Research Article

THE IMPORTANCE OF INTERACTIVE METHODS IN ENHANCING STUDENTS' WRITING COMPETENCE BASED ON A LINGUOCULTURAL APPROACH

Navbakhor Abramova

Phd Student, Uzbekistan State World Languages University Tashkent, Uzbekistan

ABSTRACT

The article explores the role of interactive teaching methods in developing students' writing skills using a linguocultural approach. The author analyzes the effectiveness of interactive methods such as group assignments, role-playing games, and project work within the Uzbek educational context. Special attention is given to the significance of this approach in Uzbekistan's education system. The implementation of interactive methods enables the development of students' communication, creative thinking, and collaboration skills, thus fostering their writing competence at the language and cultural levels. The study emphasizes that employing a linguocultural approach not only helps students acquire writing skills but also facilitates their understanding of the deep connections between language and culture, which is crucial for preserving and advancing Uzbek cultural and linguistic identity. Based on the research findings, the author recommends integrating interactive teaching methods grounded in the linguocultural approach into Uzbek educational programs. This integration will enhance the effectiveness of teaching students' writing competence and contribute to their linguocultural development, thereby holding significant value for Uzbekistan's educational system.

KEYWORDS

Teaching writing, interactive methods, writing competence, student's written speech, linguocultural approach, relationship between language and culture, education, higher education in Uzbekistan.

INTRODUCTION

In the modern educational space, the relevance of the problem of developing the written competence of students is undeniable, especially in the context of globalization and multilingualism. The need to master

different languages is becoming more and more obvious, and the importance of written competence in this process is becoming increasingly important.

The linguocultural approach, which combines teaching language and culture, is one of the promising areas in the field of teaching foreign languages. The importance of this approach is due to the need to understand the cultural context in which the language functions, which is especially important for mastering the written language.

In this context, interactive teaching methods are of particular importance. They contribute to the activation of the mental activity of students, the development of their critical thinking, as well as increasing motivation for learning.

Literature review

In the field of cultural linguistics and teaching writing, there is a lot of research that confirms the importance of using interactive methods for developing students' writing skills. Foreign researchers have also made a significant contribution to this direction.

For example, the work of D. Kramsch (Kramsch , 1998) is considered fundamental in the field of language teaching and learning in a cultural context. In her work, she focuses on the importance of culture in the study of foreign languages and suggests strategies for incorporating the cultural context into the learning process. Her research emphasizes that written communication is not just about following grammatical rules and lexical norms, but also requires understanding cultural aspects and context.

Other researchers such as J. Kaufmann (Kaufmann , 2002) and M. Cunningham (Cunningham , 2006) also support the idea of including a cultural context in teaching writing. Their work draws attention to the importance of developing cultural competence in students, which allows them to successfully communicate in writing in a foreign language.

The research of these scientists confirms that interactive methods based on linguodidactics and taking into account the cultural context contribute to a more effective development of students' writing skills. These methods allow students not only to master language structures and rules, but also to apply them in accordance with cultural expectations and norms, which contributes to more competent written communication in a foreign language.

Among Russian researchers, V.G. Kuznetsov and O.V. Solopova (Kuznetsov & Solopova , 2014) in their work focus on the use of interactive methods in teaching writing. They conducted a study in which they describe examples of the practical application of such methods.

Researchers note that interactive methods, such as group assignments, discussions, and co-writing texts, allow students to actively interact, exchange ideas, and constructively critique each other's work. This promotes the development of independent thinking and analysis skills, which are an integral part of effective writing.

V.G. Kuznetsov and O.V. Solopova (Kuznetsov & Solopova , 2014) give examples of the use of interactive methods in teaching writing. They argue that interactive methods help students develop the independent thinking and analysis skills that are important for effective writing.

Their research used a variety of interactive methods such as group assignments, discussions, and collaborative writing. As a result of applying these methods, students actively interacted with each other, exchanged ideas and views, and also critically analyzed and edited their work.

Scientists note that this approach contributes to the formation of students' skills of independent thinking and analysis. In the process of discussions and joint writing of texts, students are forced to express their thoughts, argue their point of view and critically evaluate the ideas of other participants. This process contributes to the development of their analytical and critical thinking skills, which is essential for producing quality written work.

Kuznetsov and Solopova emphasize that the use of interactive methods in teaching writing contributes not only to the development of language skills, but also forms the skills of cooperation, communication and critical thinking. This helps students become more competent writers and successfully cope with the tasks of written communication in various areas of life.

Uzbek researchers in the field of writing competence development have made a significant contribution to understanding the role of interactive teaching methods. Islamova and Mirzaev (Islamova & Mirzaev , 2017) conducted a study to investigate the effectiveness of using interactive methods in teaching writing to secondary school students. The authors found that working in groups promotes active interaction between students and promotes the development of skills for cooperation and the exchange of ideas. This approach also contributes to the formation of independent thinking and analysis skills, which leads to an increase in the level of written competence.

Uzbek researcher A. M. Alimov (2019) also emphasizes the importance of interactive teaching methods in developing students' written competence. He notes that methods such as group work and project work contribute to the formation of independent thinking and analysis skills, which are important for effective writing.

D.M. Kholikova (Kholikova , 2018) in her study investigated the effectiveness of using project work in teaching writing to university students. The results showed that project work allows students to dive deeper into the topic being studied, conduct research and develop reasoned written work. In addition, this method contributes to the development of critical thinking and information analysis skills.

T.T. Tursunova (Tursunova , 2020) in her study explored the impact of the use of information and communication learning technologies on the development of students' written competence. As a result, it was found that the use of modern technologies, including emails, blogs and forums, promotes active interaction and exchange of ideas between students, which has a positive effect on their writing skills.

