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LINGUACULTURAL APPROACH TO ENHANCING STUDENTS' WRITTEN COMPETENCE IN TEACHING ENGLISH

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ABSTRACT

The article explores the effectiveness of the linguistic and cultural approach in teaching written communication in English. The authors of the article pay attention to the relevance of the development of written skills, which are important for successful communication and success in various areas of life. The article presents an overview of modern pedagogical and linguistic research related to the teaching of writing. The author analyzes the main problems that students face when mastering written English, such as insufficient vocabulary, grammatical errors and incorrect organization of the text. Next, a linguistic approach based on the study of language structures and functions in the context of written communication is proposed. The methods and strategies that help students' enhancing writing competence are described, including the analysis of texts of various genres, modeling of writing processes and the use of linguistic and cultural tools for editing and correcting texts. In conclusion, the article summarizes the results of the study and draws conclusions about the importance of the linguacultural approach in teaching written communication in English. The author recommends integrating linguistic methods into curricula to help students develop their writing skills and achieve a higher level of writing competence. The article provides valuable information for English language teachers and education specialists interested in the

Volume 03 Issue 10-2023

13

VOLUME 03 ISSUE 10 Pages: 13-21

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625









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development of students' writing skills. It contributes to a better understanding of the linguistic and cultural approach and its role in improving the quality of teaching written communication in English.

KEYWORDS

Communication, modern pedagogical, English,insufficient vocabulary, grammatical errors and incorrect organization of the text.

NTRODUCTION

In todav's information society. English proficiency and written competence are key skills that contribute to successful communication and professional development of students. However, teaching English and developing students' writing skills is a complex task that requires effective and innovative approaches. In modern studies of education, more and more attention is paid to the linguacultural approach to teaching and learning languages. Cultural linguistics explores the relationship between language and culture, focusing on linguistic manifestations and the sociocultural context. In this context, the use of a linguacultural approach can be an effective developing means of students' written competence in learning English. In pedagogical practice, there is a need to develop new methods and approaches to improve the competence of students in learning English. Existing methods do not always provide a

sufficiently effective development of writing skills and cultural and linguistic knowledge.

The linguacultural approach to teaching English offers new perspectives for the development of students' written competence. It allows you to integrate language skills and knowledge with cultural information. creating contextual situations that stimulate the development of creativity, analytical thinking and a deep understanding of linguistic and cultural characteristics.

The purpose of this scientific article is to study the linguacultural approach in the context of improving the writing competence of students in teaching English. The article will discuss the basic principles and methods of this approach, as well as present the results of studies confirming its effectiveness. The study will be of practical importance for English language teachers,

Volume 03 Issue 10-2023

14

VOLUME 03 ISSUE 10 Pages: 13-21

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625











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students and anyone interested in the development of written competence in the context of a linguacultural approach.

Literature review.

In recent years, the linguacultural approach to improving the written competence of students in teaching English has attracted more and more attention of researchers both in foreign and domestic and Uzbek studies. The results of these studies lead to interesting conclusions and offer new perspectives in the field of English language teaching methodology.

Foreign researchers are actively exploring the relationship between language and culture in the context of teaching and learning foreign languages. Research by Johnson and Smith (2017) highlights the importance of integrating cultural components into learning materials assignments so that students not only acquire language skills but also develop cultural competence. The work of Brown and Clark (2019) points to the importance of using authentic texts and situations that reflect linguistic and cultural

characteristics to develop students' written competence [Johnson, M., & Smith, K. (2017)]. [Brown, HD, & Clark, T. (2019)]. S. Krashen [1984] proposed the "introductory language" theory, highlighting the importance of creating a comfortable and natural environment for language learning, where interaction with native speakers and the use of authentic texts play a key role in the development of written competence.

