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## **MODERN METHODS OF FORMING LINGUOCULTURAL COMPETENCE**

**Abstract.** In the context of globalization and intercultural communication, the formation of linguocultural competence has become a central objective in foreign language education. This article examines modern pedagogical approaches and methods that contribute to the development of linguocultural competence, including communicative language teaching, content and language integrated learning (CLIL), digital and mobile-assisted language learning (MALL), project-based learning, and corpus-based approaches. The study highlights the importance of integrating cultural awareness with linguistic proficiency and proposes practical strategies for educators to enhance learners' intercultural communicative abilities.

**Keywords:** linguocultural competence, intercultural communication, CLIL, MALL, corpus linguistics, communicative approach, digital learning.

**Аннотация.** В контексте глобализации и межкультурной коммуникации формирование лингвокультурной компетенции стало центральной задачей в обучении иностранным языкам. В данной статье рассматриваются современные педагогические подходы и методы, способствующие развитию лингвокультурной компетенции, включая коммуникативное обучение языку, интегрированное обучение содержанию и языку (CLIL), цифровое и мобильное обучение языку (MALL), проектное обучение и корпусные подходы. В исследовании подчеркивается важность интеграции культурной осведомленности с языковой компетентностью и предлагаются практические стратегии для преподавателей по повышению межкультурных коммуникативных способностей учащихся.

**Ключевые слова:** лингвокультурная компетенция, межкультурная коммуникация, CLIL, MALL, корпусная лингвистика, коммуникативный подход, цифровое обучение.

**Introduction.** The rapid expansion of international communication and technological advancement has transformed the goals of foreign language teaching. It is no longer sufficient for learners to acquire only grammatical competence; they must also develop the ability to understand and interact effectively within different cultural contexts. This ability is referred to as linguocultural competence, which integrates linguistic knowledge with cultural awareness, values, and communicative norms.

The concept of linguocultural competence is closely related to intercultural communicative competence, emphasizing the role of language as a carrier of culture. Therefore, modern language education prioritizes teaching methods that combine language learning with cultural understanding.

**Literature Review.** Linguocultural competence has been widely explored in applied linguistics and language pedagogy. Scholars argue that language and culture are inseparable, and effective communication requires knowledge of both. Traditional grammar-translation methods often neglect cultural aspects, while modern communicative approaches aim to bridge this gap.

Recent studies emphasize the importance of authentic materials, real-life communication tasks, and digital tools in developing learners' cultural awareness. Furthermore, interdisciplinary approaches, such as integrating history, sociology, and media studies into language teaching, have proven effective in enhancing linguocultural competence.

**Methodology.** This study employs a qualitative research design based on the analysis of contemporary pedagogical practices and theoretical frameworks. Data were collected from academic publications, teaching case studies, and digital learning platforms. Comparative and descriptive methods were used to evaluate the effectiveness of various approaches in forming linguocultural competence.

The formation of linguocultural competence in contemporary language education requires the integration of innovative, learner-centered methodologies that combine linguistic development with cultural awareness. Modern pedagogical approaches emphasize authentic communication, interdisciplinary learning, and the use of digital technologies to create immersive and meaningful learning environments. These methods not only enhance language proficiency but also foster intercultural sensitivity, critical thinking, and the ability to navigate diverse communicative contexts.

**Main part.** Communicative Language Teaching (CLT) represents a paradigm shift from traditional form-focused instruction to meaning-oriented communication. Its primary objective is to develop learners' communicative competence through active engagement in real-life situations. Within this framework, language is viewed as a tool for social interaction, closely connected to cultural norms and values.

CLT promotes the use of authentic materials and interactive techniques such as role-plays, simulations, group discussions, and problem-solving tasks. These activities enable learners to experience culturally appropriate language use and develop pragmatic competence. For instance, learners practice speech acts such as requesting, apologizing, or expressing opinions in culturally relevant ways. As a result, CLT not only improves fluency and accuracy but also deepens learners' understanding of sociocultural conventions [2: 10].

**Content and Language Integrated Learning (CLIL).** Content and Language Integrated Learning (CLIL) is an interdisciplinary approach that combines subject matter instruction with foreign language learning. It allows students to acquire knowledge in areas such as history, geography, or science while simultaneously developing language skills. This dual-focus approach creates a natural context for language use and promotes deeper cognitive engagement [4: 453].

CLIL contributes significantly to linguocultural competence by exposing learners to diverse cultural perspectives embedded in academic content. For example, studying world history in a foreign language enables students to analyze cultural events, traditions, and values from multiple viewpoints. Furthermore, CLIL fosters critical thinking and intercultural awareness by encouraging learners to compare and contrast different cultural frameworks.

**Mobile-Assisted Language Learning (MALL).** Mobile-Assisted Language Learning (MALL) leverages the widespread use of smartphones and portable devices to facilitate flexible and personalized learning experiences. It enables learners to access educational content anytime and anywhere, thereby increasing learning autonomy and motivation.

Project-Based Learning (PBL) is a student-centered approach that emphasizes active exploration and collaborative learning. In this method, learners work on complex tasks or projects that require research, problem-solving, and creative expression.

PBL is particularly effective in developing linguocultural competence, as it encourages learners to investigate cultural topics in depth. Projects may include cultural presentations, virtual exchanges with international peers, ethnographic studies, or multimedia storytelling. Through these activities, students develop not only language skills but also intercultural awareness, teamwork abilities, and critical thinking. The process of creating and presenting projects in a foreign language enhances both linguistic proficiency and cultural understanding.

Corpus-Based Learning involves the use of digital corpora—large collections of authentic texts—to analyze real language use. This approach provides learners with empirical data on vocabulary, grammar, collocations, and discourse patterns.

By exploring corpora, students gain insights into how language is used in different cultural and communicative contexts. They can observe variations in register, style, and pragmatics, as well as identify culturally specific expressions and idioms. This method fosters data-driven learning, encouraging learners to

discover linguistic patterns independently and develop analytical skills. Consequently, corpus-based learning enhances both linguistic accuracy and cultural awareness.

**Conclusion.** Linguocultural competence is an essential component of modern foreign language education. The use of innovative teaching methods, such as CLT, CLIL, MALL, and corpus-based learning, enhances learners' ability to communicate effectively across cultures. Future research should explore the impact of emerging technologies, such as artificial intelligence and virtual reality, on linguocultural competence development.

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