of proper management of the work process in an adequate and fully compatible manner with the purpose of production, directing deontological treatment to the set goal and efficiency [17]. Accordingly, a person's linguistic competence is in harmony with his ability to direct his activities and his personal resources efficiently. It is necessary to mention David McClelland as the founder of the competence-based approach to human resource management [11]. He researched the psychological aspects of the features of the production process and brought to the forefront innovative education, interdisciplinary education, in-depth learning of foreign languages, and approaches to teaching them, which are integrated with the implementation of the results of scientific research activities.

Historically, the introduction of the concept of competence in the educational system and the acceptance of its importance are divided into the following stages: In the first stage (1960-1971), the concepts of “competence” entered the scientific circles and circulation, and the rules of their application and features of application were determined. The term “competence” was first used in 1965 by N. Chomsky, a teacher at the University of Massachusetts [6].

Being a linguist and psychologist, Noam Chomsky interprets this term as intuitive knowledge about language in his book “Syntactic Structures” [6]. This intuitiveness serves as a basis for the individual's acquisition of the native language and enables the ability to distinguish correct sentences from incorrect sentences. The semantic limit of this word is very wide today; in fact, this word means “agreement”, “compatibility”, “to match something” “to be compatible”. Today, this concept means more “universal, that is, a set of general features and requirements suitable for everyone”. These competencies are directed toward the fulfillment of tasks that need to be completed and solved within the framework of various specialties. Therefore, in N. Chomsky's classification, “competence” is a set of characteristics attributed to language and means a set of individual characteristics necessary to understand the linguistic essence of the language [175].

In the second stage (1970-1990s), the scope of application of the term “competence” increased dramatically; this word became a special term and began to mean a set of characteristics related to a certain field and was used in the organization of language theory, management, and communications. In 1984, the book “Competence in Modern Society: Its Identification, Development, and Release” by J. Raven (English) was published [16]. Human activities differ from each other according to the goals they

set for themselves and are manifested in different forms. They are reflected in the content of: creative activity, scientific activity, professional pedagogical activity, entrepreneurial activity, educational activity, management activity, and innovative activity, and as a result of changing conditions and tools, the spiritual and moral culture of a person improves.

There is a need to use it as an important source of increasing the efficiency of training and education of pedagogues by developing linguistic competences in future English language teachers and learning specific practical methods of its activation. It is implemented through various motives: it is expressed in value relationships, needs, interests, directions, goals, and relationships.

J.Raven, as a scientific task to himself, trying to illuminate the nature of professional competence from the point of view of modern society, distinguishes 37 components of competence that ensure the effectiveness of teaching and calls them “motivational ability” [16]. It is known that in 1988, during the celebrations of the 900th anniversary of the University of Bologna, the rectors of 80 European universities signed the document *Magna Charta Universitarum* (Great Charter of Universities). This event marked the beginning of the largest project in the history of the European education system, called the “Bologna Process”. Later, the “Bologna Declaration” was signed on June 19, 1999, creating a unified and equal opportunity for all in Europe, and its goal was to create a single and integrated European space of higher education [7].

From the point of view of competence, the Bologna process created an opportunity to fill the traditional paradigm of “knowledge” with the paradigm of “activity”, i.e., “competence” by employers in the European labor markets. As a result, the goal of personnel training in educational models was manifested in raising the concept of “competence” to the level of one of the most important characteristics in the scale of qualitative requirements of a specialist.

In the third stage (1990-2001), the entire world education system and the CIS, especially the Russian Federation, adopted the “Bologna Declaration” for the implementation and development of education, and one of the goals of educational reforms was the issue of professional “competence” as the main feature of the specialist’s qualitative indicators. During this period, a number of Russian scientists, in particular A.K.Markova, E.F.Zeer, and A.V.Khutorskoy, improved the concept of professional competence from the point of view of teaching methodology, psychology, and pedagogy in a scientific, theoretical, and methodological way.

Since the period of Ya.A.Komensky’s pedagogy, the purpose of imparting knowledge and training personnel has been focused on the process of the formation of knowledge, skills, and abilities in individuals, but now the main essence of being a professional is interpreted in connection with the concepts of “competence” and “competence” [9].

