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**DEVELOPMENT OF LINGVOCULTURAL COMPETENCE OF STUDENTS IN THE
PROCESS OF TEACHING GERMAN LANGUAGE****РАЗВИТИЕ ЛИНГВОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ В ПРОЦЕССЕ
ОБУЧЕНИЯ НЕМЕЦКОМУ ЯЗЫКУ****NEMIS TILINI O'QITISH JARAYONIDA TALABALARNING LINGVO-MADANIY
KOMPETENSIYALARINI RIVOJLANTIRISH****Yakubbayev Murodilla Marufovich** Ishoqxon Ibrat nomidagi Namangan davlat chet tillari instituti, pedagogika fanlari bo'yicha
falsafa doktori, dotsent**Abstract**

In this article, the concept of lingvocultural competence and its development is explained in detail. It is emphasized that the full participation of foreign language students in intercultural communication is possible only if they have a certain lingvocultural base. Emphasis is placed on the need to develop lingvocultural competence in teaching foreign language students all aspects of the German language and speech activities. Based on the experience of teaching the pronunciation of German to students learning foreign languages, the author's article presents samples of materials for phonetic exercises with high lingvocultural potential and gives many methodological recommendations for their use in teaching German as a foreign language. Learning the cultural identity of native speakers plays a key role in building linguistic competence. Reading information not only improves communicative competence, but also meets the professional information needs of professionals, allowing them to independently acquire knowledge in a foreign language. The research result reveals the importance of linguo-cultural competence in foreign language learning and emphasizes the importance of studying the cultural identity of native speakers. In short, informative reading serves as an effective way to develop linguo-cultural competence and improve language proficiency. The results indicate the need for further research on the selection of content, the systematization of linguo-cultural competence and the development of pedagogical tools in the teaching of the German language in higher educational institutions.

Annotatsiya

Ushbu maqolada lingvomadaniy kompetensiya tushunchasi va uning rivojlanishi batafsil yoritilgan. Chet til yo'nalishi talabalarining madaniyatlararo muloqotda to'liq ishtirok etishi ularda ma'lum lingvomadaniy bazaga ega bo'lgandagina mumkinligi ta'kidlanadi. Nemis tili va nutq faoliyatining barcha jabhalarini chet til yo'nalishi talabalariga o'rgatishda lingvomadaniy kompetensiyani rivojlantirish zarurligiga e'tibor qaratiladi. Muallifning maqolasida chet tillarini o'rganayotgan talabalarga nemis tilining talaffuzini o'rgatish tajribasidan kelib chiqib, yuqori lingvomadaniy salohiyatga ega fonetik mashqlar uchun materiallar namunalari keltirilgan va ulardan nemis tilini chet til sifatida o'qitishda foydalanish bo'yicha ko'plab uslubiy tavsiyalar berilgan. Ona tilida so'zlashuvchilarning madaniy o'ziga xosligini o'rganish lingvistik kompetensiyani rivojlantirishda asosiy rol o'ynaydi. Axborotni o'qish nafaqat kommunikativ kompetensiyani yaxshilaydi, balki mutaxassislarning kasbiy ma'lumotlarga bo'lgan ehtiyojlarini qondiradi, ularga chet tilida mustaqil bilim olish imkonini beradi. Tadqiqot natijasi chet tilni o'rganishda lingvomadaniy kompetensiyaning ahamiyatini ochib beradi va ona tilida so'zlashuvchilarning madaniy o'ziga xosligini o'rganish muhimligini ta'kidlaydi. Xulosa qilib aytganda, lingvomadaniy kompetensiyani rivojlantirish va til bilimini oshirishning samarali usuli hisoblanadi. Natijalar oliy o'quv yurtlarida nemis tilini o'qitishda mazmun tanlash, lingvomadaniy kompetensiyani tizimlashtirish va pedagogik vositalarni ishlab chiqish bo'yicha keyingi tadqiqotlarni o'tkazish zarurligini ko'rsatadi.

Аннотация

В данной статье подробно излагается понятие лингвокультурной компетенции и ее развитие. Подчеркивается, что полноценное участие студентов-иностранцев в межкультурной коммуникации возможно только при наличии у них определенной лингвокультурной базы. Акцент делается на необходимости развития лингвокультурной компетенции при обучении студентов-иностранцев всем аспектам немецкого языка и речевой деятельности. На основе опыта обучения студентов-иностранцев произношению немецкого языка в статье автора приводятся образцы материалов для фонетических упражнений с высоким лингвокультурным потенциалом и дается множество методических рекомендаций по их использованию при обучении немецкому языку как иностранному. Изучение культурной идентичности носителей языка играет ключевую роль в формировании языковой компетенции. Чтение информации не только повышает коммуникативную компетентность, но и удовлетворяет профессиональные информационные потребности специалистов, позволяя им самостоятельно приобретать знания на иностранном языке. Результат исследования раскрывает значимость лингвокультурной компетенции при

обучении иностранному языку и подчеркивает важность изучения культурной идентичности носителей языка. Короче говоря, познавательное чтение служит эффективным способом развития лингвокультурной компетенции и повышения уровня владения языком. Результаты указывают на необходимость дальнейших исследований по отбору содержания, систематизации лингвокультурной компетенции и разработке педагогического инструментария в преподавании немецкого языка в высших учебных заведениях.