J. Cummins [1986] in his work on bilingual education emphasizes that the development of writing skills occurs in the context of the student's linguistic and cultural background. He supports the idea that the use of linguistic strategies such as translation and compensation contributes to the development of written competence. Russian researchers such as N. Volkova [2002] and A. Zaitseva [2005] also contribute to the field of teaching writing. They draw attention to the importance of written competence and the role of linguistic strategies in its formation. They explore various methods and approaches to teaching writing, including the use of text models, editing and reflection strategies, and providing effective feedback to develop students' writing skills. In the studies of Russian scientists, there are also works devoted to the linguoculturological approach to

VOLUME 03 ISSUE 10 Pages: 13-21

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625











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teaching English. Ivanova's research (2018) emphasizes the role of linguoculturological analysis of texts and tasks in the formation of students' written competence. The work of Lebedeva (2020)that notes the linguoculturological approach contributes to a deeper understanding of the cultural characteristics of the language and helps students express their thoughts more effectively in writing [Ivanova, E. A. (2018)][Lebedeva, I. P. (2020)].

In the context of Uzbekistan, the issue of teaching foreign languages and developing students' writing skills also attracts the attention of researchers. Abdullaev [2010] and Umarov [2015] conduct research aimed at identifying the specific difficulties faced by Uzbek-speaking students in learning a foreign language, especially in writing. They explore the effectiveness of various methods and approaches to teaching and offer recommendations writing improving students' writing skills in the Uzbek educational system. The work of Karimova (2019)emphasizes the role of the linguoculturological approach in the formation of students' written communication skills in the Uzbek context [Karimova, Z. (2019)].

Thus, the studies of various scientists from different countries, including foreign (S. Krashen [1984], J. Cummins [1986], M. Swain [1995]), Russian researchers (N. Volkova [2002], A. Zaitseva [2005]]) and Uzbek (Abdullaev [2010], Umarov [2015]), confirm the importance of the linguoculturological approach to teaching writing. They draw attention to the interaction between language and thought, the importance of writing competence, the role of linguistic strategies, and the specific difficulties students face in developing writing skills. Their research offers various methods. approaches and recommendations for effective learning and improving students' writing competence.

Materials and methods.

As part of our study, we selected a group of 100 students from TSUE (Tashkent State Economic University) to conduct an experiment. We of considered the influence the linguoculturological approach to teaching on the development of students' written competence. The study design is presented in Table 1.

VOLUME 03 ISSUE 10 Pages: 13-21

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625









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Table 1.

Study of the effectiveness of the linguacultural approach to teaching writing: stages and description

Research phase	Description
Group selection	A group of 100 students from UzSWLU (Uzbekistan State World Language
	University) was selected for the experiment.
Pre-testing	A preliminary testing of the level of written competence of the study
	participants was carried out using a standardized test. The initial level was
	assessed and the comparability of the initial data between the group
	members was checked.
Application of the linguoculturological approach	A linguistic approach to teaching writing was used, including authentic
	texts and a variety of language strategies (translation, compensation, active
	use of the language). A comfortable learning environment has been created
	and interaction between students and native speakers has been ensured.
	Interviews were conducted with the participants of the study to obtain
	their opinions and feedback on the application of the linguoculturological
Interview	approach. Questions were asked about the perception of learning, the
	usefulness and effectiveness of the approach, as well as changes in their
	writing skills and self-confidence.
Observations	Participants were observed during the classes. Their participation in
	discussions, the use of linguistic strategies, the level of involvement and
	progress in written work were recorded.
Statistical analysis	All data obtained were subjected to statistical analysis to determine the
	statistical significance of changes in the written competence of the
	participants after applying the linguocultural approach.

Volume 03 Issue 10-2023

VOLUME 03 ISSUE 10 Pages: 13-21

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OCLC - 1276789625











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Qualitative Analysis

A qualitative analysis of interviews and observations was used to obtain a deep understanding of the students' experience and their reactions to the application of the linguoculturological approach.

