

**MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
EDUCATION THE REPUBLIC OF UZBEKISTAN**

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**LINGUOCULTURAL AND DIDACTIC
BASIS OF TEACHING ENGLISH**

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INTRODUCTION

Today there is no need to prove that the 21st century is commonly acknowledged to be the century of globalization and vanishing borders, the century of information and communication technologies and the Internet, the century of ever growing competition worldwide and in the global market.

The reforms in the higher education sector of the country have resulted in a switch to a two level structure consisting of a 4-year Bachelor programme and a 2-year Master programme.

The Bachelor programme provides fundamental and applied knowledge in one of the fields of higher education for a minimum period of study of four years. Upon completion of the Bachelor programme graduates are awarded the Bachelor degree and a state diploma (*Bakalavr*), which entitles them to start professional activity or to continue studies at Master level.

The Master programme provides knowledge in specific areas and lasts for a minimum of two years after the Bachelor degree. Master students are awarded a state diploma (*Magistr*), which entitles them to work in relevant professional areas. Admission to Master degree studies is on a competitive basis and only students who have obtained a Bachelor degree in a specific field or fields may apply for the corresponding Master programme.

At present all recent relations of Uzbekistan with other countries in the world are developing steadily. These are diplomatic, economic and cultural relations. At the result of globalization and integration processes the English language has become the main tool in developing relations among the countries of the world. So, training the teachers of the English language is one of the main problems of the day.

Actuality of the research: We know that the main function of the language is that it is the main tool of communication. And during communication it is very important to understand what the speaker is saying. This requires to improve the language and speech skills and which will help the interlocutors to

understand each other well during the communication process. A well known Uzbek methodologist, professor J.Jalolov stresses that in training teachers of foreign languages we should focus our attention not only on improving communicative speech skills but also on improving knowledge about the culture of the people whose language we are learning. In other words he suggests to train “cognizant”. That’s why it is essential to improve language and learning skills and also intercultural communicative competence of the learners.

Theoretical background of the research: this problem has been worked in the works of G.KSelevko, E.N.Stepanov, O.G.Levina, M.V.Klarin, V.P.Bespalko, I.D.Chechel and others. And also in the materials of conferencies held in our country. Teaching English is of great importance at present in social development of the society. The role of English is characterized as it is one of the main means of communication among states. Different types of methods allow us to use it in all the spheres of the educational process. It involves multi-skill activities which focus on a theme of interest rather than of specific language tasks and helps the students to develop their imagination and creativity.

Our research is aimed at identifying the educational potential of creative teaching as the most effective means of communicative competence formation in the process of foreign language teaching and it included the following:

1. to analyze difficulties for learners in teaching foreign languages and in communication with the people of different cultures;
2. to work out the methods of overcoming these difficulties;
3. to find out more effective ways of improving linguocultural communicative competence of the learners.

The tasks of the research:

- 1) to determine the level of students’ knowledge on communicative competence development;
- 2) to select materials relating to the theme of the research and analyze them;
- 3) to identify the level of formation of intercultural skills of the students;

- 4) to use students' communicative competence for its further development in the process of communication;
- 4) to reveal the communicative competence development efficiency in the creative teaching conditions.
- 5) to find out the difficulties in teaching English and the ways of overcoming these difficulties.

Subject of the research linguocultural communicative competence of the secondary school pupils.

Object of the research teaching process relating to formation of linguocultural communicative competence of secondary school pupils.

The main methods of our research are theoretical ones (the systematic analysis of psychological-pedagogical, scientific-methodical literature on the research problem) and methods of empirical level (the method of the survey, questionnaires, pedagogical monitoring, experiment).

The methodological basis of the research is based on the state documents related to education and teaching foreign languages and the works of foreign researchers – T.M. Amabile (1), E. De Bono (2), J.P. Guilford (3), E.P. Torrance (4), etc., Russian - D.B. Bogoyavlenskaya (6), I.A. Zimnyaya (7), E.P. Ilyin and Uzbek scientists – J.Jalolov, U.Hashimov, G.Mahkamova, Sh.Alimov, A.Ziyayev (5), and many others.

The theoretical value and novelty are grounded in interpretation and understanding the linguocultural communicative competence of the secondary school learners.

Practical value of the research – the results of the research can be helpful in organizing teaching aimed to improve language skills and sub skills. They are also helpful in improving foreign language teacher's linguocultural communicative competence. Besides these the results of the work may be a data information in compiling manuals, methodological recommendations and special group of teaching exercises.

The research work consists of an introduction, two chapters, a conclusion and bibliography.

Introduction involves actuality of the topic, novelty, object and subject of the research and also tasks, methods, methodological bases, theoretical and practical value, field of application, and structure of the research.

The first chapter is devoted to study the theoretical problems of **linguocultural aspect as an educational target in teaching English** and also the nature of intercultural communicative competence.

The second chapter is devoted to analyze **Didactics as a basic subject for methodology**, selection of linguocultural texts.

In the **conclusion** of the work all ideas relating to study the problem of improving linguocultural communicative competence of the secondary school pupils are generalized.

CHAPTER I. LINGUOCULTURAL ASPECT AS AN EDUCATIONAL TARGET IN TEACHING ENGLISH

1.1. Modern requirements in teaching English

In Uzbekistan English language teaching is seen as a career in a field of educational specialization: it requires a specialized knowledge base obtained through both academic study and practical experience. Nowadays the demonstration of a certain level of proficiency in English as component of certification is required. In Uzbekistan the multistage model of foreign language teaching has been worked out on the basis of continuous, succession, taking into consideration the international standards, and localization of English language teaching and learning methodology and materials (adapting to the national context). It is related to the well-known multilevel model of foreign language teaching in the foreign countries. The domestic multistage model of continuous and successive foreign language teaching includes the following levels of foreign language given in the stages and levels of foreign language.

In the process of experimental work the legitimate use of new innovative educational technologies, innovative forms and methods of teaching, that contribute to the formation of innovative language personality, possessing the high level communicative competence, has been proved.

In the XXI century under globalization conditions the foreign language knowledge level of a higher language school graduate must meet the international requirements and standards. This level, being the basis of multicultural language personality professional competence, is aimed at providing his/ her competitiveness both on the domestic and international job markets. The traditional foreign language teaching model, dominating in the Uzbek professional education system, is not generally able to fundamentally solve the problem of the high quality training and competitiveness of higher school graduates. Overcoming reproductive teaching style and the transition to a new educational paradigm, that provides cognitive activity and independent thinking of students, the ability to learn continuously and

to define themselves not only in the sphere of professional activity but universal human values as well is one of the strategic directions of Uzbek education modernization. School should teach students to think and to learn – these are pedagogical imperatives of the modern era, which, in our opinion, is in tune with innovative teaching.

Our research is aimed at identifying the educational potential of innovative teaching as the most effective means of communicative competence formation in the process of foreign language teaching.

The study of the creativity problem has its own genesis. The nature of creativity was mentioned even in the works of ancient philosophers. As for the present, the concepts of “creativity” and “creativity” have been studied and presented in the works of foreign researchers – T.M. Amabile (1), E. De Bono (2), J.P. Guilford (3), E.P. Torrance (4), etc., and Uzbek scientists – T.A. Barysheva and Y.A. Zhigalov (5), D.B. Bogoyavlenskaya (6), I.A. Zimnyaya (7), E.P. Ilyin (8) and others.

At first the creativity problem was the object of psychologists’ close attention. Starting from the second half of the XX century the creativity problem has been the part of Uzbek and foreign pedagogical science researches.

The development of innovative approach to higher school teaching is represented in the works of modern Russian and Uzbek pedagogues and psychologists: V.I. Andreev (9), A.V. Morozov and D.V.Chernylevsky (10), and others.

The main methods of our research are theoretical ones (the systematic analysis of psychological-pedagogical, scientific-methodical literature on the research problem) and methods of empirical level (the method of the survey, questionnaires, pedagogical monitoring, experiment).

The main goal of the experiment was in identifying the level of student communicative competence formation while teaching speaking in the innovative educational process.

During the experiment, the following tasks were solved:

- 1) to determine the initial level of students' communicative competence development;
- 2) to identify the level of its development formation, dynamics and tendencies on the intermediate and final stages of the experiment;
- 3) to use students' communicative competence level self-assessment results for its further development in the process of experiment on the basis of the portfolio;
- 4) to reveal experimentally the communicative competence development efficiency in the Innovative teaching conditions.

The experimental work was held at the Department of French Philology of Kazan Federal University. The senior students (of the 3d – 5th years) of the Department divided into two, control and experimental, groups were involved into the experiment. To determine the dynamics of student development and communicative competence formation the testing of student knowledge and skills was held three times. Moreover, in our experiment we conducted pedagogical monitoring on the basis of the European language portfolio, the so-called portfolio technology (11). The monitoring was aimed at the analysis and self-assessment of students' achievements and more accurate planning of their further educational activity on a foreign language acquisition in the innovative teaching process.

The innovative teaching, in our opinion, is the organization of such innovative work, as a result of which it becomes possible for the subjects of educational activity to form new innovative products distinguished by novelty, original solution, i.e. the work that is capable to satisfy the needs of a person in self-education, self-development and innovative self-expression.

“The main task of innovative teaching is innovative potential opening and personality transformation in an active and creative person, as for being applied to the study at the University it is the student's acquisition of his/ her own individuality. For this purpose it is necessary to teach students to think independently, to have his/ her own point of view, to be able to justify and defend it in the discussion, to make non-standard decisions, to demonstrate the ability and willingness to apply innovative qualities in practice” (12, p. 152).

In language education the main purpose of foreign language teaching at the University is the formation of language personality communicative competence. It is about “knowledge, skills and qualities of language personality that allow this personality to be efficient in speech and thought” (13, p. 142). The socio-cultural component of communicative competence is of special importance, and it involves students’ mastering the national-cultural specificity of the target language country and the ability to build their verbal and nonverbal behavior according to this specificity, and also implies “...successful learning of facts of 2 and more ethnic cultures...” (14, p. 2136).

“Communicative competence”, in our opinion, can be represented as an integrative property of the personality, his/ her ability to understand and produce foreign-language statements in various socially determined situations, taking into account the language and social rules that are observed by native speakers and as a set of skills that according to the purpose, means and methods are adequate to different communication tasks. Characterizing communicative competence, it should be noted that it has an internal structure and includes a number of interrelated components having certain relationships and forming certain integrity, unity. The main components of communicative competence are: 1) linguistic competence, 2) sociolinguistic competence, 3) sociocultural competence, 4) strategic competence, 5) discourse competence, 6) social competence.

The interaction of the communicative competence main components – of the linguistic and nonlinguistic parts – is an essential requirement for the realization of the communication process itself, and of the communicative competence forming process as well in teaching foreign languages.

It should be noted that the competence approach in language education is aimed at strengthening practical orientation and formation of graduates’ key and professional competencies. In our opinion, the competence approach means not only a particular form of organizing educational process, but also the formation of a innovative educational environment that is of great importance.

The innovative environment in a broad sense means the totality of favourable conditions motivating the development of innovative personality, his/ her creative potential that is realized without compulsion from the environment. Distinctive features of didactic environment in teaching foreign languages are sociability of the educational process, pragmatic, developing and active nature of teaching in the inter-subject integration and strengthening sociocultural component as well as culturally oriented teaching. One of the goals is “the development of thinking, memory and imagination which are capable of forming both language and sociocultural competence of students” (15, p.104).

Under globalization conditions in the XXI century the acquisition of intercultural competence, which is expressed in the ability to enhance the knowledge continuously, to change the behavior and attitude to other cultures so that to show flexibility and open-mindedness in the dialogue with native speakers of other linguo-societies, is of great importance (16).

Mastering a foreign language as a means of intercultural communication is impossible without knowledge of the socio-cultural and sociolinguistic characteristics of the target language country.

Thus, in this context, it is important to use authentic materials (original publicistic and literary texts, documentary and feature films, multimedia programs, Internet resources, and etc.) in educational process and during independent work; the basic criterion of material selection being its linguistic cultural and cross-cultural value.

Today educational Internet resources have great advantages:

- the urgency, novelty and availability of materials, the possibility of their use for solving creative tasks;
- variety, linguistic and cultural value of authentic materials;
- audio - and visual information on the theme studied.

New information and communication technologies due to their didactic properties contribute to more complete realization in practice of sociocultural, multicultural and competency-based approaches in teaching foreign languages, and

create virtual language and cultural environment. Didactic possibilities of modern information and communication technologies allow a completely new look at the organization of educational process. For example, along with the traditional book editions there is an opportunity to widely use multimedia textbooks with an interactive structure, as well as educational Internet resources selected by the teacher on the theme studied: hotlist, treasure hunt, subject sampler, multimedia scrapbook, and webquest. With the help of information and communication technologies the cognitive process can be directed according to students' interests. These technologies contribute to the development of students' self-organization and develop their creativity abilities. Innovative technologies, including search and research, games, interactive, command forms and methods of students' work contribute to the interpersonal interaction formation in the target language.

The use of information technologies promotes not only foreign language communicative competence development in all variety of its components, but students' information competence development as well (mastering new information technologies, understanding the range of their use, and a critical attitude to information distributed). Giving more freedom for students' creativity activates their interests and increases their language learning motivation.

Thus, shifting to active teaching methods in conditions of higher education information technologies allows giving considerable time for solving creative, cognitive problems in teaching foreign languages. The introduction of information technologies changes students' educational activity that becomes constructive, interactive, reflective and more creative.

Thanks to new information Internet Web 2.0 technologies students acquire the opportunities for the development of a fundamentally new form of self-cognition and foreign language learning (17).

