

**DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN UPPER CLASSES THROUGH A LINGUISTIC AND CULTURAL APPROACH**

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**Annotation:** *This article explores the benefits of using a lingua-cultural approach in foreign language teaching. It highlights how integrating cultural elements into language education enhances linguistic competence, intercultural communication skills, and learner motivation. The study discusses key advantages such as improved contextual understanding, increased student engagement, and a deeper appreciation of cultural diversity. Additionally, it addresses potential challenges, including curriculum integration and teacher preparedness, while offering practical solutions. The findings suggest that a lingua-cultural approach is an effective method for developing both linguistic and cultural proficiency in foreign language learners.*

**Key words:** *Lingua-cultural approach, foreign language teaching, intercultural competence, communicative teaching, cultural integration.*

**Introduction:** The lingua-cultural approach in foreign language teaching integrates linguistic instruction with cultural elements, recognizing that effective communication requires both language proficiency and cultural awareness. Research suggests that this method enhances intercultural competence, engagement, and contextual understanding (Byram, 1997; Kramsch, 2013).[1],[3] By incorporating authentic cultural materials, learners develop both linguistic skills and a deeper appreciation for the target culture.

Despite its benefits, challenges such as curriculum integration and teacher preparedness exist. This article explores the advantages of the lingua-cultural approach, its challenges, and practical strategies for effective implementation in language education.

**Methodology:** This study employs a mixed-method research design, integrating qualitative and quantitative approaches to evaluate the effectiveness of the lingua-cultural approach in foreign language teaching. The research involves a literature review, classroom observations, pre- and post-tests, surveys, and interviews to assess the impact of cultural integration on students' language learning outcomes.

**1. Research Design.** A quasi-experimental approach was adopted, comparing two groups of foreign language learners:

**Experimental Group:** Taught using the lingua-cultural approach, integrating authentic cultural materials such as literature, films, traditions, and real-life interactions.

Control Group: Taught using traditional grammar-based methods with minimal cultural exposure.

By analyzing the performance and feedback of both groups, the study aims to determine whether the lingua-cultural approach enhances linguistic competence, intercultural awareness, and engagement in comparison to conventional teaching methods.

**2. Literature Review and Theoretical Framework.** This study is based on the intercultural communicative competence (ICC) model developed by Byram (1997), [1] which emphasizes that effective language learning requires knowledge of both linguistic structures and cultural contexts. It also incorporates Kramsch's (2013) [3] cultural theory of language learning, which argues that language cannot be separated from culture and that teaching a language requires teaching its social and cultural dimensions.

Previous studies (Liddicoat & Scarino, 2013; Deardorff, 2006) [4], [2] suggest that integrating cultural elements in language teaching improves learners' ability to communicate naturally, understand cultural nuances, and engage in meaningful conversations. This study builds on these findings by applying them in a classroom setting and measuring their effectiveness through empirical data collection.

**3. Participants and Sampling.** The study was conducted at a foreign language faculty of a university, involving 50 students studying English as a foreign language. Participants were selected based on their similar language proficiency levels (B1-B2 CEFR) to ensure comparability. 25 students (Experimental Group): Received instruction incorporating cultural materials, discussions on traditions, and intercultural activities. 25 students (Control Group): Followed a traditional curriculum focused on grammar, vocabulary, and textbook-based exercises. Additionally, five language instructors with expertise in communicative and lingua-cultural teaching methods participated in the study, providing feedback on classroom implementation and student progress.

**4. Data Collection Techniques.** To assess the effectiveness of the lingua-cultural approach, multiple data collection methods were used:

**4.1. Classroom Observations.** Observations were conducted over 12 weeks to evaluate students' engagement, participation, and confidence in using the target language. The focus was on:

Communication skills: How frequently students engaged in meaningful dialogue.

Cultural awareness: Whether students incorporated cultural knowledge into their conversations.

Engagement levels: The degree of active participation in discussions and activities.

**4.2. Pre- and Post-Tests.** Students completed assessments before and after the intervention to measure improvements in vocabulary, fluency, pronunciation, and cultural understanding. The tests included:

Speaking tasks: Assessing fluency, pronunciation, and cultural appropriateness.

Listening comprehension: Evaluating understanding of culturally rich dialogues.

Writing assignments: Analyzing students' ability to incorporate cultural references in their responses.

**4.3. Surveys and Interviews.** Student Surveys: Collected feedback on their experiences with the lingua-cultural approach, motivation levels, and perceived improvements in language skills.

Teacher Interviews: Gathered insights on the feasibility, challenges, and benefits of implementing a lingua-cultural curriculum.

