Ways to Develop Linguistic, Cultural and Interactive Competences in Foreign Language Teaching

Amanova Munavvar Akmal kizi

Teacher at Uzbekistan State World Languages University, Uzbekistan

Abstract: In this article analyzes modern methodological approaches to the formation of linguistic, cultural and interactive competencies in students during the process of teaching a foreign language in higher education institutions. The author scientifically substantiates the need for the integrated development of these competencies in the professional activities of a foreign language teacher. The article also considers ways to achieve efficiency by combining the language learning process with communicativeness, intercultural communication and language structure. The impact of creating an interactive learning environment, the use of ICT, project-based learning, role-playing games and tasks in a cultural context is highlighted, and theoretical approaches are enriched with practical experience.

Introduction: Against the backdrop of globalization processes and the rapid development of information and communication technologies, teaching foreign languages in the higher education system requires new methodological approaches, principles of education focused on the individual learner, and the formation of functional competencies. In particular, the harmonious development of linguistic (based on linguistics), cultural (sociocultural and intercultural communication), and interactive (based on mutual communication) competencies is considered one of the most important directions of modern language education. The process of language learning should be aimed not only at acquiring grammatical and lexical knowledge, but also at developing skills and competencies that serve to ensure communicativeness in a sociocultural context. From this point of view, linguistic competence means the acquisition of theoretical and practical knowledge of the language system (phonetics, morphology, syntax, semantics). Cultural competence is the ability to understand the social values, cultural codes and social conventions of the nation being studied and to correctly apply them in communicative situations. Interactive competence includes the skills of active participation in dialogue, expressing a point of view, exchanging ideas and maintaining socio-emotional balance.

Modern foreign language teaching methodology is directly related to pedagogical concepts such as the communicative approach, task-based learning, intercultural communication theory, integrative competence model, as well as CLIL (Content and Language Integrated Learning). This, in turn, requires foreign language teachers to take a comprehensive approach to using interactive technologies, creating a multicultural environment, ensuring language and culture integration, and preparing learners for global communication. This article, analyzing such approaches, aims to highlight effective methods, didactic tools and pedagogical conditions that serve the harmonious development of linguistic, cultural and interactive competencies in foreign language teaching. Also, the role of the interrelation and integration of these competencies in increasing educational efficiency is analyzed theoretically and practically.

The formation of linguistic, cultural and interactive competencies for effective teaching of a foreign language in the higher education system is an interrelated and complex didactic process, which

requires an integrative approach based on modern educational technologies. Each competency is a complex cognitive-creative structure with its own tasks in the educational process, methodological mechanisms and outcome criteria.

Linguistic competence implies a deep and systematic mastery of the components of the language system (phonetics, lexicon, grammar, syntax, semantics). In developing this competency, the structural-linguistic approach, grammar-translation method, comparative analysis, tasks based on corpus linguistics, analytical reading (intensive reading), and linguistic transformation methods are widely used.

In the formation of linguistic competence, the communicative grammar approach plays a particularly important role. This approach helps the student to master the rules of the language in a direct communication context. Also, the practical use of lexical and grammatical units is enhanced with the help of tasks within the framework of task-based language teaching (TBLT).

Cultural competence refers to the student's ability to understand the customs, values, cultural norms, communicative conventions and cultural connotations of foreign language-speaking societies and, on this basis, to behave correctly in communication. This competence is developed on the basis of a socio-culturological approach.

Authentic materials (films, interviews, blogs, literary texts), methods of intercultural comparison, role-playing games, intercultural trainings, virtual exchange projects (virtual exchange) are widely used in the development of cultural competence. These methods form students' cognitive empathy, socio-cultural sensitivity, and reflective thinking in a discursive context. In addition, the use of the CLIL (Content and Language Integrated Learning) model, that is, integrating language in an intercultural context through teaching a subject in a foreign language, contributes to the natural formation of cultural competence.

Interactive competence is the student's ability to communicate in real time, enter into a social role, respond effectively in various communicative situations, and maintain socio-emotional balance. Interactive approaches such as conversation-based learning, collaborative learning, problem-based learning (PBL), simulation and dramatization methods, debate, forums, and online chat sessions play an important role in the formation of such competence.

In an educational environment created on the basis of ICT (information and communication technologies) (for example, Duolingo, Kahoot, Padlet, Zoom Breakout Rooms), students' communicative activity expands, their socio-psychological activity and motivation for language learning increase. This has a positive effect on the formation of interactive competence. Also, students' assessment of their communicative activity and understanding of their position in problematic situations based on a reflective approach is a component of interactive competence.

In the process of language teaching, the competencies analyzed above are developed not in isolation from each other, but through contextual integration. For example, if linguistic units are mastered using interactive tasks in a cultural context, then all three competencies are activated simultaneously. Through such an approach, the educational process is brought closer to real-life situations, and language acquisition is devoid of artificiality.

Literature review

Scientific research on the methodology of teaching a foreign language shows the need to form linguistic, cultural and interactive competencies in an integral relationship in the process of language learning. The transition from the traditional grammatical-translation method of language teaching to communicative and culturally oriented methodological approaches has become one of the main directions of foreign and domestic pedagogical science in recent years.

J.C. Richards's work "Approaches and Methods in Language Teaching"[1; 368] discusses the types of approaches aimed at developing communicative competence and their impact on the learning process. In their opinion, language learning is not just the acquisition of knowledge, but a social process that is formed in an interactive environment through active participation in communication.

The concept of "intercultural communicative competence"[2; 124] put forward by M. Byram implies the ability to be active in intercultural communication, to communicate correctly with non-native speakers, taking into account cultural differences. Byram considers authentic materials, real communicative situations, and reflective thinking processes to be important in the development of cultural competence.