The formation of the student autonomy as his/ her personal characteristic is one of the principles of foreign language innovative teaching. "The problem of development of cognitive independence... is due to the growing need for optimization of educational process and is still under the close attention of the

didactics scientists” (18, p.1). Students’ independent and creative realization of educational activity has a positive impact on the acquisition of communicative competence and promotes sustainable habit of independent work on the language studied.

The maximum approximation of the educational process to the process of real communication is most effective while using interactive and collective forms of foreign language teaching that encourage communicative activity, speech initiative, increase of the motivation, development of reflection, critical thinking, social perception.

We believe that active methods of foreign language teaching are in tune with innovative methods, enriching the student activities with the elements of problems, creativity and scientific search. These are non-traditional problematic lectures (lecture-research, lecture-discussion and lecture-interview), role-playing games, theatre-situational creative classes, discussions, heuristic discussions, project method, etc. From the perspective of didactics the active methods are correlated with the communicative approach, aimed at establishing students’ foreign language communicative competence that is required for intercultural communication. So, organization of educational process mobilizes and motivates students.

It should be noted that the methods of innovative teaching have a significant impact on the level of student interests in foreign language learning and their motivation that the quality of education depends on. We questioned the senior students to determine priorities in the motivational aspect of the study. The main reasons for foreign language learning are the following:

- 1) to acquire profession – 82%;
- 2) access to foreign-language information – 77%;
- 3) career promotion – 75%;
- 4) to meet the needs of self-realization – 47%.

The successful realization of innovative teaching depends on the personality of a foreign language teacher, who should have a high level of professional skills,

innovative thinking, innovative potential, methods and technologies for the development of students' creative abilities, sensitivity to pedagogical innovations. During the experiment, the development of student communicative competence was provided with teaching speaking as one of the productive kinds of speech activity in the process of teaching foreign languages. The dominant organizing form of innovative teaching was practical classes, where the study of vital issues of modern French society was focused on. For example: "The problems of the youth", "The position of foreigners and immigration problems", "Leisure time and activities of the French", "The metropolis problems", and etc. The innovative teaching was formed on three levels of speech independence development: copying, reproductive-innovative and constructive-creative.

Constructive-innovative level of informative-speech-independence implies the ability to creatively use the developed speech skills and on the basis of their improvement to fulfil the difficult transfer to a new speech problem solution. All types and forms of teaching were focused on the development of student foreign language communicative competence and creative abilities, their imagination and creative thinking, in accordance with the personality-oriented approach based on subject-subject relations.

The experimental part of our research included three stages: establishing, forming and final.

At the beginning of the experiment the first testing of the students' knowledge and skills was carried out to determine the initial level of communicative competence. In general, the results on the establishing stage of the experiment in the control and experimental groups did not differ significantly and were not high at all, reflecting the average level of communicative competence.

The first testing summary results of students' communicative competence development in the experimental and control groups are shown in Fig. 1.

Fig. 1.

The research goal of the second stage was the formation of students' communicative competence and the determination of its development dynamics in the conditions of creative educational process organization.

In the experiment, we were guided by the following principles of foreign language teaching that stimulate students' cognitive activity and their innovative perception of learning material, and encourage students' creative development:

- 1) the principle of personal-active approach to learning;
- 2) the interdisciplinary principle of forming foreign language teaching system;
- 3) the principle of activity teaching, which includes speech activity, students activity, and means activity – educational methods;
- 4) the principle of innovative methods and educational forms rational use;
- 5) the principle of educational process communicativeness;
- 6) the principle of intercultural interaction.

0,00%

10,00%

20,00%

30,00%

40,00%

50,00%

1 2 3 4 5 6 7 8

Experimental group Control group

The final innovative tasks for the students were as follows:

- to shoot a video on the theme “Modern ecological problems of big cities” and to voice it;
- to make a report on the events (for example, the report about student scientific conference, or about the scientific circle);
- to take part in the discussion with the elements of the debate;
- to organize and hold a round table or a press conference;
- to interview;
- to conduct a virtual tour.

The level of student communicative competence was determined in accordance with State and European standards (19, 20) and the following developed criteria:

1. The ability to use the linguistic means of the target language.
2. The ability to communicate with the communication partner: to select the subject of conversation, to encourage the interlocutor to communicate.
3. The ability to respond adequately to the communication theme, to use different methods of presentation, to form logically the monologue statement, to generalize, to make conclusions.
4. The ability to conduct a dialogue: to express his/ her thoughts logically and consecutively, to consider the interlocutor interests in the dialogue, to complement the communication partner thought and ask questions, to use the emotional and evaluative words.
5. The ability to behave in accordance with the communicative situation: to change the tactics of his/ her behavior depending on the situation, to accept an alternative viewpoint, to influence the situation.
6. The ability to understand the allegorical meaning of the phrase.
7. The ability to communicate in accordance with the characteristics of the foreign linguosociety: to know the rules of the native speakers' etiquette, to choose correctly the language register, to be tolerant in communication, to use correctly the national-specific realities in speech.
8. The ability to use non-verbal means of communication.

According to European and Uzbek State standards foreign language knowledge of students who study a foreign language as a specialty, has to correspond to the level of non-native language fluency (high level of communicative competence). According to the European standard it is level C1.

The analysis of the second stage results (intermediate testing) showed the increase of students' communicative competence development level in the experimental group as compared to the control group that proved the efficiency of foreign language teaching innovative forms and methods use. The level of

experimental group students' cultural awareness increased, they actively participate in educational discussions without any difficulties in their choice of words and expressions, logically and convincingly form their speech. Expanding their vocabulary and understanding of the communicative situation contributed to the fact that a significant part of students increased their level of various nonverbal communication use (gestures, facial expressions and others). The results are presented in Fig.2

Fig. 2.

Comparing the results at the initial, intermediate and final stages, we were able to evaluate the effectiveness of innovative teaching aimed at developing the student communicative competence. The results are presented in figure 3.

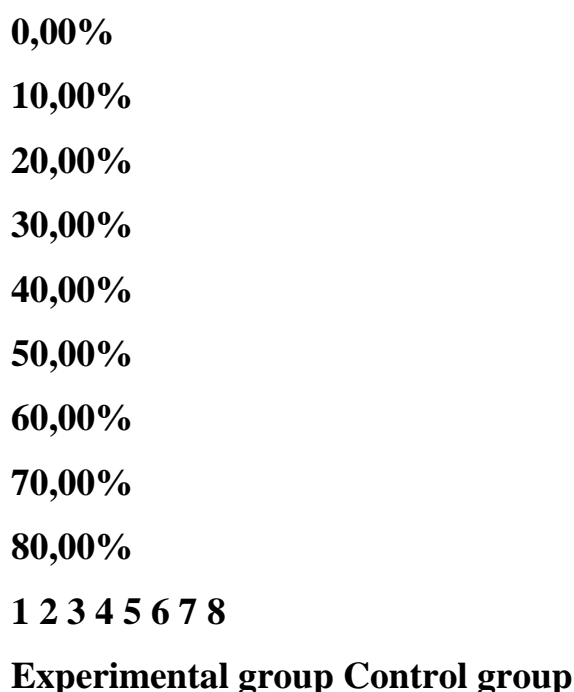


Fig. 3.

The analysis of the experiment results showed that the students in the experimental group increased their language competence level, and in contrast to the students in the control group, they can fluently express their thoughts according to the communication theme and make generalizations and conclusions. By participating in educational discussions, they demonstrate the ability to maintain a dialogue by leading questions; they are more tolerant to different viewpoints and to the representatives of other linguo-societies. Students demonstrate the ability to

recognize sociocultural markers and hidden meaning of the statements; they are able to use verbal and non-verbal evaluative means in the process of communication.

The carried experiment has revealed the diversity and scale of the problem studied. The introduction of innovative teaching is aimed at revealing and developing creative abilities, creative activity of a person. It is the most important area of higher education. It is the goal of modern educational policy, and it should meet its requirements. Globalization requires the formation of a foreign language communicative competence, the ability and willingness of the individual to crosscultural communication. The innovative paradigm of teaching most effectively assists in the development of language personality; it is a guarantee of successful professional, social and personal self-realization.

Summing it up, it should be noted that this subject is so wide and extensional that offers the challenge for its further research.

<u>Educational stage</u>	<u>Classes</u>	<u>Levels according to CEFR</u>
Primary and secondary education	1 -4 forms at school	A1
	5-9 forms at school	A2
	Language-oriented schools	A2+

Special secondary education	Academic lyceums 1-3 courses	B1
	Vocational colleges	
	Language-oriented academic lyceums	B1 +
Higher education	Bachelor degree non-linguistic institutes and universities	B2
	Master degree non-linguistic institutes and universities	
	The second language in Bachelor and Master degree institutions and universities	
	Bachelor degree linguistic institutes and universities	C1
	Master degree linguistic institutes and universities	

School education falls apart into two stages: 1) the primary education (1-4 forms) and 2) the secondary education (5-9 forms). Education at academic lyceums is considered as upper secondary education. At vocational colleges ELT concerns 1) General English and 2) English for Specific Purposes (ESP) or English for Occupational Purposes (EOP). ESP is traditionally associated with study at college and non-linguistic institute and university. In the Uzbek educational system study at lyceum and college is considered as a profile education: 1) study at academic lyceum provides intensive development of intellectual abilities, deep, differentiated and vocational-oriented education, after academic lyceums they can continue further education at institutes and universities, or undertake some job; 2) study at vocational college provides deep development of professional abilities, obtaining one of the professions, graduates of professional colleges get certificate of a junior specialist. Teaching and learning English at this stage of education demands study

of general English and English for specific purposes, i.e. to develop both the language competency, study skills which will help them to succeed in further education and occupation/job.

The higher education provides training of qualified specialists at the Bachelor and Masters' degree departments (Pre-service FL training). The Table above does not present post-graduate education (institution of senior scientific personnel and researches) and upgrading courses of In-service teachers training and retraining to change a qualification.

The domestic model of education has the following advantages:

Introducing the primary and post-graduate education, that contributes to work out the successive structure and content of foreign language teaching. Succession provides systematic and continuous content in foreign language teaching, an absence in doubling transitive components of foreign language teaching content from one stage to another one. Multistage and gradual character of the process of cognition is reflected in the FL progress. But at the same time the post-graduate education is not stopped, this model is intended to the life-long independent-learning (self-study) of FL.

Taking into consideration the international standards for the evaluation the language level (communicative competence) at all stages gives the opportunity to enter into the world education space. The CEFR levels and descriptors are adapted to the social context of Uzbekistan, especially to each stage, aim and objectives, etc. Accounting the CEFR, levels are reflected in the foreign language teaching content and requirements to the language levels as the result of foreign language teaching.

Localization of EL teaching and learning materials. English teaching materials come from different places, where English is a native or an official language, or a foreign language. Material from these countries does not reflect the learning style, cultural values and local conditions of Uzbekistan, as a result, students' motivation suffers and they become reluctant to interact in class and share opinions or ideas. Localization of the EL teaching and learning methodology and

teaching materials is based on the idea that relevant contexts and balance between local and foreign cultural concepts and images naturally can improve ELT. The new model of education has required creation of new curricula, syllabuses and coursebooks accordingly local and foreign contexts to provide rich opportunity for teachers to explain non-native cultural items, in addition of using localized content. It is very important for teachers to identify ways to best represent local culture and explain non-native elements. Besides it is necessary to use humanizing material as activities which help to make the language learning process a more affective experience and finding ways of helping the learners to connect “what is in the book to what is in their minds”. Thus, it is necessary to humanize the teaching materials.

In this research it is intended to discuss the problems of improving linguocultural communicative competence of the secondary school pupils and teaching them English as a foreign language. Here it should be stressed out that teaching English as a foreign language is distinguished from English as a second language. The second language is studied and used as well as the native language in the community which uses it.

But the foreign language is a quite new language system for learners and her characteristic features which are differentiated from the native language.

The main goal of this lecture is to systematize techniques and strategies of teaching and to find the answer the questions why and how they can be used in improving communicable skills in English.

At present because of globalization and integration process going throughout the world English has become the official language of communication among the states and countries of the world. And now there is a great demand for speakers as well as specialist competent in foreign languages.

If we look back to the historical development of a foreign language teaching methodology one can see that it developed under the influence of the Latin which was a modal of the language teaching. Grammar is taken as the key to foreign language learning. In grammar translation method much attention is focused on

learning grammar rules. The main form of activity was translation target to the native language and vice versa.

We think that reading was emphasized too but it was not communicatively useful. Vocabulary was presented in the form of bilingual lists and it was to be memorized.

Later appeared the Natural and the Direct methods in a foreign language teaching. Interaction is the heart of natural language acquisition, in natural method. The representatives of this method stressed out that the language learning is a natural ability of humans. That's why there should be more opportunities for interaction and conversation in the process of teaching a foreign language.

Direct method appeared on the basis of natural method. Its most characteristic features are: speaking and listening are emphasized; correct pronunciation is of primary importance; main activities: dialogues and question and answer exchanges; new material is introduced first orally; presenting vocabulary is carried out by demonstrating directly objects, pictures and gestures.

Less attention to grammar of the target language. It is taught by oral activities.

The main characteristic features of foreign language teaching in the second half of the 20th c. include the following: Practical goals of language teaching directed to learning language for communication. Emphasis on improving communicative skills (oral, face-to-face interaction). Rapid changes in the communication. The growth of using the mass media (radio, TV, multimedia, press) in teaching a foreign language.