According to K.J.Riskulova, “competence” means a set of professional laws, principles, requirements, rules, duties, tasks, and obligations, as well as personal deontological norms, necessary for the owner of this or that profession. Competence is related to a person’s practical activity, and it is the ability to demonstrate competence norms in work experience based on creativity based on the requirements of society. The main criterion of competence is determined by effective activity and the training of competitive personnel [17].

M.Sh.Rozmetova believes that socio-cultural competence includes international linguistics, socio-linguistic, and cultural competences in her research. Theoretically, competence is a set of various abilities and characteristics of a person that are necessary for effective work in a certain field and are interrelated [18].

Competence is the manifestation of an algorithm that ensures efficiency through human capabilities. Therefore, competence is the goal-oriented actions and activities of a person as a specialist that fully demonstrate his capabilities. Systematization of the results of a person’s cognitive activity, in contrast to the knowledge that exists in the form of concepts and ideas, competence is determined only in practice [18]. In general, competence is the practical application of existing knowledge, skills, and abilities, the ability to provide missing knowledge, and the necessary knowledge, skills, and abilities that are characterized by the manifestation of one's capabilities. Therefore, in contrast to knowledge, competencies correspond to the possibilities of performing a practical task. Specialists also have general cultural and professional competencies. Universal competencies include instrumental, interpersonal, and systemic competencies [13].

Instrumental competencies include: a) cognitive ability, that is, the ability to understand and apply basic knowledge, ideas, and reasoning in various fields; b) methodological ability, i.e., understanding and managing the environment, organizing time, developing a teaching strategy, accepting and solving problems, knowing and applying the main national methods, organizing and planning, and information management skills; d) technical ability, that is, knowledge related to the use of technology, computer skills, and information management skills; e) linguistic skills, communicative competence, literate oral and written communication in the native language [2].

Competence is characterized by the following signs:

- to be able to correctly and quickly apply knowledge in any specific situation, taking into account its various aspects;
- the ability and readiness to make decisions and, at the same time, the ability to choose the most optimal decision option for this situation;
- organizing social activities and being able to use all opportunities for this;

- communicative skills that allow to establish relations with other people within the scope of activity with specific goals in mind and in an acceptable manner;
- possession of certain spiritual values, worldview, general cultural and moral qualities, and the presence of a feeling of striving for activity;
- to develop one's own creative abilities, to strive to acquire new methods of activity.

In the new social conditions, it is the responsibility of the future educators to achieve the goals of education, to organize various educational activities of the students in and out of class, to raise them to be knowledgeable, polite, faithful, patriotic, hardworking, and well-rounded people, and to direct them to the profession.

RESULTS

Today, the term “competence”, which has become widely used in the education systems of developed countries, has begun to cover the education system as the main direction of the new educational standard. The issue of competencies has long been considered in various fields of knowledge. The authors of the theory of competence are G.V.Vayler, Yu.V.Koynov, Ya.I.Lefsted, N.V.Matyach, V.V.Serikov, Ya.Voron, R.White, V.Chinapa, and others. On the basis of these works, issues related to the development of methods of the competence-based approach to the organization of education were considered by M.N.Skatkin, I.Yu.Lerner, V.V.Davydov, and other scientists [25].

The roots of these words go back to the Latin language, where “competens”: 1) suitable, appropriate, consistent; 2) competent, lawful; “compete”: 1) to harass, achieve, strive together; 2) meet, meet; 3) to happen; 4) coincide (in time); 5) correspond, fit, agree; 6) be fit, capable; 7) leg. demand according to law. [<http://linguaeterna.com/vocabula/alph.php>].

In the encyclopedic dictionary, “competence” is defined as 1) the scope of authority granted by law, charter, or other act to a particular body or official; 2) knowledge or experience in a particular area [5].

Among the signs of an ethnos (people), language and culture are considered the most important, and language occupies a special position; it is considered the main, brightest, and most stable indicator of an ethnos. Among the numerous functions of language and culture, there are those that provide a dialogue of cultures, carried out, of course, on the basis of a dialogue of languages. The uniqueness and originality of the language are created by culture, mentality, and “the spirit of the people” [19].