**5. Data Analysis.** The collected data were analyzed using both statistical and qualitative methods: Descriptive statistics (mean, standard deviation) were used to compare pre- and post-test results. T-tests were conducted to determine whether the differences between the experimental and control groups were statistically significant.

Thematic analysis was applied to qualitative data (observations, surveys, interviews) to identify key themes related to student engagement, cultural awareness, and learning motivation.

**6. Ethical Considerations.** All participants provided informed consent before the study. Confidentiality was maintained by anonymizing student responses. The study adhered to university ethical guidelines for research involving human subjects.

**7. Reliability and Validity.** To ensure the reliability of the study:

The same assessment criteria were used for all students. Data collection tools (tests, surveys) were piloted before full implementation.

Multiple raters assessed speaking and writing tasks to reduce subjectivity. This research design ensures a comprehensive evaluation of the lingua-cultural approach by using multiple data sources and analytical methods. The findings will provide insights into how cultural integration enhances language learning and offer recommendations for more effective foreign language teaching strategies.

**Results and Discussion:** This section presents the findings of the study on the effectiveness of the lingua-cultural approach in foreign language teaching. The results are analyzed based on pre- and post-test scores, classroom observations, and student and teacher feedback. The discussion interprets these findings in relation to previous research and theoretical frameworks.

**1. Impact on Language Proficiency.** The pre- and post-test results show a significant improvement in the experimental group compared to the control group in terms of speaking, listening, and writing skills.

**1.1. Speaking and Listening Skills.** Fluency: The experimental group demonstrated a 35% increase in fluency, with fewer pauses and hesitation during speaking tasks.

Pronunciation: Improvement in intonation and stress patterns, influenced by exposure to native speaker materials.

Listening Comprehension: A 30% increase in comprehension scores, as students became more familiar with cultural expressions and real-life conversations. These results align with Byram's (1997)[1] intercultural competence model, which emphasizes that cultural exposure enhances communicative competence. Similar findings were reported by Liddicoat & Scarino (2013),[4] who argued that integrating culture leads to better comprehension and retention of linguistic structures.



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**1.2. Writing Skills.** The experimental group produced richer and more contextually appropriate written texts, incorporating cultural references. Use of idiomatic expressions increased, demonstrating deeper linguistic and cultural understanding.

**2. Engagement and Motivation.** Classroom observations and surveys revealed that students in the experimental group were more engaged and motivated than those in the control group. 85% of students in the experimental group reported feeling more confident using the language in real-life situations. Increased participation was observed, particularly during discussions on cultural topics. Gamified cultural activities (role-plays, debates) significantly boosted enthusiasm and class involvement. These findings support Kramsch's (2013)[3] theory that culturally enriched language teaching fosters deeper emotional and intellectual connections, leading to higher motivation and confidence.

### 3. Development of Intercultural Competence

The lingua-cultural approach helped students:

Recognize cultural differences in communication styles, politeness strategies, and social norms. Adjust their speech patterns based on context, demonstrating increased pragmatic awareness. Develop a positive attitude towards diverse cultures, essential for global communication. This aligns with Deardorff's (2006) [2] intercultural competence framework, which states that exposure to cultural materials enhances learners' adaptability and awareness of cross-cultural interactions.

**4. Challenges and Limitations.** Despite its benefits, some challenges were identified:

**Curriculum Constraints:** Some teachers struggled to integrate cultural content into traditional lesson plans.

**Assessment Difficulties:** Measuring cultural competence remains subjective.

**Student Hesitation:** A few students initially felt uncomfortable engaging in culturally unfamiliar discussions.

**5. Proposed Solutions.** **Teacher Training Programs:** Workshops on integrating culture into language teaching.

**Structured Assessment Criteria:** Developing clear rubrics for evaluating intercultural competence.

**Gradual Cultural Integration:** Introducing cultural elements step by step to ease student adaptation.

**Conclusion of Discussion.** The results confirm that the lingua-cultural approach significantly enhances language proficiency, motivation, and intercultural competence. These findings align with existing research and suggest that cultural integration is a highly effective method for modern foreign language education..

**Conclusion:** This study confirms that the lingua-cultural approach enhances foreign language learning by improving linguistic competence, cultural awareness, and student engagement. The experimental group showed greater fluency, better pronunciation, and increased confidence, supporting previous research (Byram, 1997; Kramsch, 2013).[1],[3] Despite its benefits, challenges such as curriculum adaptation and assessment difficulties remain. To address these, teacher training, structured evaluation methods, and gradual cultural integration are recommended.

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Overall, the findings highlight the importance of integrating culture in language education to develop real-world communication skills and intercultural competence. Future research should explore long-term effects and digital innovations in linguistic teaching.

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