

CHAPTER 2

INNOVATIONS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

DEVELOPMENT OF LINGVOCULTURAL COMPETENCE IN THE DIGITALIZATION PROCESS

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Citation:

Yakubbayev, M. (2024). DEVELOPMENT OF LINGVOCULTURAL COMPETENCE IN THE DIGITALIZATION PROCESS. *Pedagogy and Education Management Review*, (3(17), 14–30. <https://doi.org/10.36690/2733-2039-2024-3-14-20>

Received: August 16, 2024

Approved: September 29, 2024

Published: September 30, 2024



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Abstract. This article is devoted to the problem of the development of lingvocultural competence in students in the process of digitalization. The aim of this article is to examine the impact of digitalization on the development of lingvocultural competence, focusing on how digital tools and technologies can enhance the teaching and learning of cultural and linguistic knowledge in an increasingly globalized world. This article employs a mixed-methods approach to explore the development of lingvocultural competence in the context of digitalization. The main research methods are a qualitative analysis of selected case studies performed to illustrate how digital tools and platforms (e.g. online language learning platforms, digital tools for intercultural communication) are currently being used to develop linguistic and cultural competence. Lingvocultural competence, the ability to understand and effectively use language in relation to the cultural values and practices it reflects, is becoming increasingly important in the digital era, where communication transcends national and cultural boundaries. The article analyzes how digital technologies, online learning platforms, and digital communication tools influence the teaching and learning of lingvocultural knowledge. It also examines the challenges and opportunities presented by digitalization in promoting intercultural understanding. Through a review of current digital resources and methodologies, the article provides insight into how educators can leverage these tools to enhance lingvocultural competence among students. The findings suggest that while digitalization offers new avenues for cultural and linguistic exchange, it also requires innovative approaches to ensure effective and culturally sensitive communication in a globalized digital world.

Keywords: lingvocultural competence, linguistics, globalization, teaching technologies.

JEL Classification: I 21, I 23, I 29

Formulas: 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 11

Introduction. In today's globalization and information environment, the main task of the higher education system is to make educators work on themselves and develop independent professional self-development, apply the latest innovations in the field and innovative teaching technologies to their professional activities and improve them. Professional competence is determined by the issue of continuous improvement. It involves the development of modern professional skills and linguistic-cultural competencies of educators, the use of information and communication technologies, electronic educational resources, practical implementation, scientific research, pedagogical creativity, flexible and creative development and implementation of educational programs, retraining and professional development are important for the modernization of educational content.

In recent years, the development of the higher education system based on foreign experience and practice, the development of new educational programs, distance learning and the expansion of independent education have created normative bases for the implementation of principles in our republic. Priority is given to issues of “acquiring advanced pedagogy and innovative technologies through the use of modern information and communication technologies and distance learning methods, as well as developing skills to effectively apply them in the educational process in schools,” the complaint defined.

Ensuring personnel training in the educational system in the conditions of digitalization of education in accordance with the Decree of the President of the Republic of Uzbekistan on the approval of the Strategy “Digital Uzbekistan-2030” and measures for its effective implementation. It can be through the implementation of the personnel project for digital education of the Republic of Uzbekistan.

Literature Review. Currently, the term “digitalization” is used in a narrow and broad sense. In a narrow sense, digitalization means the transformation of information into a digital form. In many cases, this leads to a reduction in costs and the emergence of new opportunities. In a broad sense, the process of “digitalization” usually denotes a change in education initiated by the widespread use and assimilation of digital technologies. It includes technologies for information creation, processing and transmission.

M.F. Khakimova comments on digital education as follows: “Digital education means taking a step forward. In fact, today social networks and communication platforms are used to create and manage digital tasks and agendas. No matter how many technologies are used in the classroom, distance learning platforms created by digital technologies play a crucial role, increasing students' interest in learning, broadening their horizons and opening the door to a range of opportunities”.

According to A.V. Keshelava, V.G. Budanov, V.Yu. Rumyantsev, digitalization is "not only the digitalization of information, but also a complex solution of an infrastructural, managerial, behavioral and cultural nature," that is, the development of the Internet Social communication is the main goal of digitalization. We can conclude that technologies.

According to experts, the process of computerization in the information society awakens in people a great desire for access to a reliable source of information and, by

ensuring a high level of processing of information products in the production and social spheres, frees them from labor-intensive and time-consuming work. In the information society, not only the production process is radically changing, but the meaning of life, in particular the importance of cultural leisure, in comparison with material wealth, is increasing.

Aims. The aim of this article is to examine the impact of digitalization on the development of lingvocultural competence, focusing on how digital tools and technologies can enhance the teaching and learning of cultural and linguistic knowledge in an increasingly globalized world.

Methodology. This article employs a mixed-methods approach to explore the development of lingvocultural competence in the context of digitalization. The main research methods are a qualitative analysis of selected case studies performed to illustrate how digital tools and platforms (e.g. online language learning platforms, digital tools for intercultural communication) are currently being used to develop linguistic and cultural competence.