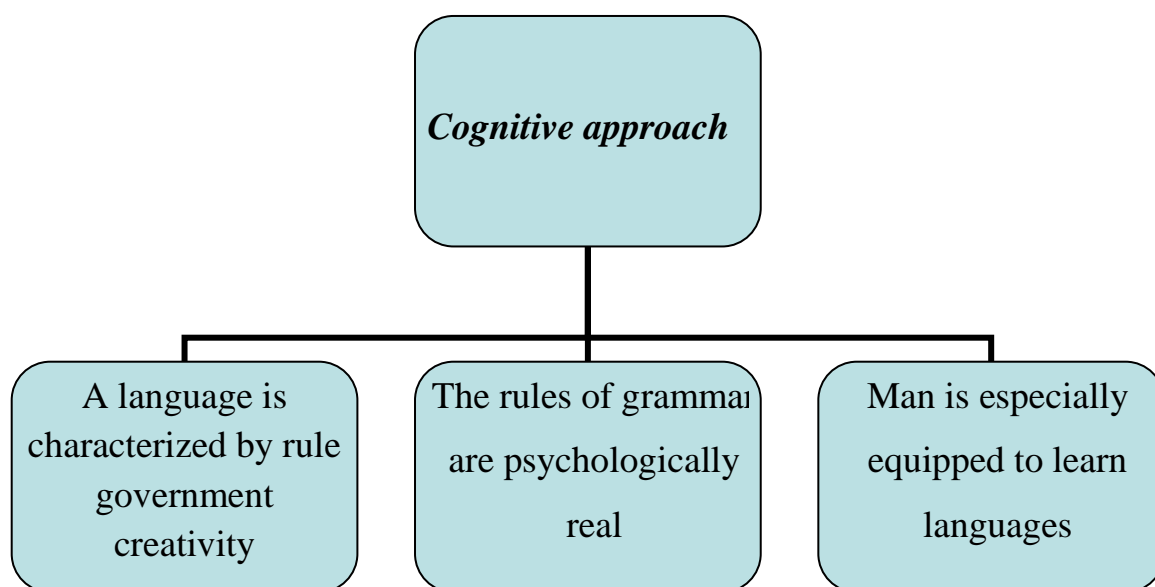
One of the other characteristic tendencies of the post war period of teaching a foreign language is a search for scientific basis for foreign language teaching in linguistic and psychology. Behavioristic theories and structural linguistics greatly influenced in the methods of this period.

The Audio-lingual method can be example of such methods of this period. Here are the main characteristic features of this method: language is speech not writing; a language is a set of habits (listening, speaking, reading, writing); teach the language not about the language; a language is what native speakers say and not someone thinks they ought to say; languages are different.

According to our findings much attention given to pronunciation, to the development of accurate, possibly native-like pronunciation through exercises based on initiation and articulatory instructions.

Such activity as initiation, chorus repetition, overlearning, pattern drill, mimicry (mimes and gestures) and memorization are the main methods of audio-lingual approach. The success of teaching is primary in teacher's hands. So this is teacher's dominated method.

Grammar is the core of the language learning process and lessons are centered on the selected points of grammar. In the 1960s there appeared a new school in psychology, called cognitive. The cognitive learning theory influenced on teaching a foreign language. "Cognition" means the activity of knowing. Cognitive theories are mentalistic because they locate the cognitive process in the human mind. So they refer to the human being and their interaction.



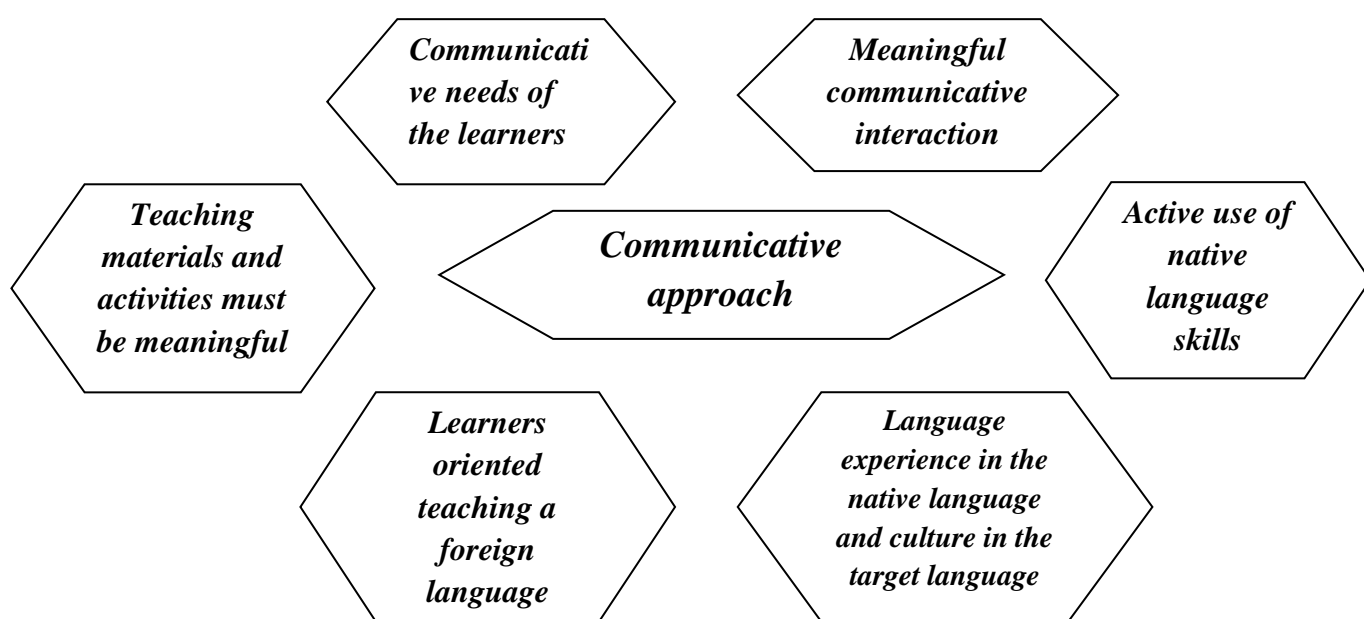
;

According to Maria Dakovska "A living language is a language in which we can think; Languages there underlying similarities".

So, Cognitive approach lead to meaningful learning, it means in order to learn the teaching material one must understand it. This is a fundamental principle of the cognitive method. The main contribution of this theory is in that in language teaching main attention is focused on the learner and language learning process.

One of the main goals of teaching a language is communication. Student oriented teaching open the way to communicative language teaching. This communicative approach is refinement and improvement of the traditional method mainly based on linguistic and psychological factors. Communicative language teaching is didactically “progressive” because in the center of teaching here the question forming communicative competence of learners is put. It focuses on the form, meaning and function of language utterances in the process of communication.

The following factors are emphasized in communicative approach:



Communication and culture must be closely connected (maps, photographs, pictures, charts create cultural environment).

- a) Communication is context embedded.
- b) The unit of material is based on communicative criteria.
- c) A communicative textbook includes every life topics.
- d) Pair and group work are emphasized.

Current perspective of English as a foreign language. It is obvious that the methods of teaching a language should be always renewed and improved. So communicative methods should also be improved because the integration and

globalization process influence on a foreign language teaching methodology too. Language learning is a natural process and it has its own specific features. Learning language takes place in human mind.

The defining feature of verbal communication is communicative intention. During interaction speakers influence each other.

Communicative interaction may be equal or based on a power relationship. In this case one participant has more influence than the other one and dominates during the talk. Communication can be carried out only when participants have intention to talk. That is why it is an intentional process and here is speaker's motivation to communicate is very important. Such factors as sex, age, and physical appearance, style of dress, facial expressions, and voice pitch can be clues for starting conversation or reason for cutting off the conversation. So these factors should be taken into consideration and organizing teaching a foreign language.

In foreign language teaching personality factors play a very important role. Personality is defined as individual skill in relating to others and evoking a positive reaction.

Improving speech habits and skills in the process of communication.

In teaching English as a second language teachers mainly focused their attention on improving knowledge about the language structures. But for practical use of the language we need speech habits and skills.

The conception suggested by professor S.F.Shatilov on forming speech habits and skills has been used successfully for many years in teaching foreign languages. It includes three stages:

1. Presentation the teaching material;
2. Doing exercises using the teaching material;
3. Using the teaching material in accordance with speech situation

1.2. ESSENTIALITY OF LINGUOCULTURAL KNOWLEDGE IN TRAINING TEACHERS

At first in this section we want to analyse essentiality of linguocultural knowledge in training teachers by some methodologists such as according to Edward Anthony:

- There are three hierarchical elements – approach, method, technique

Explanation:

Approach = set of assumptions dealing with the nature of language, learning and teaching

Method = an overall plan for systematic presentation of language based upon a selected approach

Techniques = the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well

According to Theodor Rogers, Jack Richards:

- Proposed a reformation of the concept of method

Method = their method is more referred to “methodology“

= a generalized set of classroom specifications for accomplishing linguistic objectives.

The subordinate themes are: *approach, design, procedures*

Elements and subelements of method according to Richards and Rogers:

<i>approach</i>	<i>design</i>	<i>procedure</i>
<i>1. theory of native language</i>	<i>1. the general and the specific objectives</i>	<i>classroom</i>
<i>techniques+procedures</i>		
<i>2. a theory of the nature of language learning</i>	<i>2. syllabus</i>	<i>and behaviours</i>
	<i>3. types of learning and teaching activities</i>	<i>observed when the method is used</i>
	<i>4. learner's role</i>	
	<i>5. teacher's role</i>	

6. the role of instrumental materials

Definitions that reflect current usage:

Methodology = the study of pedagogical practices in general (how to teach)

Approach = theoretical positions and beliefs about the nature of language, the nature of language learning

Method = a generalized set of classroom specifications for accomplishing linguistic objectives

Syllabus = design for carrying out a particular language program

Technique = any of a wide variety of exercises, activities or devices used in the language classroom for realising lesson objectives

Now if we look at Repka's model, it has stated that:

Approach

Planning

Programming – syllabus

(specification of objective)

Method

operation

selection of tasks –

dynamization of techniques

As to Stern, he analysed three types of theories on teaching foreign languages:

1. Theory of teaching foreign language
2. Approaches and methods
3. Proved hypotheses concerning approaches and methods

The communicative approach is the theory that language is communication. Therefore the final aim of CLT (Communicative Language Teaching) is communicative competence. The Principles of the Communicative Approach are as follows:

1. Learners learn through using it to communicate
2. Authentic and meaningful communication should be the goal of classroom activities

3. Fluency is an important dimension of communication
4. Communication involves the integration of different language skills
5. Learning is a process of creative construction and involves trial and error

So what is the teacher's role in this? - The teacher has two main roles:

- To facilitate the communication process in the classroom.
- To act as an independent participant within the learning- teaching group.

The teacher is also expected to act as a resource, an organizer of resources, a motivator, a counselor, a guide, an analyst and a researcher. There are many other minor roles of a teacher, some of these would include being an actor and an entertainer. After all, a good lesson must be interesting or the students will 'switch off and learn nothing. In practical terms, what does that mean? It means that we need to concentrate on the following: Teacher - Student activities and Activities.

Materials. Since communicative competence is our aim, it is essential that students be given every opportunity to practice communicating. In the communicative classroom teacher talking time (TTT) must be kept to a minimum. This is not to say that the teacher shouldn't speak at all, but TTT should be controlled and appropriate.

The classroom should be learner centered. The teacher's role is to facilitate student communication which is done through careful selection of materials and activities relevant to the aims of the lesson in which they are used.

Communication can be divided into two categories: Input and Output. The four communicative skills can be put into these categories. Whichever of these skills is being taught the main focus must be on the student and not on the teacher. The interaction should usually be the student to student and should include the teacher only where necessary. During most classroom activities the teacher will monitor and intervene only where necessary.

Classroom activities should, as far as is possible, be carried out in the target language (English).

Having said this, there may sometimes be occasions where allowing the students to briefly discuss a point in their native tongue can promote greater

understanding and assimilation of new information. This is controversial issue and should not usually be permitted.

There are many different types of activities. They provide speaking, listening, writing and reading practice as well as aiding production. Activities are often used to practise real-life situations involving social interaction and so a high level of social and functional language should be expected.

Materials fall into three broad categories: text-based; task-based; realia. They can be used as the basis for classroom activities. Once again not only must the activity be appropriate to the level of the students but the materials used must be appropriate too. We should now understand that the teacher's job is to get their students to communicate using real language by providing them with instruction, practice, and above all opportunities to produce English in activities which encourage acquisition and fluency. CLT should be fun for both teacher and students. Enabling students to communicate successfully is also very rewarding.

Teaching and learning materials will continue to play an important part in the foreign language teaching of the future. However, new materials are required that take into account the earlier start of foreign language learning and also the new didactic principles. They contain authentic language material that refers to the realm of experience of the learner and is appropriate to the learner's age, but that at the same time goes beyond the learner's own language and opens the learner's eyes to the world of the target language. These materials make individual activity and research on the part of the learner possible, and allow diverse social interaction. New teaching and learning materials support and extend the language acquisition process through horizontal cross-linking (as regards didactic elements, curriculum, communication and learning situations, evaluation materials) and through spiral consolidation by reintroducing linguistic and content elements in new contexts; they are learning-objective-oriented and do not follow a grammatical progression, but rather build and develop activity competences in the foreign language. Newly developed language teaching and learning materials adopt the principles of the didactic of plurilingualism. They make possible the transfer of linguistic

knowledge, language and learning experience, learning techniques and strategies, linguistic activity and language comparisons and reflections.

Instruments of evaluation and assessment: Within the framework of the Swiss national school harmonisation project **HarmoS** of the EDK, both a competence model and also mandatory basic standards for the end of the 6th and 9th school years based on this model are being developed for foreign languages on the basis of the Common European Framework of Reference. They are to create orientation and transparency as regards communicative and linguistic aims in language teaching. The new curriculum is being developed according to the HarmoS guidelines.