Thus, the works of Uzbek researchers confirm that the use of interactive methods, including group work, project work and the use of information and communication technologies, contributes to the development of independent thinking, analysis and cooperation skills, which leads to an increase in the effectiveness of students' written speech.

METHODS

This article used a mixed methods approach to assure the theoretical and practical reliability and validity of the research. Another reason for this is the necessity to explain the status and role of writing as an educational aim in pedagogical higher education using EFL writing skills as an example. As a result, an accomplishment exam, a course evaluation questionnaire, self-monitoring checklists, and semi-structured interviews were used to collect data.

Participants

The target participants of the research involved in the first-year students at Uzbekistan State World Languages University (UzSWLU). The faculty of the students deals with a foreign language and literature - the English language which is specialized in teaching English as a foreign language. The research included two groups (26): Experimental group (N=13) and control group (N=13); and the participants were chosen purposefully to achieve the research objectives. The two groups included 21 female and 5 male students, and they were homogeneous in terms of nationality (Uzbek), age (19), level (one), educational background (high school), L1 (Uzbek), English level in the placement test (intermediate). Following that, The experimental group learned to write using the study's strategy, namely recommendations and methods, whereas the control group learned to write using standard means of teaching writing: regular university classes. The participants were informed of the research aims and their responsibilities in the procedure prior to the start of the experiment.

A variety of methods of teaching writing were applied in the work, including individual work, pair work, group work and project work. The use of various methods contributes to the diversified development of writing skills in students.

RESULT AND DISCUSSION

The use of various teaching methods, as well as a variety of materials, including texts that reflect the culture of the country of the language being studied, and various writing tasks, contribute to the development of students' written competence and increase the effectiveness of teaching writing.

Indeed, the use of various teaching methods and various materials, including texts reflecting the culture of the country of the language being studied, and various writing tasks, significantly contributes to the development of students' written competence and increase the effectiveness of teaching writing. The results of the study confirm that a combined approach to teaching writing, including a variety of methods, has a positive impact on the development of students' writing skills. Participation in individual work with educational materials allowed students to develop writing skills and get acquainted with the cultural aspects of the studied country. Working in pairs facilitated interaction and the exchange of ideas, which had a positive effect on the quality of their written work. Group work allowed students to develop the skills of collaboration, exchange of ideas and argumentation, which influenced the quality of their written projects. Project work contributed to the development of critical thinking, analysis skills and independence, which had a positive effect on the quality and originality of their written work.

The results of the study confirm that the use of a variety of teaching methods for writing is effective for developing written communication skills. A combined approach, including individual work, pair work, group work and project work, ensures the diversified development of students' writing skills. In addition, the use of materials reflecting the cultural aspects of the studied country contributes to a deeper understanding and authenticity of written works.

The discussion of the obtained results confirms the importance of using various methods of teaching writing in the educational process. The combined approach allows students to develop a variety of skills, such as independence, cooperation, critical thinking and analytical skills, which are important in their future educational and professional activities.

In the modern educational process, more and more attention is paid to the use of interactive teaching methods that actively interact with students and

contribute to the development of their written competence. Of particular importance is the linguocultural approach, which includes the study of language in the context of culture and society, which allows students to better understand and use the language in written communication.

Interactive teaching methods such as individual work, pair work, group work and project work are effective tools in improving students' writing competence. They contribute to the active practice of writing, the development of the skills of cooperation, communication and critical thinking, which is important for the successful mastery of written communication.

The linguocultural approach provides students with the opportunity to explore the language in the context of the culture of the language being studied. This means that students learn the language, taking into account its cultural characteristics, social practices and norms. They study texts that reflect the culture of the country, the language being studied, and use them in their written work. This approach enriches their written communication and makes it more authentic.

Below is a table of interactive teaching methods described in the text and their role in improving the written competence of students based on a linguocultural approach.

Interactive Methods	Role in teaching writing competence
Individual work	- Allows students to use learning materials related to the culture of the language to develop written communication
	- Develops skills of independent work and text analysis
Work in pairs	- Facilitates the exchange of ideas and opinions
	- Develops cooperation and reasoning skills
Group work	- Allows students to work in a team and solve problems together
	- Develops teamwork and information sharing skills
Project work	- Allows students to explore a specific topic or problem
	- Develops research, critical thinking and information structuring skills
Linguocultural an approach	- Provides language learning in the context of culture and society
	- Enables students to better understand and use the language in written communication
	- Develops authentic written communication skills, taking into account cultural characteristics and social practices
	- Enriches students' written communication

All these interactive teaching methods based on a linguocultural approach make a significant contribution to improving the written competence of students. They allow students to actively interact with the language and culture, develop writing, communication and critical thinking skills. This approach promotes a deeper understanding of language and its use in written communication, and helps students become more competent and autonomous written communicators.
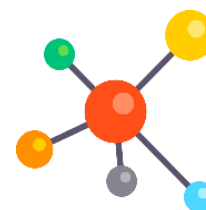
CONCLUSION

In the course of this study, it was confirmed that the use of interactive teaching methods in combination with a linguistic and cultural approach contributes to the effective development of students' written competence. This confirms the relevance of this approach in the modern educational process and emphasizes its importance for teaching writing.

Further research in this area could be aimed at studying the influence of different types of interactive methods on the development of writing competence, as well as the study of the influence of various aspects of culture on the process of learning to write.

Overall, this study contributes to broadening our understanding of how writing can be effectively taught in the context of a linguocultural approach and offers practical recommendations for teachers and educational institutions around the world.

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