Key words: *linguo-cultural, competence, german language, development, sociolinguistics, cultural studies, cultural interactions, social phenomenon.*

Kalit so'zlar: *lingvo-madaniy, kompetensiya, nemis tili, taraqqiyot, sotsiolingvistika, madaniyatshunoslik, madaniy o'zaro aloqalar, ijtimoiy hodisa.*

Ключевые слова: *лингвокультурный, компетентность, немецкий язык, развитие, социолингвистика, культурология, культурные взаимодействия, социальное явление.*

INTRODUCTION

Linguoculturology is a new branch of science that studies the unchanging aspects of the culture of different peoples, expressed in language. This relatively new field of linguistics represents the merging of two distinct subdisciplines of linguistics: sociolinguistics and cultural studies. The great rise of interest in cultural studies and its rise from the status of amateur speculation to the level of serious science dates back to the late 20th century. Research in this field refers to the use of sociolinguistic methods to explain various linguistic phenomena. This approach is especially useful when the internals of the language do not take into account some seemingly obscure facts. Linguistic culture is aimed at examining language units in connection with the historical and social development of the country in different periods, and provides a general broad understanding 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).

Lingvo-culturology should deal with many issues related to language, for example, the role of culture in the formation of linguistic concepts, the relationship between the linguistic symbol and the cultural meaning of the word. It is important to identify the cultural semantics that can be derived from the interaction of two different domains - language and culture. The interaction of language and culture is reciprocal: language shapes cultural interactions and cultural interactions shape language. It should be noted that the relationship of language to culture includes many complex and contradictory issues. One problem can arise when the cultural data of linguistic objects have some meaning that is mostly hidden. The popular phrase "French leave" means "leave or absence without permission." It was originally used in 18th-century France as a term to describe the custom of leaving a social function without saying goodbye to the host or hostess, which was considered impolite in England. Now it is used for any unauthorized absence or leaving the workplace. This example shows that students can fully understand the meaning of a language subject and use it correctly only if they know the origin of the language subject. In addition, the meaning of some words may change over time.

The aim of studying linguoculturology is to give students a clear understanding of the changes that have taken place in the German language during its development and to help them to form a proper scientific approach to the language. Language is a social, cultural, political phenomenon. Therefore, we know that language development is a natural process characteristic of every social phenomenon. But any social phenomenon develops on the basis of certain laws. Language, as a special social phenomenon, develops on the basis of certain laws specific to language and are called internal laws of language development. In order to understand the current state of the language and its grammatical forms, its system of phonetic development, the composition of the vocabulary, it is necessary to consider each language as a result of long-term historical development. It may have happened over a longer period of time, caused by a series of changes and updates. The term linguocultural competence can be defined as the ability and desire to adequately understand and interact with representatives of other linguistic societies based on the acquisition of knowledge about the world that is reflected from the point of view of language, and it is the root of cognitive communication.

Linguistic-cultural competence is one of the main components of communicative competence, and its formation and development is the main goal of teaching foreign languages at

the current stage. The content of linguocultural competence includes cognitive and communicative components. The sum of these components drives and enables the main activities of this model, which is aimed at achieving the final, main goal, which results in a level of competence that enables students to interact in a multicultural society. information is obtained. The model of linguocultural competence includes interconnected components aimed at achieving the final result. We can also name them as follows, in particular:

- Cognitive and conceptual (CC)
- Conceptual accumulation (CA)
- Linguocultural-integrative (LI)
- Communication-actualized (CA),
- Creative and Modeling (CM).

The goal of teaching students at universities is to prepare a competent professional who is competitive in the labor market and builds a successful career. On the other hand, every field of professional activity wants to get a specialist - a graduate who has mastered the basics of the corporate culture industry, as this allows him to quickly turn it into work and significantly reduce the adaptation period.

METHODOLOGY

Intercultural context is important in second language learning. If there are no values, ethics and behavior in communication, chaos and misunderstanding can occur. Likewise, the consequences can be fatal if the communicator does not understand the culture of the foreign community whose language is being learned. No matter how well a person speaks a foreign language, if he/she does not try to understand its culture, it can become an obstacle to good understanding with a native speaker. Given the importance of intercultural communication, it is necessary to include intercultural texts and illustrations in the study of the German language. Thanks to these texts and graphics, students understand German culture. According to Bechtel (2003: 54), the most interesting thing about teaching intercultural understanding is that the content of the training is learner-centered. Students' cultural background and language are taken into account in the learning process. Intercultural learning is the process of understanding cultural differences. As Nieke and Kaufmann explained above, intercultural learning aims to avoid conflicts or misunderstandings and then build tolerance. What needs to be considered is the cross-cultural application in the learning process. The specific practices that need to be developed in intercultural learning, according to Hänlscher (1994: 23), are: (1) linking texts, folktales and stories; (2) Informing the life of different cultures (the culture of the student with the culture of the country of destination of the language): family, work, education, technology, etc.; (3) reporting encounters and associations with strangers; (4) Provide living examples of tolerance and understanding to strangers; (5) Create a topic about the behavior or relationships between target language speakers and target language students.