The **European Language Portfolio** (ELP)⁴ supports the appreciation of plurilingualism and extended self-evaluation and performance evaluation, content and action-oriented learning, vertical coherence between the levels, learning autonomy and exchange pedagogy. The ELP is a resource which allows learners to reflect on their own learning independently of the didactic support and to show their abilities in one or several languages in a European comparison. It allows the self-evaluation of language competences in the areas of speaking, comprehension and writing, and it facilitates the documentation of individual language products. The ELP should, in future, accompany the linguistic learning process from the time of starting school. From 2008, it has been available in three versions: for 7-10-year-olds, for 11-15-year-olds, and for young people from the age of 15 and adults.

Lingua level 5 is a new scientifically-based instrument designed for the teacher. It allows teachers to better communicate the teaching objectives, to plan the teaching in a targeted und learner-oriented fashion, and to evaluate the linguistic competences of the learners transparently and on the basis of the Common European Framework of Reference. Lingua level complements the European Language Portfolio in an ideal way.

ELBE: Important elements of the didactic of plurilingualism are the methodological approach to linguistic and cultural encounters, to sensitisation to language and to language reflection, known as ELBE. The acronym ELBE stands

for *Eveil aux langues* + Language Awareness + *BEgegnung mit Sprachen und Kulturen*. ELBE activities can be integrated into all school subjects and implemented from kindergarten to secondary level II. They stimulate interest in and draw attention to dialects, languages and linguistic phenomena and, through language comparisons, encourage reflection on language, the finding of differences and parallels, and the detection of language mechanisms and rules. The inclusion in ELBE activities of migrant languages represented in the class promotes an appreciation of pupils with other languages.

Language exchanges: The best possible opportunity for language activity and linguistic and cultural encounters is language contact with people with the target language. Such contact can take a wide variety of forms: letter or email contact, contact using the Internet, mutual visits, meetings and exchanges of different types and varying lengths of time. Exchange arrangements in which a few children from one class spend a certain length of time in host families and go to the partner school, while at the same time, the same number of children from the partner school do the same in reverse, have proved to be very successful.

A stay in the target-language area and direct contact with target-language speakers entail, for a certain period, immersion in the other language, a new culture and a new environment, But they also foster independence, adaptability and perseverance. Exchanges provide extremely rich learning opportunities.

However, in particular, an exchange or language contacts mean that the learner discovers that the foreign language that is taught in school can also really be used. This is the best possible motivation for further language learning.

Bilingual school-subject teaching and immersion denote various different aspects of school subject teaching in a foreign language. These create a “real-life situation“, such as occurs on a language exchange in an area with a foreign language. The emphasis is on the development of subject matter, with the language serving as a means of conveying the content; knowledge of the subject is evaluated and not the foreign language competences.

Thus, interdisciplinary learning is possible, which follows the principles of the didactic of plurilingualism. Learners experience a need for words, concepts and structures in the target language so that they can grasp, formulate and communicate the content. Thus foreign language is acquired – partly unconsciously, as is the case in natural language acquisition, and partly consciously and purposefully. For this reason, even pupils who learn very little in traditional foreign language classes respond positively to these language teaching and learning methods.

The structuring of the methods in the classes depends on various external and internal framework conditions. Several models and variations are possible, depending on the location and personnel resources.

In bilingual school-subject teaching, the subject teacher teaches the content of the specific subject partly in the foreign language, providing the learners with linguistic support. The teacher plans the switches from teaching to foreign language and back according to the principle: “As much as possible in the foreign language, as much as necessary in the teaching language”. Immersion denotes school-subject teaching that takes place exclusively in the foreign language.

Bilingual school-subject teaching and immersion lend themselves well to teaching at primary school level, but are also particularly suited to teaching at secondary level I, where young people have already had several years of course-oriented foreign language teaching and thus have a solid grounding in the comprehension and communication competences.

Immersive teaching opens up new learning possibilities and new approaches to foreign languages for these young people. Various pilot projects in Switzerland (VS, BE, GR) show not only that the language competences are improved with immersive teaching, but also that the structuring of knowledge in the school subjects is not affected. The evaluation of trials using immersive teaching demonstrates at least as high a level of processing depth and quality of learning as in traditional monolingual subject teaching.

Framework conditions Profile of requirements for teachers: linguistic and methodological/didactic competences

Well-qualified and motivated teachers are needed for the implementation of this new concept of foreign language teaching. These teachers need to have both proven high-level language competences and solid methodological-didactic competences.

In order to meet these raised demands, corresponding resources for teacher-training (basic training, further training and support/counselling) must be made available. The foundations for professional teaching are very sound individual language competences. On the basis of the Common European Framework of Reference, precise, job-related linguistic competences are defined according to the teaching level. These competences are based on level C1 of the Common European Framework of Reference for primary school teaching, and level C2 of the Common European Framework of Reference for secondary school level I teaching. Transitional provisions are provided for. The above is subject to the decisions of the EDK.

Since the main task of the teacher is to support and encourage learners in their learning processes, they need a wide range of methodological-didactic competences, including linguistic knowledge of language mechanisms, language acquisition and error analysis didactics, and knowledge of how autonomous learning, language learning strategies and working techniques can be promoted.

Vertical coherence from primary school to secondary level II

It must be stated very clearly that bringing foreign language teaching forward to primary school level will have an effect on the school levels that follow. The foreign language reform's objective of making the learners at primary school level functionally plurilingual actually amounts to a paradigm shift. The focus is on linguistic activity, communication, learning, language reflection and the plurilingual and intercultural repertoire. Grammar, spelling and knowing the rules continue to be important, but they are only the means to the end of functional plurilingualism. Thus learning languages in school is the beginning of a lifelong learning process.

Provisions must be made to guarantee the vertical coherence of the language learning. It will be imperative that the teachers at primary school and secondary levels I and II know the teaching materials, teaching methods, objectives and forms of evaluation used at the other levels, and that they understand language learning as a continuum. Agreements, clear provisions and structures for encounters, exchanges and planning are needed, as well as work on cross-linking in teacher training and further training. Within the primary school, it will be the task of the heads of the school administration to shape the transition from primary school to secondary level I very carefully.

However, it is not only cooperation between those who are directly involved in this teaching at the various school levels that is important. All members of teaching staff must be convinced about promoting languages, on the principle of “All teaching is language teaching”, and networking needs to take place with the teachers who are not directly involved too, so that the quality of teaching can be raised in general. This will be particularly necessary in schools with bilingual and immersive teaching.

1.3. INTERCULTURAL COMMUNICATIVE COMPETENCE

In this chapter we can talk about competencies. Competence is the ability to do something well or effectively. E.g. his competence as an economist had been reinforced by his successful fight against inflation.

The term "competence" first appeared in an article authored by R.W.White in 1959 as a concept for performance motivation. In 1970, Craig C.Lundberg defined the concept in "Planning the Executive Development Program". The term gained traction when in 1973, David McClelland wrote a seminal paper entitled, "Testing for Competence Rather Than for Intelligence". It has since been popularized by Richard Boyatzis and many others, such as T.F.Gilbert (1978) who used the concept in relationship to performance improvement. Its use varies widely, which leads to considerable misunderstanding.

Some scholars see "competence" as a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role. For instance, management competency might include systems thinking and emotional intelligence, and skills in influence and negotiation.

Intercultural communicative competence refers to the ability to understand cultures, including your own, and use this understanding to communicate with people from other cultures successfully. Example: Intercultural communicative competence could include understanding how gestures and the distance between speakers vary from culture to culture.

In the classroom: Ways to develop this competence include learners producing a written or online guide to their own country and culture for visitors, reading and discussing guides written by visitors, researching aspects of a target culture in various media including cinema, literature and television, giving presentations on aspects of the target culture, and exploiting the teacher's own expertise of their own culture.

Competence is the ability of an individual to do a job properly. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees.

Competency is also used as a more general description of the requirements of human beings in organizations and communities.

Competency is sometimes thought of as being shown in action in a situation and context that might be different the next time a person has to act. In emergencies, competent people may react to a situation following behaviors they have previously found to succeed. To be competent a person would need to be able to interpret the situation in the context and to have a repertoire of possible actions to take and have trained in the possible actions in the repertoire, if this is relevant. Regardless of training, competency would grow through experience and the extent of an individual to learn and adapt. However, research has found that it is not easy to assess competencies and competence development[2].

Communicative competence refers to a learner's ability to use language to communicate successfully. Canale and Swain (1980) defined it as composing competence in four areas:

- Words and rules;
- Appropriacy;
- Cohesion and coherence;
- Use of communication strategies.

Example: The aim of communicative language teaching and the communicative approach is communicative competence.

In the classroom - Testing communicative competence is challenging. Formats teachers can use to evaluate their learners' competence include information gap and role-play activities for speaking, letters for writing, and note-taking and summarising, which combines listening and writing competencies.

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the

like, as well as social knowledge about how and when to use utterances appropriately. The term was coined by Dell Hymes in 1966,[1] reacting against the perceived inadequacy of Noam Chomsky's (1965) distinction between linguistic competence and performance.[2] To address Chomsky's abstract notion of competence, Hymes undertook ethnographic exploration of communicative competence that included "communicative form and function in integral relation to each other".[3] The approach pioneered by Hymes is now known as the ethnography of communication.

The notion of communicative competence is one of the theories that underlies the communicative approach to foreign language teaching.[3]

The understanding of communicative competence has been influenced by the field of pragmatics and the philosophy of language, including work on speech acts.[4]

In 1980, the applied linguists Canale and Swain published an influential article in which they argued that the ability to communicate required four different sub-competencies:

- grammatical (ability to create grammatically correct utterances);
- sociolinguistic (ability to produce sociolinguistically appropriate utterances);
- discourse (ability to produce coherent and cohesive utterances), and
- strategic (ability to solve communication problems as they arise).

Here we can give some illustrative strategies: A jigsaw task is a specific kind of information gap task, that is, a task that requires learners to communicate with each other in order to fill in missing information and to integrate it with other information. For example, in the video, the students are not aware that their note cards contain a communicative problem (e.g. a violation of prescriptive grammar, ambiguous reference, etc.) that indicates a deficiency in one of the sub-competencies of “communicative competence”.

Listen to the students attempt to paraphrase their language sample and see if you can determine which language sample below indicates a lack of which competency.

Sample 1 Sample 2

OK, now move your cursor over and choose the scene from the menu.

From the what?

The menu.

Menu? Why do they call it a menu?

Well, 'cause you choose from a list. Just like in a restaurant. A menu.

Oh, OK.

Hello Mr. Patterson, thanks for dropping by. I've reviewed your bank statement and...

(interrupts) "Dude, you gonna ask me a bunch of lame questions?"

Ah...lame questions...uhm...I don't know, uhm...well, I DO have a few more questions.

Well, make it fast 'cause I am on a tight schedule!

Sample 3 Sample 4

I told 'em about it.

Told who about what?

John and Mike about the report. And he wasn't happy about it?

Who wasn't happy?

Mike wasn't.

He eated the ice cream.

She no think you right.

The purpose of this research is to explore the rise of communicative competence theories and their impact on the practice of foreign language pedagogy. In this research we also investigate the relation of language learning to culture learning, and argue that if communicative competence is to be taken into account, then the target culture should be introduced to the foreign language classroom. We also consider subsequent elaborations and interpretations of this theory by linguists and applied linguists, and discuss some significant terms related to communicative competence. We first discuss the influence of communicative competence theories on language teaching methodology. We examine a variety of communicative tasks

and techniques explaining their significance for communicative competence development. We also consider the influence of communicative competence theories on the evolution and implementation of different syllabus types. Second, we talk about the dramatic changes in the roles of teachers and learners which came about as a result of the acceptance of communicative competence as the ultimate goal of language instruction, and focus on those aspects which we believe should be prioritized in a classroom which aims to teach communicative competence. Then we examine the relationship between language and culture, and argue that successful communication between native and non-native speakers requires non-native speakers to be aware of cultural presuppositions which underlie language use. We thus argue that associating language learning with culture learning is an important consideration in communicative competence development. We explain how cultural competence can be taught in the classroom and suggest a few procedures, techniques and materials for promoting cultural competence. Moreover, in this chapter we discuss intercultural communicative competence as an important component of communicative competence which has been de-emphasized by over-emphasis on language functions in communicative teaching, and suggest some criteria for the design and implementation of communicative grammar tasks.

As we know that recent studies in methods of teaching Foreign Language are characterized by fixed attention to linguo-cultural competence of students. The need of development of such competence poses new challenges to teachers and requires from them a new understanding of learning goals.

It is noted that the value of linguo-cultural aspect in the foreign language teaching is indisputable since communicative and speech errors, as well as errors of socio-cultural nature are all the result of ignorance of national and cultural peculiarities of Uzbek language.

The relevance of this approach lies in the fact that creation of a linguo-cultural competence among international students means not only a general knowledge of Uzbek and English language and culture or just teacher's intention to

lead students to master an exemplary learning speech, but also to develop foreign language skills in order to communicate on the cross-cultural level and ability of adequate interaction with representatives of Uzbek culture.

The spectrum of opinions on the issue has revealed that linguo-cultural competence is a set of special skills necessary to operate in practice a system of knowledge about culture, embodied in a given national language. In other words, a foreign student has to develop an ability to recognize and to adequately perceive and correlate a semantic content of a language sign with associative and imaginative motivation of choice of a word through the prism of values and attitudes of his proper national culture.

