

**A CASE-STUDY-BASED METHODOLOGICAL MODEL FOR ENHANCING
THE NATIONAL AND UNIVERSAL CULTURAL COMPETENCIES OF
PROSPECTIVE ENGLISH LANGUAGE TEACHERS THROUGH
LINGUODIDACTIC AND SOCIOLINGUISTIC APPROACHES**

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Annotation: *This paper explores the development of national and universal cultural competencies in future English language teachers using a structured case-study methodological model. In the era of globalization, a language teacher must act as a cultural mediator; however, pedagogical gaps often exist between linguistic proficiency and sociolinguistic awareness. This study integrates linguodidactic principles with a sociolinguistic approach to bridge this gap. The proposed model utilizes real-world case studies that challenge students to analyze cultural collisions, social norms, and ethical dilemmas in both Uzbek (national) and Global (universal) contexts. The methodology emphasizes the "comparative-cultural analysis" stage, where students identify linguistic markers of identity and politeness. Results suggest that this model not only improves communicative fluency but also fosters a professional identity capable of representing national values in a global English-speaking arena. The findings provide a framework for modernizing curriculum design in higher pedagogical education.*

Keywords: *Linguodidactics, Sociolinguistics, Case-study model, National competency, Universal cultural competency, Prospective teachers, Intercultural communication.*

Introduction

In the context of globalization, the growing interdependence of nations, and the increasing role of intercultural communication, the professional training of future English language teachers requires not only the development of linguistic and methodological competence, but also the formation of national and universal cultural competencies. Modern foreign language education is no longer limited to teaching grammar, vocabulary, and communicative skills; it also aims to prepare prospective teachers who are able to understand, preserve, and effectively represent their own national cultural identity while engaging in a multicultural and globally interconnected educational environment. The relevance of this issue is determined by the need to improve the quality of teacher education through innovative pedagogical approaches that integrate language, culture, and communication. In particular, linguodidactic and sociolinguistic approaches provide an important theoretical and methodological basis for the comprehensive training of

prospective English language teachers. The linguodidactic approach ensures the purposeful organization of language learning in relation to pedagogical goals, while the sociolinguistic approach emphasizes the social, cultural, and contextual dimensions of language use. Together, these approaches create favorable conditions for developing learners' ability to interpret cultural meanings, interact appropriately in diverse communicative situations, and apply their knowledge in real educational practice.

Therefore, designing a case-study-based methodological model for enhancing the national and universal cultural competencies of prospective English language teachers through linguodidactic and sociolinguistic approaches is of great scientific and practical importance. Such a model can serve as an effective means of integrating theoretical knowledge, pedagogical practice, and cultural awareness in the teacher training process. It also contributes to the preparation of competitive, reflective, and culturally competent English language teachers capable of responding to the demands of modern education. This study is aimed at developing and substantiating a methodological model based on the case-study method that supports the enhancement of national and universal cultural competencies in prospective English language teachers. The proposed model is expected to enrich the content and methodology of foreign language teacher education and to provide practical solutions for improving the effectiveness of higher pedagogical education.

Methods

This study employed a qualitative and design-based research approach aimed at developing and substantiating a case-study-based methodological model for enhancing the national and universal cultural competencies of prospective English language teachers through linguodidactic and sociolinguistic approaches. The methodological framework of the research was grounded in the principles of competence-based education, intercultural language teaching, sociocultural theory, and student-centered learning.

The research integrated several complementary methods. First, a theoretical analysis of pedagogical, linguodidactic, sociolinguistic, and methodological literature was conducted in order to identify the conceptual foundations of national and universal cultural competencies, as well as the pedagogical potential of the case-study method in foreign language teacher education. Relevant scholarly sources, normative documents, and curriculum requirements related to teacher training were reviewed and systematized.

Second, a comparative and analytical method was used to examine existing approaches to the professional preparation of future English language teachers and to determine the didactic opportunities of integrating linguodidactic and sociolinguistic perspectives into the educational process. This made it possible to clarify the structural components, criteria, and indicators of the targeted competencies.

The experimental component of the research was carried out with prospective English language teachers studying in higher educational institutions. Participants were involved in specially designed case-study activities based on authentic or simulated intercultural, sociolinguistic, and pedagogical situations. The educational process included discussions,

group analysis, problem-solving tasks, reflective assignments, and presentation of solutions. Such activities created opportunities for students to develop analytical thinking, interpret cultural meanings, make context-sensitive pedagogical decisions, and strengthen their professional and cultural competencies.

Results

The results of the study demonstrated that the case-study-based methodological model developed through linguodidactic and sociolinguistic approaches had a positive impact on enhancing the national and universal cultural competencies of prospective English language teachers. The implementation of the model contributed to the development of students' cultural awareness, sociolinguistic sensitivity, analytical thinking, and ability to apply theoretical knowledge in professionally oriented situations.