Results. In our research, the psychological and pedagogical analysis of the interpretations of the concept of "professional competence" in the context of digitalization of education allows us to divide all the ideas considered into two groups: the acquisition of linguistic and cultural competencies by a number of students by the time of graduation and is intended to make necessary decisions in developing professional situations. Each activity requires understanding, comparison, assessment of the initial and final situations - final assessment of the results (self-assessment). In this process, we used the "Assessment" and "SWOT" analysis methods.

The development of linguistic, cultural and communicative competence in the training of future translators remains one of the most urgent tasks today. Therefore, a lot of work is being done to raise the development of communicative knowledge and skills in the personnel training system to a new level and to accelerate educational reforms in this regard. Reforms in all spheres of our society affect the continuing education system. At the heart of the purpose and essence of all changes are such issues as the development of the student's personality - his purpose and self-confidence, his development as a person and the acquisition of communication skills. It is no coincidence that the education of the young generation in Uzbekistan on the basis of communicative competence has become an issue at the state level.

If the dictionary of terms from pedagogy is defined as "competence - knowledge in this or that area", then in the national encyclopedia of Uzbekistan "competence - 1) a certain state body (local self-government body) or an official sphere of power, rights and obligations of a person established by law, charter or other document; 2) defined as knowledge, experience in one area or another.

The concept of competence (derived from the Latin word *kompetenzia*, *compete* - means "to achieve together, to win, to keep up, to be right") in the dictionaries is "to think about something, to have the knowledge that allows it", means "to be aware, to be entitled". In practice, all dictionary compilers delimit the categories "competence" and "competence". The definition of competence is similar and replaces (complements) each other, at the same time there is no single interpretation of the word

competence, this term is “a set of powers (rights and obligations) of a body or an official of this body”. or other circumstances established by laws, regulations”, “to possess (have) knowledge that allows one to think about something”, “to ask questions that someone has a well-informed collection (area)”.

Language is a social product, a means of mutual understanding between people. Since the beginning of the 20th century, many scientific theories are based on the idea that language and culture are an inseparable unity. Culture is studied with linguistics not only as a side field, but as “the mystery of man, the mystery of language and text cannot be understood without deep analysis”. Language and culture are mainly dealt with in linguistics. Linguistics is a new branch of linguistics that studies the relationship between the concepts of language and culture. Linguistics emerged in the late 20th and early 21st centuries along with new fields such as ethnolinguistics, psycholinguistics and cognition. The development of this new field of linguistics is associated with several scientific research works by scientists such as V.N. Telia, V.G. Maslova. The book by V. A. Maslova is considered the most famous scientific work in this field. In it, he described the current trends in language and culture research.

Linguistic competence is a set of knowledge and skills resulting from the combination of linguistics and culturology, reflected and expressed in the language, reflecting language units that reflect national-cultural significance in their semantics. In linguistic and cultural relations, language is considered the most important generalizing part of culture and an invaluable treasure of collective abilities. It is envisaged to study the influence of culture on language, as well as on human thinking and worldview.

In the research of V.Maslova, the term "linguistics" denotes a science that crosses linguistics and cultural studies. This subject studies the reflection and strengthening of national culture in the language.

V.V.Vorobev said that linguistic-cultural knowledge is a complex scientific direction of the synthesized type and a science that studies the interdependence of language and culture as reflected in language units using systematic methods. The subject of linguistic and cultural relations is the study of language, which is the carrier of cultural information reflected in the language, culture, its components and the preferences of people who create this culture through language.

It should be noted here that language and culture are closely related: language arises and develops on the basis of culture and is its representative. Any culture is not fixed, it is constantly in motion and changes in accordance with the environment around it. At this point, language takes on the role of collecting, storing and transmitting information from generation to generation. Therefore, in the linguistic and cultural process, language is considered not only as a means of knowledge and communication, but also as a key to the national culture of a particular people.

Cultural linguistics, which forms the basis of linguistic and cultural competence, accelerates the theoretical and analytical development of science (the study of complex systems and the dissemination of knowledge). Cultural linguistics uses the features of different languages to reflect cultural concepts, including cultural patterns, cultural

categories and cultural metaphors. Within the framework of cultural linguistics, language depends on the level of cultural knowledge.

As a subject of research in linguistic and cultural studies, it deals with the following issues:

- 1) vocabulary and special words without alternatives (realia);
- 2) mythology, customs, traditions, rituals;
- 3) metaphors, descriptive and figurative language means;
- 4) phraseological units;
- 5) standards, stereotypes and symbolic tools in the language;
- 6) language culture, speech etiquette (V. Vorobev, V. Maslova).

When learning foreign languages on the basis of a linguistic, cultural and communicative approach, it is necessary to form the competence to communicate in a foreign language, that is, to acquire communicative skills. The communicative approach refers to the ability to use all types of speech: reading, listening, speaking (monologue, dialogue), writing.

Thus, linguistic cultural competence is a complex communicative skill and type of activity that includes new social skills, communication norms and restrictions, knowledge, customs, etiquette, manners and educational orientations.