Recently, modern methodology science, when refines linguistic foundations of the foreign language teaching, first of all considers cognitive and pragmatic and linguo-conceptual approaches. Linguo-cultural competence is examined not only from the perspective of linguistic cultural studies, but also in the focus of linguo-cognitive coordinate system. In the process of training students, teaching techniques of linguo-cultural competence creation are based on a cognitive activity aimed at developing by student of a system of concepts; and on such a pragmatic component as a professional status of a student. Thus, language becomes a sort of cognitive process, and competence is a capacity to generate acts of consciousness. At the same time linguo-cultural competence is directly related to the study of professional language as an integral part of a professional competence. Linguo-cultural competence development of students should be realized in organic connection of professional education with Uzbek language knowledge development within the core course studying.

As any professional group has its own conceptual picture of the world, so the learning process effectiveness to a greater degree will depend on a systematic development of a sphere of concepts, which is relevant for this group and determined by their future profession. Sphere of concepts is a structured knowledge, an information base of mental images, consisting of universal object code units. The semantic language space as a part of the sphere of concepts is

verbalized in the system of linguistic signs: words, phrase combinations, syntactic structures. It is formed by the linguistic units' meanings. A concept conceived as a unit of the sphere of concepts reflects peculiarities of thinking, worldview and culture of people. Any person can be "a concepts bearer", as he or she has its own cultural experience and cultural identity. Thus, individual verbal activity is determined by the language sphere of concepts and national sphere of concepts.

Linguo-conceptual approach in foreign language teaching offers a vision that focuses on the concept and the sphere of concepts taken as linguo-didactic units. The process of learning language involves not only traditional study of phonetics, grammar, vocabulary, but also Uzbek and English culture language mastering through its national concepts. Linguistic consciousness of students is as it were immersed in the sphere of concepts of language. This allows them to acquire an integral ethno-cultural knowledge of Uzbek and English culture and language. So, already existing, but segmentary linguo-culturological views transform into a cognitive integrity. There is an interaction of different cultures through the spheres of concepts of Uzbek and English culture and the culture of student, due to which he understands that the language and culture he learns do not exist in isolation from his native language and culture, but, conversely, are projected on them.

As it mentioned above that representatives of different professions categorize and verbalize same object in their own way. Therefore, it is necessary to build a linguo-cultural competence of audience with concepts that meet its pragmatic needs. Those concepts should compose a cognitive base of this given profession. Thus, the learning process needs to be professionally oriented and should promote professionally meaningful types of thinking of students.

Development of linguo-cultural competence is based on the texts of different types and genres that present and record a linguo-cultural information. Texts should include the notions correlating with the basic concepts, which are relevant for international students. They should be filled with specific content, so that to model a situation, to correct the shades of a meaning of a word and to realize axiological cultural information. Since structure of the cultural concept includes notional and

figurative elements, the text serves not only for a key notions semantization, but also for creation of a particular image in the mind of a student.

Professionally-oriented sphere of concepts is built gradually, within three main stages of teaching language for students. The initial stage of training involves understanding of basic terms and notions of language and culture, which are neutral towards a professional language. At this stage, there is a simultaneous development of the terminology knowledge; lexical and grammatical competencies and speech skills. Students observe a parallel between these terms and everyday realities and realize a reflection of the naive world view in the mentality of native speakers.

During the main stage of training teacher extends the sphere of concepts by introducing a special terminology, which corresponds to a professionally-oriented conceptual view of the world. Linguocultural competence is based on texts of different types and genres, in which there a complete image of a specialist or a profession is created.

At the final stage, a teacher introduces the cultural realities and shows how semantic boundaries of words are expanded with a help of a new cultural knowledge with national connotations.

Linguocultural competence development through the concepts of Uzbek and English culture involves an appeal to synonyms, antonyms, paronyms, phraseological units. This contributes to the more efficient evolution of vocabulary and stylistic skills and deeper understanding of the text by students. The system of images fixed in the lexical fund of Uzbek and English language recreates in its semantics a long process of people's culture development, it captures the cultural attitudes and stereotypes, models and archetypes, and accumulates the national world view, cultural and national experience and traditions.

Reading, one of the types of receptive speech activities, has a particular importance for the formation of linguocultural competence during the main and final stages of training. The text as a source of a linguocultural knowledge, and the reading, in the process of which the language proficiency is progressing, - are two

core scientific and practical elements in the modern methodology of foreign language teaching.

The work with texts is aimed at linguocultural competence development and building a sphere of concepts knowledge of foreign trainees. This sphere of concepts is fixed in the culturally significant texts.

Thus, choosing texts for the reading, a teacher is focused on their linguoculturological value, relevance, learning difficulty degree and presentation graduality.

CHAPTER II. DIDACTICS AS A BASIC SUBJECT FOR METHODOLOGY

2.1. Didactic principles in teaching foreign languages

Teaching methods in instruction developed as a replacement for "general pedagogical methods" since specific subjects require different approaches (e.g. the same teaching method cannot be efficiently applied to foreign language and physics classes). Teaching methods are a theoretical and practical system which in a scientifically established way describes and proscribes effective teaching methods of a specific subject or a group of related subjects.

Teaching methods (methodology) of a certain subject will use didactic knowledge about the individualization of the instructional process, teaching methods and didactical principles, the types of instruction and organization of instruction. In addition, the choice of appropriate teaching method and instruction in a specific situation will be influenced by the scientific and expert field of a certain subject, as well as the characteristics of the participants (their psychosocial development, previous knowledge, interests etc).

The basic question resulting from the previous definition of methodology or teaching methods is whether universal or general methodology in distance education is possible. In distance education general principles and different educational methods can be formulated, but every specific subject or area in distance education should use theoretical and practical principles of methodology developed especially for this subject or field. General didactic principles and available educational methods for online education should in practice always be adapted to specific methodical teaching approaches for a specific subject or field.

It is especially important to be well acquainted with different education methods and teaching approaches in order to apply them appropriately in order to achieve educational objectives. Among the most wide spread types of instruction the following can be pointed out:

- transmission instruction and direct teaching (informing, describing, explaining, training, asking questions, monitoring the questions, intervening);

- heuristic instruction and teaching through conversation (asking questions, dialogue, group discussions);
- pair work and cooperative grouping (joint assignments, analyses, evaluations, problem solving, creative techniques, decision making etc);
- problem teaching (identifying and defining a problem, setting hypotheses, gathering data, generating the solution, evaluating the possibilities, selecting the solution, concluding and applying this in practice);
- programmed instruction (division of content into smaller units, tasks and questions which stimulate relevant activities, and feedback about the users and their results).

Programmed instruction is a system of theoretical concepts and different technical forms of programmed instruction which enable simulated delivery of instruction so as to achieve a 1:1 student:” instructor” ratio (i.e. a technical system simulating an instructor). Instead of traditional instruction in which there is one teacher and several students and where a complete individualization of the educational process is impossible, in programmed learning individual teaching is “multiplied” by using the so-called programmed textbooks, computer-based instruction or learning management systems (LMS). Research shows that programmed teaching is usually more successful than traditional instruction, taking into consideration short-term and long-term memory of educational content, as well as time spent on learning . With programmed learning participants are guided by questions and tasks which stimulate their inner mental activity, while the possibility to check the correct answer influences the so-called self-confirmation which causes the feeling of extrinsic and intrinsic reward and motivation. The use of programmed learning is especially useful in distance education and computer-based instruction.

Computer-based instruction (CBI) is based on automation and individualization of the presentation of educational content and interaction with the students. Computer-based instruction can be applied in the following areas: drills and practical problems, handbook teaching, educational games, modelling and simulations, hypertext, multimedia and distance education. Computer based instruction uses numerous teaching methods: problem solving , guided dialogue, linear teaching,

network teaching, adaptive teaching, algorithmic request generating, simulation, computer-guided experimenting, monitoring of the learning process, self-assessment and diagnostic testing.

***Note:** Tips and tricks: Taking into consideration the available technology for online education and methodological principles for instruction of a certain subject, try to provide a precise definition of learning objectives and elaborate specific methodological principles based on which you will design an LMS that you are working in. Divide the educational content into chunks and elaborate specific presentation, practice and knowledge assessment methods for each chunk. When integrating them, try to do it so as to achieve a harmonious consistent unit of content presentation and interaction with the participants.*

Principle is defined as a guide to action, in our case to teaching. Methodology of teaching English is based on the fundamental principles of Didactics. They are the following: scientific approach in teaching, accessibility, durability, conscious approach, activity, visualization and individual approach to instruction, systematic practice. Except for the basic didactic principles Methodology of teaching English uses specific principles that are applied in teaching a foreign language. Let's consider them.

Since the aim of teaching English at school is to teach the pupils how to use the target language for communicative needs', one of the main methodological principles is the principle of communicative approach. It means that the pupils should be involved in oral and written communication throughout the whole course of learning English.

There are four types of language activities to be developed in pupils: listening, speaking, reading, and writing. Each language activity has its own set of actions that are characteristic of this activity, thus special exercises are needed which should be adequate to each activity. So in teaching a particular language activity the teacher faces specific problems that should be solved since the development of each activity requires certain techniques and exercises. This is the application of the principle of a

differential approach in teaching English, i.e. each language activity requires special attention on the part of the teacher.

The principle of an integrated approach is another methodological principle. Pupils do not assimilate sounds, grammar units, lexical items as discrete components of the language, but they acquire them in sentence-patterns, pattern-dialogues related to certain situations. Pupils should use their skills in the four language activities as interdependent parts of their language experience.

The principle of durability implies the ability of a pupil to keep in his memory linguistic and language material he learns of ready access, i.e. the pupil can use units of the language whenever he needs them for oral or written communication. The durability is ensured: – by vivid presentation of material; – by constant revision and drills; – by the use of the material on the part of the learner for communicative needs; – by systematic control; – by constant supervision of pupil's habits and skills on the part of the teacher.

The principle of conscious approach to language learning means that the language material is acquired consciously, the pupil understands what he learns. Such approach usually contrasts with “mechanical” learning throughout repetitive drill. So the pupils should acquire the rules of the language in order to be able to follow them in the act of Communication.

The principle of activity implies that the pupils should be active participants in the learning process. Activity arises under certain conditions. According to the Sets Theory (теория установки) the learner should feel the need to learn the language, thus the main sources of activity are motivation, desire and interest in the language.

The principle of visualization is very important in teaching English since the process of knowledge gaining begins with sense perception. The use of visualization makes the lessons emotionally coloured, gets the pupils interested and awakens their thought. It creates natural or almost natural situations for the use of the language as a means of communication.

The principle of individualization is getting very important at present. There always are some individuals in the class who learn more slowly than others, or faster

than others. The teacher has to assess the progress of each individual in the class and find the way how to manage the classroom activity so that the slowest learners are not depressed being left behind and the fastest learners are not frustrated by being held back. This principle is achieved: by using the individual cards; by specific selection of exercises for each group of pupils in the class; by the use of additional material, etc.

Didactic Principles: Language of instruction = target language: The target language, i.e. the language that the participants want to learn, is used as the language of instruction. Language teaching is as concrete as possible. In courses for specific groups, the content must dovetail with situations that the participants will face in the new language. Language is a communication instrument. Being able to communicate in the relevant language is what matters most. The aims of language teaching are described in terms of the Common European Framework of Reference (CEFR). Pronunciation, vocabulary and grammar are not goals in themselves but are used as tools to enhance the students' communication skills.

- Student:
- The student should be at the centre of the educational process;
 - The student must have an active learning attitude and an active role in the educational process;
 - Students are responsible for their own learning process;
 - Students should reflect on their own learning process, using instruments such as DIALANG, the CEFR, a portfolio or personal learning objectives.

Teacher:

- The teacher must let the students work as actively as possible during contact hours:

- The teacher must organize the lessons in such a way that the students are given an active role in the educational process;
- Teachers should use teaching methods that stimulate an active learning attitude in students, for example cooperative learning and peer assessment;
- The teacher's use of language must be correct and must match the students' level;
- The teacher speaking time amounts to about 30% of the teaching time; students should do the talking during the other 70%;

- Teachers should make students aware of what learning a language involves: they should help students to reflect on their own learning process and stimulate a critical attitude towards this process;
- Teachers must enable students to apply what they have learnt in meaningful situations;
- Teachers should act as sounding boards. They should provide feedback in line with the CEFR, correct students' questions and remarks by repeating them correctly and ask test questions;
- Teachers should respond to the diversity within groups (different learning styles, learning objectives, backgrounds);
- Teachers must have a clear course plan and lesson plan in mind, discuss the importance of the aims and activities with the students and provide regular feedback about this;
- Teachers must stimulate independent and semi-independent learning, for example by providing advice on language learning outside contact hours, offering extra exercises via Nestor, offering electronic notice boards for communication purposes, giving feedback, providing links to high-quality websites, communicating in the target language even outside contact hours and referring students to the language-learning facilities in the University Library.

Fellow Students: - Fellow students play an active role in the educational process;

- Students and fellow students must take an active role and attitude when using working methods where cooperation is involved, such as peer assessment and cooperative learning.

The teacher contact time must be optimally used; lessons will only include activities that actually need a teacher to be present. Electronic Learning Environment is a learning tool alongside the teacher. The Language Centre aims to efficiently use computers as a communication tool. In the coming years the electronic learning environment Nestor will be used not only during lectures but also in the general courses and, where possible and desirable, in specific courses.

It is lucid that English language holds a particular substantial place among the foreign languages taught in the higher educational establishments of Uzbekistan, and interest of the students to it is constantly upgrading. Especially after the decree on further development of foreign language teaching and learning (1), much more attention is being paid to English language.

The principal purpose of teaching any foreign language, and English particularly, is the formation of communicative competence of the students. “Communicative competence is sometimes determined as the capability of personality to implement linguistic competence in various situations of speech communication”, but recently it has started to be more often referred to as communicative-speech competence necessary “for the achievement of concrete goals and performing various types of speech Activity in communicative situations”.