The core of the culture of any type of society is primarily spiritual culture and its components [14].

By linguocultural competence, we mean, following A.L.Berdichevsky, “acquaintance with modern reality, the culture of the country of the language being

studied through a foreign language, and mastering the national-cultural semantics of the language” [4].

In recent years, the problem of linguistic competence formation has been reflected not only in foreign but also in domestic science. It has been thoroughly investigated in the works of N. Borysko, O. Leontiyev, M. Nefedova, R. Minyar-Beloruchev, G. Tomakhin, Y. Passov, E. Turchaninov, M.O. Karpenko, V. Furmanova, N. Tchaikovsky, V.A. Maslova, and many other researchers. Scientists M. Nefyodova and T. Lotaryova point out the need to increase the level of linguocultural competence of foreign language teachers. M.O. Karpenko expresses the view that linguocultural and linguistic studies are interacting and that there is the groundwork for the study of the problem of “language and culture” and a number of basic theoretical propositions, concepts, and terms [8]. V.A. Maslova believes that linguistics and linguoculture differ in the fact that linguistics studies national realities that are reflected in the language [10].

S.G.Ter-Minasova had written: “Language is a mirror of culture; it reflects not only the real world surrounding a person but also the public self-consciousness of the people, their mentality, way of life, traditions, customs, and system of values” [21].

According to A.L. Berdichevsky, both cultures are important in the learning process (the native and the culture of the country of the language being studied). In the process of learning a foreign language, one can observe the rapprochement and removal of cultures, and as a result, a third culture is formed in the minds of students, thanks to which they will be able to understand the “cultural and national mentality” of the native speakers of the foreign language being studied, overcome language barriers, and expand opportunities for personal and professional development [4].

The process of linguocultural competence formation includes:

- 1) formation of students’ certain fund of background knowledge that forms the basis of inter-cultural communication;
- 2) students’ mastery of certain linguocultural minimums, that is, lexical units in which foreign cultural concepts are verbalized;
- 3) students’ mastery of certain verbal and nonverbal behavior samples in situations of inter-cultural communication [12].

The term “linguoculturological competence” has not yet settled down, has not become generally accepted for the school. Until now, in the methodological literature and in documents, one can find different designations of this competence: cultural studies, sociocultural, and ethnocultural. However, the essence is not in the name of competence but in the philologists' awareness of a “different” view of their subject, which consists in “radically changing the ratio in the school study of the content and formal aspects of the language” in order to “learn to perceive the language not as a pure

grammatical scheme... but as the phenomenal aspects of philosophy, history, and spiritual culture of the people as a whole, compressed for centuries” [24].

DISCUSSION

The precedent terms or proper names that are famous in a particular language or culture help teachers form the linguocultural competence of ESL students. Let’s talk about linguocultural competence [22]. The concept of linguocultural competence can be defined as the ability and willingness to have adequate understanding and interaction with the representatives of other linguocultural societies based on the acquisition of knowledge about the world, reflected in terms of language, and it forms the foundation of cognitive communication. Linguocultural competence is one of the basic components of communicative competence, the formation of which is the main goal of teaching foreign languages at the present stage. The content of linguocultural competence includes cognitive and communicative components. A set of these components ensures major activities of this model, which is aimed at achieving a final goal, resulting in information about the level of competence that will enable students to interact in a multicultural society [1]. The precedent texts, terms, and phrases have several functions.

In German language lessons, it is crucial to emphasize the interconnected teaching of culture and language to ensure the successful formation of students’ linguocultural competence. Language is not merely a tool for communication; it is deeply intertwined with the cultural context in which it is used. Understanding a language without an appreciation for the culture that shapes it can lead to misunderstandings and a superficial grasp of the language. Therefore, integrating cultural education into language lessons is essential for fostering a comprehensive understanding of both the linguistic and cultural nuances of the German language.

This approach is particularly important for foreign students who plan to engage in professional fields where intercultural communication is critical. For example, in the context of medical practice in German hospitals, it is not enough for a foreign healthcare professional to simply know the German language. They must also grasp the cultural mentality of German-speaking patients with whom they will interact daily. Effective communication in such a setting goes beyond basic language proficiency; it requires an understanding of how cultural factors influence patient behavior, expectations, and responses to medical care.