This study was conducted in the German language study program at the Faculty of World Languages of the Namangan State Institute of Foreign Languages. This research is a developmental research based on initial language learning, i.e. needs analysis. The needs analysis activity is divided into three main phases, namely (1) planning phase, (2) implementation phase, (3) final phase. A needs analysis was conducted by distributing questionnaires in the form of Google Form. The respondents are second level students studying German. They come from different fields. There are mainly 5 areas in this research: (1) research, (2) design, (3) implementation of development, (4) evaluation and (5) implementation. However, only three phases were used in this study: research, design, and implementation, because the purpose of the research in this paper was only for the development of linguoculturology.

After the graduates fill out the google form, their answers are analyzed. The results of the survey analysis are used as a basis for determining the training material to be delivered during the design phase.

RESULTS AND DISCUSSION

The first step in the development of Intercultural communication learning materials is a needs analysis through a questionnaire in the form of a Google form distributed to German language students who wish to continue their 3rd and 4th year study program in Germany. Student Google Form responses are analyzed and mapped against competency standards and

Intercultural Communication course achievement. According to the results of the map analysis, relevant and indispensable topics for achieving intercultural competence of students were identified.

Intercultural communication contains many useful materials about: 1) Familie in Deutschland 2) Nachbarschaft 3) Schulsystem in Deutschland 4) Berufswelt in Deutschland 5) Feste, Bedeutungen und Bräuche. An explanation is provided for each topic below.

The material " Familie in Deutschland " is one of the developed materials, which is defined on the basis of learning outcomes, subjects and indicators of learning outcomes.

In order to support the achievement of learning outcomes in the subject of intercultural communication, students can communicate and avoid misunderstandings and cultural problems in communication between cultures.

Subjects of the results of the study of science are determined, that is, to know the family life in Germany and compare it with the family values of Uzbekistan. If students learn about family life in Germany and compare it with family life in Uzbekistan, misunderstandings and cultural problems can be avoided. Based on the subject and indicators, appropriate materials in video/film and reading text are selected. Students like the material in the form of videos/films because they can see first-hand family life in Germany, so that students can easily understand the material. In addition, the delivery of materials through video and film will not bore the students. The selected reading text is a real text with a situation in Germany. It is also easy to understand the sentences used in the text.

Nachbarschaft. The next subject examines the rules of the neighborhood in Germany, and then compares it to the life of the neighborhood in Uzbekistan. As an indicator of the achievement of a subjective result, it is to know the local life in Germany and to compare the rules of neighboring Germany and Uzbekistan. Students should know and understand these rules to avoid misunderstandings and cultural issues. This text is ideal for supporting the indicators, achievements of the Intercultural communication course. Knowing the educational system in Germany and comparing it with the educational system of Uzbekistan is part of the subject that they should study further in the Intercultural Communication course. The education system in Uzbekistan is very different from the education system in Germany.

In Germany, there are not a few former students who have studied German, so the education system is one of the educational outcomes. In order to focus more on educational outcomes, success indicators are determined, that is, knowing the German education system and comparing it with Uzbekistan. In this way, misunderstandings and problems related to the educational system can be avoided. These indicators are determined by suitable educational materials in the form of videos and recordings about school life in Germany and the education system in Germany. Interesting videos can increase the motivation of students to learn.

CONCLUSION

According to the project materials, the need to change the requirements for students can be observed. Culture is considered as an important characteristic of a person, which is related to human abilities. Communication is an important part of human life and therefore a part of culture. In intercultural competence, we mean the student's psychological readiness for communication (interest, motivation, lack of fear of the language barrier) and a certain level of oral skills, language material and, most importantly, socio-cultural knowledge. The main areas of competence are cognitive, pragmatic and motivational. The cognitive goal is the need to learn about other cultures and refer not only to the culture of the country of the studied language, but also to the culture of other countries. The cultural differences between Uzbekistan and Germany require students learning German to learn about their own culture as well. Of course, it is very important for students to acquire knowledge of not only language but also intercultural competence. Intercultural competence is important so that misunderstandings do not arise in communication due to cultural differences.

Students will gain intercultural competence through the Intercultural communication course. Text and video learning materials are delivered through online learning tools using virtual synchronous and independent/collaborative/virtual synchronous learning methods. Learning activities include discussions, question-and-answer sessions, and presentations.

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