The formation of linguistic, cultural and communicative competence is organized through communicative tasks that teach the methods of speech activity in the process of teaching speech activity. Such tasks are prepared by the teacher and the psychological and methodological factors of their implementation are determined.

Summing up, it can be noted that the implementation of innovative educational technologies in the educational process of higher education institutions in the development of professional competence of managers and educators in an integrated information educational environment is one of the important tasks of the industry today, in which it is appropriate to pay special attention to the development of normative, methodological, material and technical support of the educational process, the potential of personnel and innovation skills and, of course, the cognitive activity of students in acquiring professional knowledge.

Discussion. The development of lingvocultural competence is a critical component of modern education, particularly in the context of rapid digitalization. This competence involves not only the acquisition of language skills but also an understanding of the cultural contexts that shape communication. In the digital age, the ability to navigate linguistic and cultural differences becomes essential, given the global interconnectedness facilitated by digital platforms.

The role of digitalization in education, as discussed in this article, is transformative, especially when viewed through the lens of professional development and competence building. Digital technologies, such as online learning platforms, virtual communication tools, and electronic educational resources, offer innovative ways to teach and acquire lingvocultural competence. These technologies allow for a more interactive and flexible learning experience, expanding access to resources that were once limited by geography or time constraints.

However, the introduction of digital tools in education presents challenges that must be addressed. One challenge is ensuring that educators are not only familiar with these technologies but also skilled in using them effectively to teach lingvocultural competence. As highlighted, educators must engage in continuous professional self-development to stay abreast of new innovations and teaching methods. The rapid pace of technological change can make this an ongoing challenge, requiring dedicated institutional support and targeted professional development programs.

Another critical issue is the need for culturally sensitive content in digital learning environments. As language and culture are closely intertwined, teaching linguistic skills without considering the cultural aspects can lead to superficial understanding. The development of lingvocultural competence through digital means requires the inclusion of culturally relevant materials, activities, and examples that reflect the diversity of learners and the cultural nuances of the target language. This approach aligns with the communicative competence model, which emphasizes not only linguistic proficiency but also the ability to navigate cultural contexts and norms.

The findings from the case studies demonstrate that digital platforms, when used effectively, can enhance students' engagement and motivation in learning languages and cultures. For instance, distance learning tools can simulate real-world communication scenarios, enabling students to practice language skills while being exposed to different cultural practices. This experiential learning can be more impactful than traditional methods, as it immerses students in diverse cultural environments.

Moreover, the article discusses the need for a systematic approach to integrating digital tools into the curriculum. While digital technologies provide vast opportunities, their effectiveness depends on thoughtful implementation. The SWOT analysis conducted in the research highlights both the strengths (such as increased access to information and flexible learning) and weaknesses (including potential cultural homogenization and the digital divide) of relying on digital tools for lingvocultural education. It is essential to consider these factors when designing educational programs to ensure that digitalization enhances, rather than detracts from, the development of lingvocultural competence.

In the broader context of educational reform, particularly in countries like Uzbekistan, the digitalization process is closely linked to national strategies, such as the "Digital Uzbekistan-2030" initiative. These reforms emphasize the importance of developing digital skills among educators and students alike, with a focus on incorporating advanced pedagogical and technological innovations into the education system. As the article suggests, digitalization provides a framework for modernizing education by fostering greater linguistic and cultural awareness, but it also necessitates a focus on retraining and professional development for educators.

The discussion of lingvocultural competence in the digital era underscores the need for a balanced approach. While digital technologies offer new pathways for learning and teaching, they must be carefully integrated to support cultural sensitivity and linguistic diversity. Educators, policymakers, and institutions must collaborate to create learning environments that not only embrace digitalization but also preserve the rich cultural contexts that underpin effective communication.

Conclusion. In conclusion, the development of lingvocultural competence within the context of digitalization is both a significant challenge and an opportunity for modern education systems. As globalization intensifies, the integration of digital technologies into educational processes has become crucial for fostering intercultural understanding and enhancing communication skills. The digitalization of education offers immense potential for improving the quality and accessibility of linguistic and cultural learning through various online platforms, electronic resources, and distance learning tools.

The article highlights that in higher education, the responsibility for continuous professional self-development falls increasingly on educators, who must not only adapt to new technologies but also use them to enrich students' lingvocultural competence. This process involves more than just the technical transformation of information; it requires a comprehensive approach to integrating cultural and linguistic education with modern digital tools.

Moreover, the research emphasizes that the digitalization process in education must be supported by effective policies, such as the "Digital Uzbekistan-2030" strategy, to ensure that educators are equipped with the necessary skills to implement innovative teaching methods. The case studies and analysis presented in this article demonstrate that while digital tools can significantly enhance lingvocultural learning, they must be applied thoughtfully to address both cultural sensitivity and the evolving demands of communication in a digitalized world.

In sum, the digitalization of education is reshaping the development of lingvocultural competence, making it more dynamic and accessible but also requiring targeted efforts from educators and policymakers to fully realize its potential in fostering global understanding and communication.

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