In the new level system determining a student’s command of Uzbekistan as a foreign language (A1-C1) commonly accepted in Europe, each level is characterized by a set of certain communicative skills. In our graduation paper we shall dwell upon formation of communicative competence of the students studying English as a foreign language in classes.

In developing communicative competences of learners, interactive training is considered to be the most effective. “Interactive training is first of all dialogue practice which includes interaction of the professor and the student. On the core of concept of this technique lies the understanding of social interactions of individuals in interpersonal communication, the most important characteristic of which is considered to be an individual’s capability to accept the role of the other and imagine in what way he is perceived by the partner in communication”. The effective means of interactive training maybe:

- a) Training communicative situations, in simulation of which we work with maps, slides, computer software and internet applications.
- b) Training games: “auction”, “museum gallery”.
- 1. Training communicative situations.

“Regularly and deliberately created situations play a very important role in the formation of foreign language communicative competence, since they facilitate formation of a motive and a need for a statement, help making hypotheses or suppositions, stimulate thought and draw the training process closer to the natural speech communication”. The students themselves feel the necessity of drawing the training process closer to natural situations of communication rather than automatically fulfill tasks from the textbooks and learning guides.

Communicative situations are the situations of natural communication simulated by the teacher (at the early stages of learning English (Level A1) on the topics “Acquaintance”, “In the street”, “In the transport”, “In a shop”, “In a café” etc.). In simulation of communicative situations at the earliest stages from the first lessons cards or photographs of various things are distributed among the learners. For instance, while practicing the topic “Doing the shopping” two learners participate in a dialogue playing the parts of a consumer and a shop assistant. The shop assistant gets the cards with images of clothes, fruit and vegetables or other foods. Using the previously explained theoretic material (structures “How much is...?”, “I like ...” adjectives and expressing request or wish e.g. “Could I have...?”, “Could you show...?”) the learners make up spontaneous “live” dialogues, plunging into a situation of natural communication. Making up a dialogue without visual materials is less active and effective, while bright cards arouse interest in all learners, simulation of the situations goes in an active and entertaining manner, thus a positive attitude and of course interest to the English language is shaped from the very first classes.

In simulation of communicative situations at higher levels of foreign language training (A2, B1) city maps, computer software and Internet applications in our work can be engaged. For example, for studying the topic “How could I get to ...?” we hand out city maps or maps print outs to the students. Then they get the roles of a tourist and a pedestrian in the street. Using the maps (information in them) the students make up a dialogue.

Working with Internet applications seems to us to be a more up-to-date approach. If the classroom occupied with a computer and access to the Internet-

Google Maps are used. Then the final destination and the place of dialogue are entered, the route is offered, the necessary scale is chosen, and the students make up a dialogue which is close to the real-life situation of communication in the street with the support of the data of the map.

At a level of English language learning (starting with B1) we offer a real communicative situation to the students: a call via Skype. Before the conversation comes the preparation: at first learners form questions, then call the organization. All learners in the group listen to the conversation. As a conclusion a detailed analysis of the conversation is made: whether all the questions were answered, were the answers understood by the learner, and what was his reaction to the answers of the clerk on the phone. The practice like that does not only make the classes more expressive and entertaining, but owing to it the main goal of teaching foreign language is achieved the learners becomes a part of a real-life spontaneous communicative situation with a native speaker instead of a learning situation which is easily foreseen. Without doubt, practice like that is very helpful but the teacher should very carefully approach the choice of places to call.

2. Training games.

Practice shows that games in a classroom with Uzbek learners are usually very active. The peculiarities of national mentality and temperament of Uzbeks, such as openness, hot temper and striving for healthy competition, increase the efficiency of the training game even more. According to the observations, games in the classroom help even shyest learners to overcome the language barrier.

Let us consider several of the simple but useful games most frequently used in the classroom.

- 1) “Auction”. The structure of the game comes from its name. An “auction” is held in the class, where the teacher plays the role of the “auctioneer” and “the prices” are offered by the students. The “price” is a word related to the topic offered by the auctioneer, e.g. ‘CLASSROOM’, ‘FAMILY’ etc. At higher levels the topics can be more complicated and modified. The learners name the words on the topic, the

auctioneer counts to three after each of them. Like in a real auction, the winner says the last word.

- 2) “Museum gallery”. The game is based on the painting by different artists from Art Gallery in Uzbekistan. The learners are split into two groups. The groups are given two same sets of cards with the paintings by artist. The task of the first team is to describe the painting; the other team should guess which painting is meant. The description lasts for a minute. The team that guessed more paintings wins. As soon as the team guesses the painting, professor shows the painting on the computer screen and gives brief information – its name, name of the artist, the year of its creation.

We may state that the usage of interactive teaching techniques increases the performance and helps develop communicative competence of foreign language students. The main part is played by the teacher who sees the student not as an object, but as a full-fledged partner of the learning process who should manage numerous and various techniques of communicative education.

Modern teaching techniques broaden the opportunities of teaching, enhance learners’ motivation and optimize academic activities. Such techniques are valuable practically not only in teaching English, but also other foreign languages. Using interactive techniques of teaching English makes the class really exciting and up-to-date. Organization of academic activity in such a way plays a significant role in development of communicative competence of learners, helps development of their speech capabilities and increases interest in English language and culture.

Overall, enhancing students’ communicative competence is very helpful and significant in teaching English as a foreign language.

In the process of development communicative competences, learners must concrete on interactive training as it is accepted to be the most effective one. Furthermore, training communicative activities and games will be very beneficial to acquire our goal in teaching English.

2.2. USING DIDACTIC PRINCIPLES IN FORMING LINGUOCULTURAL COMMUNICATIVE COMPETENCE

Principles of the development of linguoculturological competence in teaching the English language. The concept of linguoculturological competence can be defined as the ability and willingness to 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.

Linguoculturological 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 the linguoculturological 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 of the level of competence which will enable students to interact in the multicultural society. The model of lingoculturological competence contains interconnected components aimed at achieving the final result. It can be called "cognitive-communicative - linguoculturological unity", namely:

- . Cognitive-conceptual (CC)
- . Conceptual accumulating (CA)
- . Linguocultural-integrative (LI)
- . Communicatively-actualized (CA),
- . Creative and modeling (CM).

Correlation of linguoculturological unities and their corresponding types of skills can be represented as follows:

1. Cognitive-conceptual unity (CCU) - conceptual-forming type skills. This complex includes the ability to obtain linguoculturological knowledge needed for subsequent cognitive-communicative activities, to control the individual learning process. Process of formation and development of the individual means, on the one hand, the efforts of the subject teaching activities in creating certain conditions, on the other - the activity

of a person, so cooperation of both sides should be used effectively to achieve the final result. This type includes the ability to:

- . be aware of the system of concepts, forming the "real picture of the world";
- . integrate national-labeled vocabulary, abbreviations, neologisms;
- . identify the hidden meaning of cultural material, reflected in aphorisms, phraseology;
- . establish cause-effect relationships and determinants of cultural phenomena reflected in the language;
- . merge, combine different ways of understanding the world;
- . establish morphological, structural and functional properties and characteristics of sociocultural phenomena, reflected in terms of language.

2. Conceptually-accumulating unity (CAU) - the analytical and evaluative skills type:

- . accumulate and synthesize linguoculturological information;
- . comment, assess cultural phenomena reflected in the language;
- . conduct semantic – analytical and evaluative-critical processing of linguoculturological information;
- . analyze the ideological and moral guidelines presented in the pragmatic texts;
- . identify and analyze valuable principles reflected in the pragmatic texts;
- . select, analyze and evaluate standards, images, stereotypes adopted by people in the target language.

3. Linguocultural-integrative unity (LI). This type has the ability to ensure the conditions for a targeted search for solving the problems through thinking processes that require updating the entire arsenal of acquired knowledge, concentration and cognitive and rational-logical aspects of the personality. This complex comprises skills:

- recognize and classify lexical items with the national-cultural component of semantics;
- find important meaningful linguoculturological information for communication;
- to group units for various reasons (difficulty recognizing the shape, value, use, etc.);
- find in the text, interpret and organize, symbols, names;

- generalize cultural phenomena, facts, events, reflected in the language;
- reflect and organize linguoculturological material on the traditions and customs of the country;
- recognize and classify the system of concepts reflecting real picture of the world;
- identify, describe and explain cultural facts reflected in the language;
- define the topics and information.

4. Communicative actualized unity (CAU). Skills of this type are prepared for the transition from the reproductive to the receptive-productive-interpretive, and then - to the creative and constructive communication activities.

5. Creative and modeling unity (CMU). This type includes the ability to:

- stimulate situations of intercultural dialogue on the basis of pragmatic information text;
- predict the consequences of the actions proposed in the texts;
- conduct a free conversation about the information contained in a pragmatic text;
- free use of linguocultural units in various situations of intercultural communication;

The purpose of training students in universities is to prepare a competent professional, competitive in the labor market and in building a successful career. On the other hand, every sphere of professional activity wants to get a specialist - graduates who have mastered the basics of corporate culture industry, as it allows them to quickly turn it into work and the adaptation period is significantly reduced.

Corporate culture - a system of norms and values inherent in the organization's staff, interacting with each other, reflecting their personality and sense of self-esteem and respect of others in social and real environment. Corporate culture exists and develops through the culture of each individual member of the corporate community. In connection with it this model was developed for the process of forming linguoculturological competence of future specialists in the study while studying the history of the English language. Under this model mentally organized or financially implemented system is understood. The essence of the system approach is to consider the process of formation of linguoculturological competence as a complete system consisting of interconnected elements (components), organized in a certain structure.

Corporate culture of the university as an environment of students linguoculturological competence must be considered as a system consisting of elements: purpose (mission, goals and objectives); means, including:

- technology, style activity, control, information management; achieve the objective criteria and evaluation results;
- means of internal integration: techniques include new students, the language, the method of distribution of power, style, relationships, the system of rewards and punishments, etc.

Moreover, by considering the internal structure of linguoculturological competence should be also based on a systematic approach. Linguoculturological competence of students is formed in interaction with material and spiritual values of the linguistic culture of the university in real situations of communication with different representatives. Efficiency of the process of formation linguoculturological competence of studying the history of the English language in universities depends on purposeful creation of the cultural and educational environment for self-determination, self-development and self-realization.

4. Practical tasks and results. Integration processes in the modern global economic and cultural space, highlight the intercultural communication as the most important factor of integration of human society. In many regions of the Russian Federation, the problem of creating the conditions for teaching intercultural communication enhances motivation to learn a foreign language and the development of students' linguoculturological competence acquires special importance. In these circumstances the importance of learning the history of the English language is becoming more important.

The course of the "History of the English Language" for 5th year students of the Department of foreign languages is aimed at the realization by students of their own national or social origin, place and role of national culture, the history of the target language, traditions and customs, and spiritual values of the people in the world cultural treasure, the ability to represent their country. Special course is aimed at educating of humanistic values, it involves students into linguocultural studies and

research. This course provides students with the ability to express their views in writing and orally in a foreign language, understand and discuss features of culture, socio-economic life of the target language, to conduct exploratory work, prepare an oral report on a selected topic. Foreign language as a subject accumulates the most complete history and common cultural values of humanity, systematically transmits them to students. It helps to create a real opportunity for familiarizing students with universal spiritual and moral values, world and national culture for understanding the problems and realities of the modern world; contributes to the formation of national identity, citizenship, humanism, tolerance, and respect for national and world culture.

The proposed course is designed as the main subject of the course "History of the English language". It is aimed at improving communicative and cognitive skills, organizing and deepening knowledge about a country. One of the methods for the development of linguoculturological competence in this course is the method of projects. It allows to provide an active and independent teaching and research activities of students in the study of the subject "History of the English Language". It provides them not only with the knowledge and skills necessary for solutions of various problems, but also it formulates their attitude toward the social and cultural aspects.

The following materials were selected for the organization of project work. They involve their theoretical and practical knowledge.

Samples of projects:

1. Geographical place names of England (origin, semantic meaning, and structural components)
2. Invasions (time of the invasion, influence on the language)
3. Kings and Queens of England (period of reign, impact on the country, their nicknames)
4. Grimm's Law (essence, manifestation)
5. Important events (time, influence on the country and the language)

Work on the project is carried out at different stages. At each stage, certain tasks are solved, if necessary a teacher monitors their activities. It enables to create

research atmosphere where every student is involved in an active creative cognitive process based on cooperation. Thus, the study of this course allows students to discover the essence, the meaning, the purpose of forming linguoculturological competence. Basically it is seen as a way of action in a variety of situations that arise in the communication between people, between different social groups, representatives of different cultures. It can be noticed that the involvement of students in research promotes the development of critical, analytical and creative thinking. Doing experimental work promotes formation of intercultural communicative competence, communication culture. Diagnostic tests were used to trace the effectiveness of experimental work on the formation of experimental linguoculturological competence of students.

The results of the tests of the experiment revealed the following dynamics:

- students master their own cultural values and culture study;
- students assess norms of interpersonal communication;
- students do practical actions in terms of intercultural communication.

Results of the study suggest the following conclusions:

1. Problem of intercultural learning in modern educational process in the field of learning English language history becomes one of the highest priorities of values and goals of education.
2. Linguoculturological competence is formed on the basis of more than two languages and cultures: native and non-native. The study of national culture is a basis for the formation of linguoculturological competence.
3. Psychological and pedagogical conditions of formation of linguoculturological competence of students are based on the principles of student-centered pedagogy.
4. Knowledge of language has significant educational force to influence the formation of linguoculturological competence.

