

Formation of Linguoculturological Competence in Teaching English to Students of Non-Philological Universities

Ibragimova Dildora Shamsiddinovna

Associate Professor of Samarkand State architecture and Civil Engineering University

Abstract: *This article addresses the issue of forming linguoculturological competence in the process of teaching English to students of non-philological specialties. The focus is placed on the importance of developing intercultural communication in the context of globalization, as well as the need to integrate cultural aspects into the content of language education. Methods and forms of work that contribute to the effective acquisition of English as a means of professional and cultural interaction are provided.*

Keywords: *linguoculturological competence, English language, intercultural communication, non-philological universities, professional education.*

Introduction

Modern society demands a high level of preparation for specialists in various fields. Proficiency in a foreign language, particularly English, has become an integral part of professional competence. However, knowing grammatical structures and vocabulary is no longer sufficient. To communicate fully, it is necessary to develop linguoculturological competence — the ability to understand and take into account cultural peculiarities of the interlocutor, to interpret speech and behavioral models characteristic of the English-speaking world.

1. The Concept of Linguoculturological Competence

Linguoculturological competence is an integrative quality of the individual, which includes:

knowledge of the culture and sociocultural realities of English-speaking countries;

the ability to interpret and use linguistic units in cultural context;

tolerance to foreign cultural norms;

the ability to engage in intercultural dialogue.

According to V.V. Krasnykh and E.M. Vereshchagin, linguoculturological competence is described as “the ability to function in a foreign-language environment based on the assimilation of the foreign-language worldview.”

2. The Importance of Linguoculturological Competence for Students of Non-Philological Universities

Students of technical, economic, medical, and other non-philological specialties will, in the future, interact with foreign colleagues, participate in international projects, and read professional literature in English. Without understanding cultural peculiarities, professional communication may be hindered or distorted.

Thus, the goal of teaching English in non-philological universities should be not only the development of linguistic skills but also the ability to engage in intercultural interaction.

3. Methodological Approaches to Forming Linguoculturological Competence

The formation of this competence requires the integration of both linguistic and cultural components. The most effective methods and techniques include:

Authentic materials (videos, articles, interviews, film clips);

Intercultural communication cases (analysis of typical misunderstanding situations);

Role plays and simulations, modeling real communicative situations;

Project-based learning (researching cultural aspects, presentations, mini-research projects);

Comparative analysis of native and English cultures (traditions, customs, gestures, speech formulas);

Using CLIL (Content and Language Integrated Learning) — studying subject matter in English while immersing students in cultural context.

4. Challenges and Ways to Overcome Them

The main difficulties include:

limited number of instructional hours;

lack of motivation among students of non-philological specialties;

shortage of qualified teachers who are familiar with cultural content.

Possible solutions include:

increasing the amount of independent work for students;

introducing online platforms and digital resources;

organizing cross-departmental courses and events (cultural days, international forums, discussion clubs).

Conclusion

The formation of linguoculturological competence is a crucial task in modern language education at non-philological universities. This not only facilitates a deeper understanding of the English language but also helps develop students' cognitive flexibility, tolerance, and the ability to engage effectively in intercultural dialogue.

References

1. Vereshchagin E.M., Krasnykh V.V. "Language and Culture." — Moscow: Indrik, 2002.
2. Safonova V.V. "Cultural Studies in Foreign Language Teaching." — Moscow: Prosveshcheniye, 2004.
3. Byram M. "Teaching and Assessing Intercultural Communicative Competence." — Multilingual Matters, 1997.
4. Galskova N.D., Gez N.I. "Theory of Foreign Language Teaching." — Moscow: Akademiya, 2006.
5. Arnold I.V. "Stylistics. A Modern Course of Linguistic Theory." — Moscow: Flinta, 2008.
6. Shamsiddinovna I. D. Borrowings of Turkic words and derivations in English language //Humanities and Social Sciences in Europe: Achievements and Perspectives. – 2014. – C. 251.
7. Shamsiddinovna I. D., Maxmudovich R. K. Conventions as Metacommentary game engine //Middle European Scientific Bulletin. – 2021. – T. 12.

8. Ibragimova D. NEW APPROACHES IN THE ENGLISH LANGUAGE TEACHING: ENGLISH FOR SPECIFIC PURPOSES-ROLE-PLAYS AND PROJECTS //Интернаука. – 2019. – №. 43-2. – С. 55-57.
9. Shamsiddinova I. D. Discourse as a linguistic aspect for communication //TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI. – 2021. – T. 1. – №. 5. – С. 214-217.