When a foreign doctor or nurse communicates with patients, they are not just exchanging information. They are building trust, collecting medical histories (anamnesis), diagnosing conditions, and explaining treatment plans. These tasks require more than technical vocabulary; they demand sensitivity to cultural norms, values, and attitudes. For instance, understanding how German patients perceive authority figures

like doctors, their expectations about healthcare, or their attitudes towards certain treatments is vital for ensuring effective communication and patient compliance.

Moreover, the ability to explain the importance of adhering to prescribed treatments or maintaining a daily routine requires more than linguistic accuracy. It involves conveying these instructions in a culturally appropriate manner, taking into account the patient's worldview and beliefs. Failure to do so can lead to misunderstandings, reduced patient satisfaction, and even non-compliance with treatment plans, all of which can have serious consequences in a healthcare setting.

Therefore, in German language lessons, educators should strive to create learning environments where language and culture are taught in tandem. This integrated approach will equip students not only with the ability to speak German fluently but also with the cultural competence necessary to navigate complex intercultural interactions effectively. By doing so, we prepare students for real-world situations where cultural understanding is as important as language proficiency, ensuring that they can communicate effectively and empathetically in diverse settings. Thus, the formation of linguocultural competence is mandatory in the educational process since this competence becomes an integral part of the structure of a linguistic personality. In this regard, the formation of linguocultural competence is one of the mandatory conditions for teaching a foreign language. Linguoculturological competence is defined as “the knowledge of the ideal speaker or listener of the entire system of cultural values expressed in language” [23].

CONCLUSION

The formation of linguocultural competence among foreign language learners is a critical aspect of their overall language proficiency, particularly in understanding and appreciating the cultural nuances embedded in the language. This competence is effectively assessed through targeted tests that measure students' knowledge of lexical units with national-cultural semantics and their ability to comprehend cultural references and backgrounds. For example, the *Russian Culture Milestones* manual has proven to be an invaluable resource in helping foreign-speaking students grasp the Russian linguistic worldview, as demonstrated by its successful application in educational settings.

Furthermore, in the process of developing linguocultural competence, it is essential to incorporate comparative studies of proverbs and idiomatic expressions from both the target language and the students' native languages. Specifically, the use of German proverbs, when juxtaposed with phrases that carry similar meanings in the students' native languages or an intermediary language, enriches the learning experience. This method not only highlights the similarities and differences between cultures but also deepens students' understanding of the German language and the cultural mentality of

its native speakers. By engaging in such comparative linguistic activities, students can enhance their awareness of cultural diversity, strengthen their language skills, and develop a more nuanced appreciation of the cultural contexts in which languages operate.

Overall, the integration of culturally rich materials and comparative linguistic exercises into the curriculum is pivotal in fostering a well-rounded linguocultural competence. This approach not only aids in language acquisition but also equips students with the cultural insights necessary for effective intercultural communication.

REFERENCES:

1. Almira Garaeva (2014), Social and Behavioral Sciences. Procedia. Volume 152. Pp 1012 – 1018.
2. Арефьев Р.С. Формирование готовности к само проектированию коммуникативной компетентности студентов педагогического вуза Диссертация на соискание ученой степени кандидата педагогических наук. Сочи, 2004. 190 с. [Formation of readiness for self-design of communicative competence of students of a pedagogical university] Dissertation on obtaining the academic degree of candidate of pedagogical sciences. Sochi, 2004. Pp.190.
3. Бердичевский, А.Л. (2002). Русский язык за рубежом. №2. С 60-65. [Russian language abroad.] №2. Pp. 60-65.
4. Бердичевский А.Л., Гиниатуллин И.А., Тарева Э.Г. (2019) Методика межкультурного иноязычного образования в вузе. Учебное пособие. Москва, Издательство “ФЛИНТА” [Methods of intercultural foreign language education in higher education institutions. Study guide].
5. Big encyclopedic dictionary, ch. ed. A.M. Prokhorov.(1628) М.: Council. Enycl., 1993, p.
6. Chomsky N. (1957), Syntactic Structures, The Hague: Mouton,
7. John Raven, H.K. Lewis & Co. (1984). Competence in Modern Society: Its Identification, Development, and Release., London,
8. Карпенко, М.Л. (1997). Понятие «лингвокультурология», «лингвострановедение», «лингвокраеведение» и их соотношение. Язык и культура. № 3. С. 89-91. [The concept of “linguocultural studies”, “linguocultural studies”, and “linguoregional studies” and their relationship].
9. Коменский Я.А. Избранные педагогические сочинения. Москва: Педагогика, 1982. 656 с. [Selected pedagogical works].
10. Маслова В.А. Лингвокультурология: Учебное пособие для высших учебн. зав. Москва, 2004. 208 с. [Linguocultural Studies: A Textbook for Higher Education].