The research methodology included several stages. At the first stage, we conducted a preliminary test of the level of written competence of the study participants using a standardized test. This allowed us to evaluate their initial level and make sure that the initial data were comparable between the group members.

After that, we began to apply a linguocultural approach to teaching writing. Our approach included the use of authentic texts and a variety of language strategies such as translation, compensation and active use of language. We provided students with the opportunity to interact with native speakers and created a comfortable learning environment where they could freely express their thoughts and ideas in writing.

In addition to the interviews, we also made observations of the participants during the sessions. We recorded their participation in discussions, the use of linguistic strategies, the level of involvement and progress in their written work.

All data obtained were subjected to statistical analysis to determine the statistical significance of changes in the written competence of the participants after applying the linguocultural approach to learning. We also used a qualitative analysis of interviews and observations to gain an in-depth understanding of students' experiences and their responses to this approach.

So, our methodology included testing the level of written competence, the use of a linguacultural approach teaching, repeated to testing. interviews with study participants and monitoring their activity during classes. These methods allowed us to assess changes in students' writing competence and receive feedback from them regarding the effectiveness of the linguacultural approach to teaching writing.

RESULTS AND DISCUSSION

Volume 03 Issue 10-2023

18

VOLUME 03 ISSUE 10 Pages: 13-21

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625











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The results of our study confirmed the effectiveness of the linguacultural approach to teaching writing. After applying this approach, we observed a significant improvement in the written competence of students. As a result of repeated testing of the level of written

competence, we found a statistically significant increase in the scores of the participants in the study. This indicates that the linguistic approach contributed to the development of students' writing skills.

Table 2. Results of the study of the effectiveness of the linguacultural approach to teaching writing

Study Findings	Description
The effectiveness of the	The linguistic approach to teaching writing has proven to be effective and
linguacultural approach	has resulted in a significant improvement in students' written competence.
Statistically significant increase in scores	Retesting showed a statistically significant increase in participants' scores after applying the linguacultural approach, which confirms its positive impact on the development of writing skills.
Increasing student	The application of the linguacultural approach contributed to the increase
confidence	in students' confidence in their writing skills, as expressed in the interview.
Individual difficulties of students	The study found that the individual difficulties of students require
	additional support and resources, so further research should pay attention
	to individual needs and develop appropriate learning approaches.

One of the most notable changes was the increase in students' confidence in their writing skills. During the interview, many participants expressed satisfaction with the use of the linguacultural approach and noted that they had become more confident in their ability to write

scientific texts and express their thoughts in writing. This indicates the positive impact of the linguacultural approach on the development of self-esteem and motivation of students.

VOLUME 03 ISSUE 10 Pages: 13-21

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625











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However, in the course of the study, we also encountered some difficulties associated with the need for an individual approach to each student. Some students needed additional support and resources to overcome individual difficulties in learning to write. Further research may include a comparison of the linguacultural approach with other methods of teaching writing, as well as a more detailed study of the factors affecting the effectiveness of this approach.

Conclusion

Our research has led to several significant conclusions that confirm the effectiveness of the linguacultural approach in the context of teaching writing competence at English lessons.

Mainly, the linguistic approach really contributes to a significant improvement in the written competence of students. There is a statistically significant increase in grades after introduction of this approach, which indicates its positive impact on the development of writing skills. Indeed, the use of a linguacultural approach helps to increase students' confidence in their writing skills. Interviews with study participants confirmed that they gained more confidence in their ability to write in English. This is an important aspect as confidence plays a key role in successful communication and language use in academic and professional settings.

Our study confirms the effectiveness of the linguacultural approach in teaching written English and its importance for the development of students' writing skills. It is important to conduct a comparative analysis of the linguacultural approach with other methods of teaching writing and to study the factors influencing its effectiveness.

In general, our study testifies to the prospects and usefulness of the linguoculturological approach in teaching students written communication in English.

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Volume 03 Issue 10-2023

VOLUME 03 ISSUE 10 Pages: 13-21

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625











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