Among domestic researchers, Sh. R. Kadirova, in her treatise "Modern pedagogical technologies in foreign language teaching"[3; 112], justifies the effectiveness of interactive methods, information and communication tools, and communicative approaches in foreign language lessons. In his research, he highlights the positive aspects of using new forms of education - webinars, online training, virtual discussions, and project-based learning - in teaching a foreign language.

Also, in the research conducted by I.M. Sirojiddinova[4; 45-50], the role of multimodal methods - audiovisual materials, interactive platforms and integrated tasks - in the formation of linguistic competence is emphasized. The analysis of the literature shows that the effectiveness of foreign language teaching is not limited only to linguistic knowledge, but also directly depends on the development of cultural sensitivity and interactivity. The complex development of these competencies requires the use of integrative methodological approaches in the learning process.

DISCUSSION

Modern approaches in the field of language teaching methodology show that the development of linguistic, cultural and interactive competencies is a multi-layered and multifunctional process that requires strong integration. Each competency has a certain functional load in the student's communicative activity in a foreign language, and their development in harmony with each other leads to full-fledged language acquisition.

Firstly, linguistic competence implies the acquisition of systematic knowledge about the structure of the language (at the phonetic, morphological, lexical, syntactic and semantic levels). However, this competence should be formed not in the form of isolated knowledge, but with a focus on application in real communicative contexts. From this point of view, tasks developed on the basis of the cognitive-analytical approach, the competency approach and functional grammar give high results. In this case, language units are put into practice in communicative situations, which serves to form not only reproductive, but also productive language activity.

Secondly, cultural competence is the ability to understand the sociocultural norms, values, stereotypes, intercultural differences and communicative conventions inherent in the society in which the language is studied, and on this basis to correctly participate in communication. This competence embodies such sub-competences as cultural relativism, social interpretation, pragmatic sensitivity. In practice, intercultural competence-based education (Byram model), CLIL approach, as well as virtual exchanges and transcultural projects play an important role in developing competencies in this area.

Thirdly, interactive competence is the ability to demonstrate cognitive activity, emotional balance, social role-taking and cultural sensitivity in communication. This competence is closely related to aspects such as turn-taking, discursive strategies, pragmatic adaptation, on the one hand, and reflective thinking and affective stability, on the other. Interactive

methods are widely used in the educational process to develop this competence - role-playing, problem-solving, group discussions, peer-feedback techniques and online collaborative environments.

It should be noted that although each of these three competencies implies a separate set of skills, they are manifested in real communication in the form of intercompetence symbiosis. For example, a language learner needs to have linguistic competence in order to correctly use lexical units in the process of speaking a foreign language, cultural competence in order to understand cultural connotations, and interactive competence in order to appropriately express his or her thoughts with the interlocutor.

Also, modern approaches such as pedagogical design, reflective activity of the teacher, formation of individual learning trajectories, complex use of digital resources, integration of multimodal educational tools play a decisive role in the formation of these competencies. However, it is necessary to take into account the fact that in practice there are many problems, including the lack of intercultural sensitivity among students, psychological barriers to communication, incorrect selection of interactive methods or incorrect methodological justification. This situation shows that in the process of teaching a foreign language, it is not enough to develop each competency separately, but a systematic approach based on their contextual integration is necessary. Only then can foreign language education meet the requirements of modern global communication.

CONCLUSION

As the modern world becomes increasingly globalized, learning a foreign language is becoming more important than simply acquiring lexical or grammatical knowledge. Language is a means of communication, through which not only thoughts are exchanged, but also cultures, values, concepts and worldviews. Therefore, mastering a foreign language means developing the ability to perceive, understand, respect another culture and express one's thoughts freely and effectively.

In teaching a foreign language, three main competencies - linguistic, cultural and interactive competencies - should be formed as a whole. Linguistic competence helps a person to understand the structural foundations of the language and use it grammatically correctly, while cultural competence teaches to feel, understand and respect the moral and sociocultural norms inherent in that language. Interactive competence, in turn, encourages a person to be active, flexible and understandable in real communication. These competencies act like

complementary links - the weakness of one reduces the effectiveness of the others. Therefore, a foreign language teacher should organize his lessons not only on the basis of books and grammatical rules, but also on the basis of methods aimed at active participation in a real dialogue, cultural comparison, and interactive environment. This is a requirement of today's language education. After all, in the 21st century, not only educated people are needed, but also communicatively mature, ready for intercultural communication, and socially flexible individuals. This poses even more responsible and inspiring tasks for us, foreign language teachers.

Language teaching is not just a science, it is a step towards mutual understanding, cultural proximity, cooperation and peace. Therefore, along with linguistic knowledge, teaching cultural sensitivity and active participation in dialogue is our pedagogical duty and an important vital necessity for the future generation.

REFERENCES

Richards, J. S. Approaches and Methods of Teaching Languages / J. S. Richards, T. S. Rogers; trans. from English. — Moscow: IKAR, 2001. — 368 p.

Byram, M. Teaching and Assessing Intercultural Communicative Competence / Michael Byram. — Clevedon: Multilingual Matters, 1997. — 124 p.

Kadirova, Sh. R. Modern pedagogical technologies in teaching a foreign language / Sh. R. Kadirova. — T.: Science and Technology, 2020. — 112 p.

Sirojiddinova, I. M. Multimodal approaches to the formation of linguistic competence / I. M. Sirojiddinova // Current issues of philology and language learning. — 2021. — No. 3. — P. 45–50.

Amanov, M. A. (2024). O'zbek olam manzarasi. Yangi O'zbekiston pedagoglari axborotnomasi (Т. 2, Выпуск 9, сс. 40–43).