11. McClelland, D.C. (1998). Identifying competencies with behavioral event interviews. *Psychological Science*, 9, 331-339.
12. Миньяр-Блоручев Р.К. (1999), Как стать переводчиком? – Москва: Готика, 1999. С. 176. [How to become a translator?].
13. Mirzayeva M.N., (2022). Oliy ta'lim muassasalari talabalarini kasbga yo'naltirib o'qitishda kommunikativ kompetensiyalarini rivojlantirish texnologiyasi., Ped. fan. dokt. diss. Avtoreferati. [Technology of development of communicative competence of students of higher educational institutions in vocational training., Ped. science. dr. diss. Abstract].
14. Николаева Н. В. (2019). Проблемы диалога культур: инновационный аспект. *Социально-гуманитарные знания*, 2019. №4.С. 56-64. [Problems of dialogue of cultures: innovative aspect].
15. O'zbekiston Respublikasi Prezidentining 2018-yil 5-iyundagi "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi PQ-3775-son qarori. [Decree of the President of the Republic of Uzbekistan dated June 5, 2018 "On additional measures to increase the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country", Decision No. PQ-3775].
16. Равен Дж. Компетентность в современном обществе: выявление, развитие и реализация / Пер. с англ. – М., "Когито-Центр", 2002. – 396 с. [Competence in Modern Society: Identification, Development, and Implementation].
17. Riskulova, K.J. (2017). Bo'lajak ingliz tili o'qituvchilarini sotsiolingvistik kompetensiyasini shakllantirish tizimi: Diss...ped. Fan.dokt. – Tashkent, 2017. UzSWLU, 97 b. [System of formation of sociolinguistic competence of future English language teachers: Diss...ped. PhD].
18. Ro'zmetova, M.Sh. (2021). Umumiy o'rta ta'lim 5-7 sinf o'quvchilariga ingliz tilini o'qitishda kompetensiyalarni rivojlantirish texnologiyalari // *Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi*. [Competency development technologies in teaching English to 5-7 grade students of general secondary education] [Doctor of Philosophy (PhD) dissertation in Pedagogical Sciences] Tashkent, 231 b.
19. Сабитова З.К. Лингвокультурология. [Linguoculturology]. М.: Nauka, 2013. С.528.
20. Taha, W.A., and Reishaan, A. K. (2008). The Relationship between Competence and Performance: Towards a Comprehensive Grammar. *Adab et al., Kufa Journal*, 1(2), pp. 35-59
21. Тер-Минасова С.Г. Язык и межкультурная коммуникация. – М: Слово, 2000. С.262. [Language and intercultural communication].

22. Umirova, Z., & Suiyerkul, B. (2018). The issue of the transition of the Kazakh alphabet to Latin script (comparative analysis based on the experience of the Uzbek language). Kazakh National Pedagogical University after Abai, Bulletin, 2(64), 93- 100.
23. Vorobyov V.V. on the status of linguoculturology. Materials from the IX Congress of MAPRYAL. Reports and reports of Russian scientists. Bratislava. 1999.
24. Юлдашева Л. В. Методологические и методические аспекты проблемы языка как культурно-исторической среды // Русский язык в школе, 1990. № 4.
25. Zimnyaya, I.A. (2004). Competence Approach in Education Problems of the Quality of Education, M., Pp.34-38.