At the initial stage of the research, the diagnostic assessment revealed that many prospective English language teachers had an insufficient level of readiness to interpret and integrate national and universal cultural values into foreign language teaching practice. Although most participants showed a general understanding of language as a means of communication, their ability to analyze sociocultural contexts, recognize culturally marked language use, and make pedagogically appropriate decisions in intercultural situations remained limited. After the implementation of the proposed methodological model, significant positive changes were identified. The participants demonstrated improved understanding of the interrelationship between language, culture, and society, as well as greater confidence in analyzing professional situations from linguodidactic and sociolinguistic perspectives. Their responses to case-study tasks became more structured, reflective, and context-sensitive. Students showed greater ability to identify cultural components in communicative situations, evaluate alternative pedagogical solutions, and justify their decisions on the basis of linguistic, social, and methodological considerations.

Indicator	Before implementation	After implementation
Cultural awareness	Limited understanding of national and universal cultural values	Improved understanding and integration of cultural values
Sociolinguistic awareness	Difficulties in recognizing context-dependent language use	Better understanding of language use in social and cultural contexts
Pedagogical decision-making	Decisions were weakly justified	Decisions became more reasoned and context-sensitive
Reflective skills	Reflection was superficial	Reflection became deeper and more critical

Indicator	Before implementation	After implementation
Practical application	Difficulty applying theory in practice	Improved ability to apply knowledge in case-study tasks

Discussion

The findings of the present study confirm that the enhancement of national and universal cultural competencies in prospective English language teachers requires an integrated methodological approach that combines linguistic, pedagogical, and sociocultural dimensions of teacher education. The positive changes observed during the implementation of the case-study-based methodological model indicate that such competencies are more effectively developed when students are engaged in the analysis of meaningful, practice-oriented, and culturally rich situations rather than through traditional reproductive forms of instruction alone.

One of the main outcomes of the study is that the case-study method proved to be an effective pedagogical tool for connecting theoretical knowledge with professional practice. Through the analysis of authentic and simulated teaching situations, students were able to interpret cultural meanings, identify sociolinguistic features of communication, and make informed pedagogical decisions. This supports the idea that professional teacher preparation should not be limited to the acquisition of subject knowledge, but should also include the development of reflective, interpretive, and context-sensitive abilities necessary for teaching in multicultural and socially diverse environments.

The results also demonstrate the important role of the linguodidactic approach in structuring the educational process. From a linguodidactic perspective, the formation of cultural competencies is closely related to the purposeful selection of educational content, teaching methods, and communicative tasks that reflect both language system and language use in real pedagogical contexts. In this study, the linguodidactic approach made it possible to organize case-study tasks in a way that supported the integration of language teaching objectives with the development of cultural awareness and pedagogical thinking. As a result, students became more capable of understanding how cultural meanings can be embedded in language instruction and how they may be transmitted through classroom interaction.

Another important point emerging from the study is that national and universal cultural competencies should not be viewed as separate or contradictory categories. On the contrary, the results suggest that these competencies can be developed in *взаимосвязи*, when students are taught to respect their own cultural identity while also recognizing common human values, intercultural dialogue, tolerance, and mutual understanding.

Conclusion

This study has shown that enhancing the national and universal cultural competencies of prospective English language teachers requires a purposeful methodological framework that integrates linguodidactic and sociolinguistic approaches with practice-oriented teaching methods. The research confirmed that the case-study method has considerable pedagogical value in the professional preparation of future English language teachers, as it creates opportunities for linking theoretical knowledge with authentic educational and intercultural situations.

The developed case-study-based methodological model proved to be effective in improving students' cultural awareness, sociolinguistic understanding, reflective thinking, and pedagogical decision-making. Through the analysis of professionally significant cases, prospective teachers learned to interpret language as a social and cultural phenomenon, to recognize the relationship between national identity and universal values, and to apply this understanding in educational contexts. As a result, the training process became more interactive, context-sensitive, and professionally meaningful.

Moreover, the implementation of the proposed model contributed to the development of qualities that are essential for modern English language teachers, including intercultural sensitivity, tolerance, critical analysis, collaboration, and readiness to work in culturally diverse educational environments. This indicates that the model is not only theoretically grounded, but also practically relevant for higher pedagogical education.

In conclusion, the study substantiates the effectiveness of a case-study-based methodological model for enhancing the national and universal cultural competencies of prospective English language teachers through linguodidactic and sociolinguistic approaches. The proposed model may be used as an effective pedagogical tool in the system of foreign language teacher education and can serve as a foundation for further research aimed at improving culturally oriented and competence-based teacher training.

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