In accordance with the results of the project the necessity to change requirements for students can be traced. Culture is seen as an essential characteristic of a person associated with the human capacity. Communication is an essential part of human life, and therefore part of the culture. Under cross-cultural competence, we

understand the student's psychological readiness to communicate (interest, motive, lack of fear of the language barrier) and a certain level of verbal skills, language material, and most importantly - the necessary amount of sociocultural knowledge of the spoken language. The main areas of competence are cognitive, pragmatic and motivational. Cognitive goal is to obtain information about other cultures, and the need to refer not only to the culture of the country of the target language but also the culture of other countries.

Pragmatic purpose involves the acquisition of practical skills necessary for intercultural communication. Motivational terms are connected with the formation of the attitude of the student, which involves tolerance and respect for other cultures, eliminate prejudice, stereotypes and discrimination. The experimental model includes many elements: study material, built on the integration of national and regional courses and culture study, educational technology and student-centered model.

English teaching and learning trend needs fundamental reformations in Uzbekistan, where traditional language teaching is predominant. When introduced to concepts like “communicative approach”, “learner centeredness” and “learner autonomy” my understanding of foreign language teaching dramatically changed. In this graduation paper, I will discuss why and how a teacher of a communicative classroom should facilitate the aforementioned approaches and what tools must he equip himself to make teaching process more effective and motivating.

Hitherto, I was taught English and later, as a teacher, educated students in a traditional setting, where the learners prodominantly regurgitate the material selected by the teacher and assigned by general curriculum, usually not considering the learners’ needs and readiness. Students were not encouraged to practice the language patterns in real life situations and they felt very insecure when exposed to genuine communication (Pham Hoa Hiep 2007). When I made a survey to explore the cause for this “feeling of insecurity” and to ask “What hinders you from speaking English?” the most frequent answer was “I am afraid of making mistake”. Obviously this feeling formed due to the inappropriate error correction policy that says “errors are to be punished”. It takes much time and energy to persuade them that mistakes are not

tragedy, but on the contrary, are the signs of progress – we do not make a mistake if we do not speak.

Another key element to being a communicative teacher is the ability to establish rapport with the audience, to effectively manage the classroom and cope with spontaneous situations. These are usually unfamiliar and even strange to a traditional teacher (Underhill 1999), who make majority of local teachers. Traditional teachers usually try to avoid any spontaneous communications in the classroom, which is not specified in the textbook.

In traditional language teaching atmosphere, the teacher is in charge and “controls” the learning and just delivers the information not bothering much about the improvement of the learners’ communicative abilities in the target language (Medgyes 1996, Underhill 1999). Many teachers and learners feel safe with grammar and language functions. Some teachers may claim that they need grammar, although at the same time suggest that they don’t enjoy it. Some teachers feel that their learners’ knowledge of grammar is a demonstrable proof of language acquisition but this is only partly true.

A while ago I attended a grammar class of my colleague for peer-observation. The topic was past simple. He asked the class to make individually per one sentence about their last summer using Past Simple. And he started to collecting the answers orally. Students were answering in turn:

Student 1: last summer I went swimming

Teacher: good!

Student 2: last summer we organized picnics on mountains with my family.

Teacher: good!

Student 3: last summer my friend from Japan visited me.

Teacher: good!

Student 4: last summer my grandma died.

Teacher: good!...

I was really surprised and was even about to ask him “what is so good about his grandmother’s death?”. But later, when I became familiar with the concepts of

communicative approach and learner-centeredness, I realized that my colleague was not listening to what the students said, whereas how he said it was correct. Sadly, for many traditional teachers the real content of the message is not important as long as the form of it is all right. The purpose of language instruction is definitely not a communication here. This trend of learning a foreign language could be called a “meaningless process” since the meaning of what we articulate is not paid much attention. This context entails the necessity implementing CLT in the region, which places a high emphasis on the meaning is rather than the form of language performance.

Many teachers state that CLT is good for enabling learners to speak and it doesn’t pay enough consideration to grammar accuracy and theoretical aspect of the language, and for the future teachers it is essential to be aware of them. Also, some of my colleagues believe that pedagogical values of CLT may clash with a number of cultural and professional values embedded in the practice of teaching and learning in Uzbekistan (for instance, the issues of “respect between teacher and student”) and that methods like group-work, discussions and debates are not efficient in most typical lecture-classes with at least 50 students.

To test the credibility of these perceptions, I held a lecture theoretical phonetics using CLT principles – methods different from traditional audio-lingual teaching ones. Our students are used to traditional lectures, where the lecturer usually reads (or more precisely, dictates) the lecture text and the learners take notes, and where apparently, not much interaction takes place. For my lecture I made several computer slides including only key points and relevant pictures illustrations. I asked the students, dividing them into smaller groups, to elaborate on the theories through eliciting techniques and leading questions (Underhill 1999). This certainly helped the students to better understand the subject matter, and what is more, the students were more involved in the class than they would have in a traditional lecture. Throughout the lecture, I tried to simplify the theoretical part so as to make it more comprehensible and, to refer to real life evidences of these notions. The result exceeded my expectations: the students were not only thankful for the untraditional

lecture, but also decided to do their optional course projects on this subject and asked to apply these techniques in the next lectures. On their feedbacks I read that they were tired of traditional lectures, where the lecturer merely dictates what is written on the texts of the lecture and what, in principle, the student can make a photocopy of: very little explanation, no analysis of the degree of understanding of the students.

The problem with many of our traditional teachers is that they look at language instruction as subject teaching, like math or history teachers. They assume that their job by and large is to impart the knowledge about the language (Medgyes 1996). Very few realize that foreign language can be learnt only in real communicative situations where the real messages are exchanged. There can't be genuine communication if a learner doesn't want to speak or find out something, so in my classes I try to create conditions for such needs to arise. Activities should be set so that the learners can participate in it not only with their "learning" selves, but with their whole selves (Medgyes 2006). This entails the need for building community between teacher and students.

Teachers' roles in relation to their students should definitely change. Communicative teachers are sensible enough to realize that they are not the sole source of wisdom and authority, but simply instruments to see that learning, the better they will be able to manage their own learning. Thus, the learners can put their first steps towards learner autonomy, which is, indeed, the primary goal and the biggest reward of a communicative teacher.

Most of us deeply understand the importance of learning foreign languages and that it possesses considerable number of positive aspects. However, it can be noticed that some people can easily express their opinions in a foreign language, particularly in English, while others despite having adequately nice grammar are not able to say even ordinary and commonly-used expressions in this language.

It is not a secret that English is the language of international communication around the Globe including our country as well. Having a look at the role of English in Central Asia it is safe to say it was not too prevalent; soviet schools used to have the deficiency of teachers from the English language. But now the situation has

changed totally – enough amount of qualified pedagogues is willing to teach pupils and students; it is now rather difficult to face a person who would not be interested in learning it. The chief reason for this is today knowing English is not considered to be luxury, but became necessity. To exemplify, English is one of the main skills while dealing with sophisticated technologies of our intensively changing modern world as well as in the field of medicine and science.

But have you ever reflected on the question of why for many of us mastering English is remaining a challenge in spite of advanced approaches and methods? How to be brilliant at it if we encounter so many obstacles? If you are still asking yourself these questions it is high time you found the root cause of your troubles and tried to rectify them without procrastination.

This graduation paper will observe the most common problems people may have on their ways and give consideration to their solutions.

It should be said that each activity was modified and implemented during all of the lessons. The general goal was to increase speaking ability among examined learners and to enlarge their knowledge of non-academic language, which is crucial in development of fluency.

Method “Snowball”

This method is held in a line of learners, whose task is to repeat the word of previous participant and add his own. The next participant repeats the word of the first and second learners and adds his word also, and in this way till the end of the line. The objective is to work with vocabulary either memorize or recall.

The first acquisition with task was taken on the first stages of research done by us. There were two levels of complexity, for A1 and B1 level, however according to the results, the more successful group was A1, then students of group, and on the third position B1. The criteria were: a) vocabulary; b) logical coherence; c) frequency of answers (how quick participants could repeat and add their sentences).

In two weeks after this study the method was introduced the second time, and complicated by involving of picture. After the second holding of a method the indexes of all the participants slightly increased.

Method of picture description

This method supposes the description of particular picture and aimed to develop both skills: to describe the object and to evaluate its features appropriately in order to make it understandable for other learners.

Modification: for both 8 grades the pictures were connected with relevant topics according to course book “Fly High”. Furthermore, the procedure was as the following: learners were divided into several groups and each of them got a picture. Then, participants should present their description to other teams. So, besides development of language skills, speaking and writing, the transferable skills were also improved.

Story telling method

This method can be conducted both individually and in groups, depending on the general number of learners. The task is to continue the story which begins from phrases “Once upon a time...”, “Long time ago...”.

Situational conversations

The procedure was the next: all learners were divided into teams, each team chose the card with situation and 5-7 minutes prepared the conversation.

Modification: first of all, each topic was related to the contemporary or previous topic according to the curriculum. However, for learners with higher level (332) this method was implemented as pre-activity. Later, when method had become more familiar for learners picked up the topic additionally they got list of slang or jargon words, which must be used in conversations.

All in all the method of Situational conversations was based on pre-speaking stage, where learners had opportunity to write the “scenario”. However, the methods of role-plays, dialogs and interviews were based on the spontaneous speech. Learners just took topic or task and prepared only 1-2 minutes then they presented. These methods were introduced on the third or fourth weeks of the experiments due to the fact that overwhelming majority of learners with low language level (schoolchildren) did not have experience of spontaneous speech. But learners with higher level got these tasks from the first weeks.

Usage of video or audio materials

In order to develop learners' awareness about acquisition of native speakers' speech we widely used video and audio extractions where native speakers presented topics or conversations. The tasks varied according to the level of learners, the aim of the audio or video use, and situation. Speaking more particular about the last one, if learners were tired or exhausted less complicated task was implemented. The tasks were the following: to solve the test on the basis of the material, to pretend the pronunciation, to read script, lyrics, or scenario, to repeat the scenes from the video.

Modification. For university students audio or video materials were mostly related to the pedagogical field, e.g. videos about different methods and techniques. Special place within usage of electronic material is taken by case study. Since this method develops language and transferable skills of learners, its implementation was extremely fruitful for students as far as they are future teachers.

Regardless the grade or level, each experimental group got task to perform the scenes from the video materials, for example, episodes from popular sitcoms. Moreover, besides described methods others were used to develop such aspect as pronunciation (tongue twisters, drilling patterns), vocabulary (crosswords, jumbled words), because formation of develop speaking skills is complicated process which is based on such bricks.

2.3. SELECTION LINGUOCULTURAL TEXTS

The formation of intercultural competence represents one of key elements in professional teaching of specialists. The intercultural competence comprises skills which are vital both for verbal and nonverbal communication with foreign language native speakers, requiring the perception and management of various socially and culturally rooted language phenomena and consideration of cultural peculiarities pertaining to the country of the language being studied. The need to develop such competence poses new challenges to teachers by requiring from them to develop a new perception of learning goals. The respective article dwells on didactic aspects of learners' adaptation to peculiarities of a foreign culture, as well as on teaching of effective communication to achieve professional goals by considering the intercultural factor. Various didactic techniques are therein analysed, namely the linguo-conceptual approach in teaching of a foreign language, formation of discourse frames necessary for professional and everyday communication, exercises with texts containing culturological information. The tailor-made system of exercises is targeted at eliminating possible communication failures inflicted by cultural discrepancies. The purpose is to achieve the level of competence which is sufficient for an adequate and correct implementation of communication goals in analysed situations of everyday and business communication.

Language and culture are closely interconnected and greatly influence verbal and nonverbal communication. Language reflects the person's inner world, national culture, system of values, mentality, and interpersonal relations (Kramsch, 1998). When learning a foreign language, one becomes familiar with the respective foreign culture and compares the newly acquired knowledge with one's own culture.

In order to ensure, at a professional level, effective communication by means of a foreign language, students do not only need to master the lexical and grammatical systems of a foreign language, but they also need to acquire knowledge of native speakers' cultural peculiarities, habits, traditions, norms of conduct and etiquette, and be able to adequately implement the acquired knowledge. All these factors are an important

component of intercultural communication and form a basis for intercultural competence development.

The development of intercultural competence is one of the key aspects for the professional teaching of specialists. Within the scope of business communication, foreign communication competence represents the ability to tackle business challenges in order to achieve a certain result in an alien business reality and culture.

Discrepancies between business cultures during communication might trigger failures in the decision making algorithm or in reaching compromises or resolving conflicts. To avoid such communication failures, it is important to ensure that during the studying process the intercultural competence essentials are developed by students.

Intercultural competence stands for necessary basic knowledge used by a person in life activities and reflecting the perception of the system of values, norms and rules pertinent to the respective culture and language.

Intercultural competence comprises the following:

- a system of linguo-cultural knowledge which is developed at the foreign language learning stage;
- a system of cross-cultural views which is developed during the person's upbringing, education and professional activity with respect to inner values and views;
- a system of the person's individual norms of conduct which is developed on the grounds of cultural and language samples.

Linguo-cultural competence is developed by means of joint activities between the teacher and students, as well as during students' individual activities. The teacher is required to teach students to decipher and pinpoint national and cultural semantics elements in the language signs of a foreign language in the light of values pertaining to one's own national culture. Thus, the language turns into cognitive process leverage. The purpose is to achieve the level of competence sufficient for an adequate and correct implementation of communication goals in the analysis of everyday business communicative situations.

The realities of another culture are reflected at all language levels, but mostly in lexis. Words with common denotata are perceived differently by representatives of

various cultures because they tend to possess a broad, but rather varying system of associative connections and connotations. Thus, teaching lexis with national and cultural elements of meaning is vital for the development of learners' intercultural competence. The linguo-conceptual approach is rather efficient in this respect as it is grounded in basic linguo-cultural concepts.

