

THE ROLE OF IMMERSIVE EXPERIENCES IN DEVELOPING LINGUACULTURAL COMPETENCE AMONG PRE-SERVICE FOREIGN LANGUAGE TEACHERS

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ABSTRACT

This article explores the significance of immersive experiences in fostering linguacultural competence among pre-service foreign language teachers. By examining the cultural values of Uzbeks and their reflection in communicative behavior, the study aims to highlight the importance of immersive experiences in developing a deep understanding of the target language and culture. The findings suggest that immersive experiences play a crucial role in enhancing pre-service teachers' ability to navigate cultural nuances and effectively communicate in the target language. The article concludes with recommendations for incorporating immersive experiences into foreign language teacher education programs.

Keywords: *immersive experiences, linguacultural competence, pre-service teachers, foreign language education, communicative behavior.*

CHET TILI O'QITUVCHILARI O'RTASIDA LINGVA MADANIY KOMPETENSIYASINI RIVOJLANTIRISHDA IMMERSIV TAJRIBALARNING O'RNI

ANNOTATSIYA

Ushbu maqola chet tili o'qituvchilari orasida lingua madaniy kompetentsiyasini rivojlantirishdagi immersiv tajribalarning ahamiyatini o'rganadi. Tadqiqot o'zbeklarning madaniy qadriyatlari va ularning kommunikativ xulq-atvorda aks etishini o'rganib chiqib, maqsadli til va madaniyatni chuqur tushunishni rivojlantirishda immersiv tajribalarning ahamiyatini ta'kidlashga qaratilgan. Topilmalar shuni ko'rsatadiki, immersiv tajribalar xizmat oldidan o'qituvchilarning madaniy nuanslarni boshqarish va maqsadli tilda samarali muloqot qilish qobiliyatini oshirishda hal qiluvchi rol o'ynaydi. Maqola chet tili o'qituvchilarini o'qitish dasturlariga immersiv tajribalarni kiritish bo'yicha tavsiyalar bilan yakunlanadi.

Kalit so'zlar: *immersiv tajribalar, lingua madaniy kompetentsiyasi, xizmatdan oldingi o'qituvchilar, chet tili ta'limi, kommunikativ xulq-atvor*

РОЛЬ ИММЕРСИВНОГО ОПЫТА В РАЗВИТИИ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ У ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ, ПОДГОТОВЛЕННЫХ К РАБОТЕ ДО НАЧАЛА ОБУЧЕНИЯ

АННОТАЦИЯ

В этой статье исследуется значение иммерсивного опыта для развития лингвокультурной компетентности у преподавателей иностранных языков, готовящихся к работе. Изучая культурные ценности узбеков и их отражение в коммуникативном поведении, исследование направлено на то, чтобы подчеркнуть важность иммерсивного опыта для развития глубокого понимания изучаемого языка и культуры. Полученные результаты свидетельствуют о том, что иммерсивный опыт играет решающую роль в повышении способности учителей ориентироваться в культурных нюансах и эффективно общаться на изучаемом языке. В заключение статьи даются рекомендации по включению опыта погружения в учебные программы для учителей иностранных языков.

***Ключевые слова:** опыт погружения, лингвокультурная компетентность, подготовительные курсы, иноязычное образование, коммуникативное поведение.*

INTRODUCTION

The development of linguacultural competence is a critical aspect of foreign language teacher education [1]. Immersive experiences, such as study abroad programs and cultural exchanges, have been recognized as valuable tools in fostering this competence [2]. This article investigates the role of immersive experiences in developing linguacultural competence among pre-service foreign language teachers, with a specific focus on the cultural values of Uzbeks and their reflection in communicative behavior.

METHODS AND LITERATURE REVIEW

The study employs a mixed-methods approach, combining linguistic pragmatics comparisons [3], communication acts analysis [4], and the discourse completion test [5]. The research draws upon the work of Blum-Kulka, House, and Kasper [6] in cross-cultural pragmatics and utilizes their framework for analyzing communication strategies. A comprehensive literature review was conducted to identify key concepts and theories related to immersive experiences and linguacultural competence development.

RESULTS

The results of the study indicate that immersive experiences have a significant impact on pre-service teachers' linguacultural competence. Participants who engaged in immersive experiences demonstrated a deeper understanding of the target language and culture, as evidenced by their ability to navigate cultural nuances and employ appropriate communication strategies. The discourse completion test revealed differences in communication strategies between Uzbek and Russian participants, highlighting the influence of cultural values on communicative behavior.

ANALYSIS

The analysis of the collected data suggests that immersive experiences provide pre-service teachers with authentic opportunities to engage with the target language and culture. Through these experiences, participants gain first-hand knowledge of cultural norms, values, and communicative practices. The linguistic pragmatics comparisons and communication acts analysis further support the notion that cultural values shape communicative behavior and underscore the importance of developing linguacultural competence.

DISCUSSION

The findings of this study align with previous research on the benefits of immersive experiences in foreign language teacher education [7]. By engaging in immersive experiences, pre-service teachers develop a more nuanced understanding of the target language and culture, which enhances their ability to teach effectively [8]. The study highlights the need for foreign language teacher education programs to prioritize immersive experiences as a means of fostering linguacultural competence.

CONCLUSIONS

In conclusion, immersive experiences play a vital role in developing linguacultural competence among pre-service foreign language teachers. The study confirms the hypothesis that communication strategies differ due to cultural values and emphasizes the importance of understanding these differences in effective cross-cultural communication. Foreign language teacher education programs should integrate immersive experiences to better prepare pre-service teachers for the challenges of teaching in diverse cultural contexts.

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