The cultural concept in contemporary cognitive linguistics represents a mental unit, an element of consciousness. It comprises results of any kinds of mental activity: not only abstract or intellectual cognitive structures, but also sensory, motoric and emotional experiences in a time retrospective (Langacker, 2001).

According to Stepanov (2001), the cultural concept is an operational unit of the "memory of culture", comprising elements of notion and images. In other words, it is an attribute or constant of culture in the person's consciousness.

Concepts form a conceptual sphere of the given nation and can perform functions of basic elements when comparing cultural paradigms of representatives from various lingual societies.

In the studying process, the development of intercultural competence is based on the perception of basic cultural concepts such as verbalized signs (symbols) of foreign culture represent core motives of a national language picture of the world. Thus, the Russian conceptual sphere is characterized by such typical word-concepts (verbal concepts) as *душа* (*soul*), *труд* (*labor*), *сердце* (*heart*), *судьба* (*destiny*), *меланхолия* (*melancholy*), *широта* (*latitude*) and others. Each nomination of such concepts embraces broad associative connections, represents primary and secondary lexical meanings and is a source for metaphors, symbols and phraseology. The development of intercultural competence during the teaching of a foreign language is based on conceptual analysis.

In order to analyse the meaning of a certain word-concept, it is necessary to determine the cognitive context forming the meaning of the respective word and to structure it, i.e. to shape the frame indicating the respective meaning. The purpose of conceptual analysis is to pinpoint the frame type corresponding to the Uzbek lexical unit and determine the influence of its elements, as compared with its corresponding concept in the learner's native language. Thus, a teacher of the Uzbek language is expected to

develop the ability to analyse concepts pertaining to the Uzbek culture and compare these concepts with concepts from another culture, as well as to pinpoint the conceptually determined reasons for the usage of particular units in a text. As such, we implement a system of exercises based on

the comparative principle and aimed towards the perception of Uzbek cultural concepts. Such exercises comprise methods of analysis and comparison, for instance: *compare...*, *show the difference ...*, *highlight the main and secondary ...*, *exclude from the list of...*, *translate into Uzbek and comment on the use of...* In order to develop among students a conscious usage of particular language structures, students are requested to search for mistakes and do corrective exercises. The whole system of exercises is aimed at eliminating possible communication failures related to intercultural discrepancies.

Communicative skills of learners are always implemented in discourse, i.e. in a text relevant for the respective communicative situation. It is evident that linguo-cultural peculiarities of the studied language influence the discourse and conduct patterns in various communicative situations. The discourse is based on the text, thus, the development of linguo-cultural competence is provided by texts of different types and genres, representing and transmitting linguo-cultural information. Text exercises are aimed at developing the ability to create a communicative act with respect to social and cultural peculiarities. When choosing texts for practice, the teacher evaluates their linguo-cultural value, topicality, level of difficulty, and correspondence to the respective teaching stage. Texts are to have specific meaning, reveal a specific communicative situation and contain culturological information. The text studied does not only provide meaning to key cultural concepts, but also creates particular cultural images in the student's mind. Any text is rooted in culture by means of numerous connections and can be decoded only in terms of macro cultural context.

Texts tend to provide allusions to other texts, the so-called precedent phenomena, which are to be correctly perceived and interpreted by students. Precedent phenomena are a certain group of verbal or verbalized phenomena, which are known to an average representative of a linguo-cultural community and are part of the cognitive base of this community (Gudkov, 2003).

Precedent phenomena reflect facts of national culture, literature, mythology, traditions, perception and the evaluation of historic events, personalities, etc. The teacher is expected to familiarize students with basic units of Russian precedent phenomena, whilst students need to learn how to decode precedent phenomena which are conundrums of Russian cultural realities. Although the text language level, containing a precedent phenomenon, is not always complex, the perception of its meaning might be challenging even to students with advanced foreign language knowledge. The following are a few examples of precedent phenomena usage in media texts: *Требуется маршал Жуков для финансового фронта* (Marshal Zhukov is a well-known Second World War commander); *Поезд реформ набрал ход, и остановить его не сможет никакая Анна Каренина* (Anna Karenina is a character portrayed by L. Tolstoy).

Students become involved in a game in which they are asked to identify which cultural phenomenon or historical event a particular allusion is related to, to pinpoint its meaning, name possible associations stemming from the respective allusion and to justify the usage of the allusion in the given context. Working with a text with precedent phenomena comprises several stages. At the beginning the teacher provides a linguistic and culturological comment which helps reveal the hidden meaning of the precedent unit and outlines its source (original text, historical event or cultural phenomenon). Afterwards the usage of the respective precedent unit is practiced by students in a typical communication situation with a focus on correct identification and reproduction. Texts with precedent phenomena are a valuable source of culturological information and serve to create communication situations which develop the students' speech skills by using authentic language material.

The communication between representatives of different cultures is based on grammatical skills, comprising the ability to establish contact, initiate, maintain and end a conversation, follow social norms and the speech etiquette of the alien culture's representatives. Knowledge of national etiquette peculiarities and speech patterns and understanding communication pertaining to a particular country, are important for the future professional activities of students, since the more one knows a foreign culture, the smaller the likelihood of communication failure. When teaching

foreign languages, a system of specific exercises is aimed at creating frames of typical discourses which are implemented in different genres of communication.

In order to evaluate the level of the intercultural competence of students who learn foreign languages at the Pedagogical Department of the University of J. E. Purkyně in Ústí nad Labem (the Czech Republic), testing was conducted at the beginning and at the end of the second year of studying for obtaining a Bachelor's Degree.

Reading, listening and speaking tests were specifically drafted to evaluate the level of students' communication competence, in particular the level of understanding and interpretation of authentic texts, contact initiation and dialogue support, as well as the expression of personal opinions on various topics. The final testing was participated in by 28 students. Following the testing rules, the creative level was represented by students who could voice their opinion on the problem and the productive level by students who could express their thoughts based on the learning material. The reproductive level was represented by students who needed assistance to express their thoughts. At the beginning of the experiment, 14.5% of the students reached the creative level, 35.8% the productive level and 49.7% the reproductive level. At the end of the experiment, 18.8% of the students reached the creative level, 51.1% the productive level and 29.1% the reproductive level. As such, following two semesters of teaching foreign languages with respect to developing intercultural competence, there is an evident increase in the number of creative and productive level students due to a decrease in the number of reproductive level students. The biggest increase was evidenced among productive level students.

Thus, it can be safely concluded that the development of intercultural competence is fostered by such didactic methods as the linguo-conceptual approach to teaching of foreign language, the formation of discourse frames which are necessary for professional and everyday communication, and exercises with texts containing culturological information. Well selected authentic texts and a system of specific exercises help students to develop the ability to conduct successful communication with respect to communication conditions within a certain cultural context.

CONCLUSION

It is quite evident that many graduates of universities demonstrate not appropriate level of the English language and even those who are knowledgeable enough cannot use effectively the language in their professional communication. More than that it is becoming worse because some students lack some basic knowledge concerning the laws of the development of the language, etymological characteristics of many words. Sometimes they fail to comment upon some linguistic phenomena, because they are not aware of linguocultural aspects of the English language, customs, traditions and ways of life of different nations. Any foreign language should be viewed not only as a system of linguistic norms, but also as a system of social norms and behavior, spiritual values. It has long been recognized that any living language develops together with the speech community, that is, with the people who speak it. Language is central to historical and social interaction in every society, regardless of location and time period.

Linguoculturology is a new branch of science, which deals with manifestations of culture of different nations, which became fixed and are reflected in the language. This relatively new field of linguistic research represents a merger of two distinct subdisciplines of linguistics: sociolinguistics and culturology. The great upsurge of interest in culturology and its actual rise from the state of amateur speculation to a serious science date from the late 20th century. Researches in this field use sociolinguistic methods to explain various language phenomena. This approach is particularly useful when language internal data alone is unable to account for some seemingly inexplicable facts. Linguoculturology is aimed at scrutinizing linguistic units in connection with historical and social development of the country at different periods and thus ensures general broad comprehension of the language as a complex system.

Byram thinks that when people are talking to each other their social identities are unavoidably part of the social interaction between them. In language teaching the concept of “communicative competence” takes this into account by emphasizing that

language learners need to acquire not just grammatical competence but also the knowledge of what is “appropriate” language (2002). Linguoculturological approach in teaching English focuses on the semantic concept. Through this angle the process of learning the English language implies not only traditional study of phonetics, grammar, and vocabulary but also the English language mastering through its national concepts. This enables the learners to acquire interrelated ethnocultural knowledge of language, culture and history, resulting in formation of linguocultural competence, which is a set of special skills necessary to use in practice. In Dictionary of English Language and Culture it is defined as ability to do what is needed (2005). It means that a student should be able to develop an ability to recognize and connect a semantic content of a language symbol with associative motivation of choice of a word. In a number of works of Russian scientists the concept "competency" is defined as intellectual and personal ability of an individual to practical activities, and "competence" as content's component of the given ability in the form of knowledge, skills and aptitudes (Zimnyaya, 2003). In Zimnyaya's opinion competency always displays the actual competence (2003).

Linguoculturology has to deal with lots of issues related to the language, such as the role of culture in formation of linguistic concepts, connection between the linguistic symbol and cultural sense of the word. It is essential to identify cultural semantics which can be obtained from the interaction of two different fields - language and culture.

Language and culture interactions have a reciprocal relationship: language shapes cultural interactions and cultural interactions shape language. It should be noted that the relationship of language to culture involves many difficult and contradictory problems. One problem may occur when cultural information of linguistic items mainly acquires some implication, which is hidden. A well-known expression “French leave” means “leave or absence without permission”. Originally it was used as a term describing a custom, prevalent in France in the 18th century but regarded in England as impolite, of leaving a social function without saying farewell to one's host or hostess. It is now used of any unauthorized absence or departure, from one's place of work. From

this example it is evident that only knowing the origin of the linguistic item students will be able to fully understand the meaning of it and use it in the language properly. Moreover sometimes the meanings of some words can change in course of time.

Not only language and culture, but also language and history are undivided. The evolution of language includes many facts which pertain to the functioning of language in the speech community. The most widely accepted classification of factors relevant to language divides them into extra linguistic and linguistic. Strictly speaking, the term “extra-linguistic” embraces a variety of conditions bearing upon different aspects of human life, for instance, the psychological or the physiological aspects. In the first place, however, extra linguistic factors include events in the history of the people relevant to the development of the language, such as the structure of society, expansion over geographical areas, migrations, mixtures and separation of tribes, political and economic unity or disunity, contacts with other people, the progress of culture and literature. While writing this research we understood that drafting is one of the last stages in the process of writing a qualification paper. So we must not only pay particular attention to the themes but also become skilled in researching, drafting and revising. We learned the most important steps in order to write a qualification paper successfully.

Firstly, before beginning writing we consulted our supervisor who is knowledgeable about this theme and interested in investigating. He gave us advice and suggested how to plan the writing process of the qualification paper.

Secondly, in order to avoid later confusion we wrote the author's name, book and article title and page numbers to the notebook. Apart from this we tried to be far from plagiarizing, we didn't directly lift the information from sources. When we found it necessary to directly quote an author, we clearly indicated what has been copied from books or articles and we recorded the page numbers on which this information can be found. Taking everything into account, writing qualification paper is very essential academic task to students and it can be a helpful clue to us while writing a research paper. What is more, many students will continue to do research throughout their future careers.

Apart from being the mother tongue of some nations and the second or official language of many countries, English is taught as the first foreign language of many countries of the world, in particularly in the Republic of Uzbekistan. It has established itself in recent decades as the popular language of international communication.

With the independence of our country and widening of foreign boundaries with many countries, people all over the world have known about the Republic of Uzbekistan and can communicate with our people due to the international language as English about politics, economics, society, education and culture. Therefore, English not merely knowledge needed for academic or professional purpose anymore, but is a root that is the necessary in order to live in the globalization century, twenty-first one.

The role of English language nowadays is increasing and has become the key to success in a variety of areas, including education. Teachers communicate with students through language, and students interact with teachers and their peers, obtaining knowledge through language. Therefore, the language has always been one of the most critical issues in education, especially in teaching foreign languages in the Republic of Uzbekistan. English is considered one of the main subjects taught in the public schools, colleges, high schools in our country. English languages is started to teach in the elementary level, in the first grade. Therefore the teaching methods of English language are varied according to the level and modernity degrees.

The well-known grammar translation was adopted in the high schools of the Republic of Uzbekistan since the first years of independency. Students had to memorize the rules of grammar and long lists vocabulary and practice translating texts from English into Russian or Uzbek and vice versa. However once the students has acquired their vocabulary and translation skills, there was a little opportunity to use them in communication, despite the communication being the basic reason for learning a language. As a result, this method was replaced at the beginning of the twenty-first century, in 2000s by audio-lingual method.

In the audio-lingual method, the focus was on developing learners' listening and speaking skills. To accomplish this, students recited drill patterns of speech in English and listened to taped conversations between the students and teachers. Also with such an emphasis on listening and speaking, it was inevitable that the other two skills, reading and writing, would be neglected. As a result, students were unable to speak English fluently and were also unable to write grammatically correct in English. This approach was therefore cancelled in favor of the communicative language teaching method.

The following method, communicative language teaching method of focused on English for communication. Special attention was given to language functions, and a situational language was introduced to obtain fluency in certain areas. This method has a tendency to compromise between all teaching methods needed to achieve accuracy in English and meet all requirements of oral and written communication.

As we have seen, several different methods of teaching English had already been used in the high schools in the Republic of Uzbekistan during the last decades of independency. After experimenting with the grammar-translation method, direct method, and audio-lingual method the curriculum and the teacher preparation program had settled on the communicative language teaching methodology, with it's strong emphasis on natural communication.

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