



## THE ROLE OF MODERN METHODOLOGIES AND CULTURAL COMPETENCE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)

*Farg'ona shahar 1-sonli texnikumi ingliz tili fani o'qituvchisi*  
*Nishonboyeva Mahliyo*

**ABSTRACT:** This article analyzes the role and significance of modern methodologies and cultural competence in teaching English as a Foreign Language (EFL). The transition from traditional grammar-translation methods to communicative and interactive approaches is investigated. The necessity of developing not only linguistic but also sociolinguistic and cultural skills of language learners is substantiated. The article examines the effectiveness of using digital technologies, case studies, and project-based learning methods in the classroom.

**Keywords:** EFL, communicative approach, cultural competence, digital technologies, innovative methods, sociolinguistics.

In the globalized world of the 21st century, English has established itself as the primary medium of international communication, science, technology, and business. Consequently, the demand for effective English as a Foreign Language (EFL) instruction has reached unprecedented heights. For decades, traditional educational systems relied heavily on the Grammar-Translation method, which prioritized rote memorization of grammatical rules and literal translation of texts. While this method developed reading and writing skills to some extent, it severely lacked the capacity to produce fluent speakers who could interact in real-world scenarios.

Modern linguistics and pedagogy suggest that language is not merely a collection of abstract grammatical codes; rather, it is a living phenomenon deeply



intertwined with social norms and cultural values. Therefore, contemporary EFL teaching focuses heavily on the Communicative Language Teaching (CLT) approach. The ultimate goal of modern language education has shifted from achieving grammatical perfection to developing holistic communicative competence.

Furthermore, simply knowing how to construct a grammatically correct sentence is no longer sufficient. Learners must understand *when*, *where*, and *to whom* to say it. This brings cultural competence into the spotlight. Misunderstandings in international communication rarely occur due to a minor grammatical error; they usually happen because of cultural misinterpretations. This article aims to explore the synthesis of innovative teaching methodologies and the integration of cultural dimensions in the modern EFL classroom.

## 2. LITERATURE REVIEW (ADABIYOTLAR TAHLILI)

The theoretical framework of communicative competence was pioneered by the sociolinguist Dell Hymes in the 1970s, who argued against Noam Chomsky's narrow definition of linguistic competence. Hymes stated that a speaker must possess the knowledge of language use according to the social context. Later, researchers like Michael Canale and Merrill Swain expanded this model into four distinct dimensions:

Grammatical competence: Knowledge of vocabulary, morphology, syntax, and phonology.

Sociolinguistic competence: The ability to understand the social context in which language is used (roles of participants, shared information, function of the interaction).



Discourse competence: The mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text.

Strategic competence: The knowledge of verbal and non-verbal communication strategies to compensate for breakdowns in communication.

In terms of cultural education within language teaching, Claire Kramersch (1993) emphasizes that culture and language are inseparable. She coined the concept of the "third culture" or "third space," where learners can stand between their native culture and the target culture, objectively observing and understanding both. By exploring Ziyouz.com and various scientific papers, we can see that Uzbek scholars have also extensively researched the transition to specialized, contextual, and communicative language teaching in higher education institutions.

### 3. METHODOLOGY (METODOLOGIYA)

This study utilizes a qualitative and descriptive research design to evaluate the impact of modern communicative methods and cultural inclusion in the classroom. Data was gathered through classroom observations, pedagogical experiments conducted during English lessons, and comparative analyses of traditional textbooks versus modern authentic materials.

To understand the practical integration of these aspects, three primary teaching techniques were evaluated over a semester:

#### Task-Based Language Teaching (TBLT)

Instead of focusing on a specific grammar point, lessons were structured around a functional task (e.g., booking a hotel room, resolving a customer complaint, or conducting a business presentation). Grammar and vocabulary were introduced naturally as tools to complete the task successfully.



### Authentic Media Integration

Instead of modified, artificial textbook texts, students were exposed to authentic podcasts, TED Talks, news broadcasts, and contemporary articles. This provided them with exposure to natural phrasing, idioms, and genuine cultural interactions.

### Role-Plays and Cross-Cultural Simulation

Students were placed in scenarios where they had to interact with individuals from different cultural backgrounds (e.g., American direct communication styles versus British indirectness, or Western corporate etiquette versus Eastern hierarchical communication styles)

### Comparative Analysis of Methods

The table below highlights the operational differences and student outcomes between the traditional approaches and modern culturally integrated communicative approaches observed during the research.

### The Impact of Cultural Competence on Fluency

As noted in the scientific literature, language proficiency involves multiple levels including listening, speaking, reading, writing, and culture. When students understand the cultural background behind common idioms and phrasal verbs, their retention rate increases.

For instance, teaching the phrase *"to break a leg"* simply as a translation for *"omad tilash"* (good luck) is functional. However, explaining the theatrical history behind the phrase—where actors believed that wishing someone good luck directly would actually bring bad luck—creates a psychological anchor for the student. It



transforms language learning from a tedious task of memorizing symbols into an exciting exploration of human history and sociology.

Furthermore, integrating technology plays a crucial role in modern EFL classrooms. The use of online interaction tools, collaborative boards, and international multimedia allows students to experience the language in real-time, preparing them for the actual linguistic demands of modern engineering, medicine, or humanities fields.

In conclusion, the paradigm of teaching English as a Foreign Language has permanently shifted. The focus of the modern classroom must move away from treating English as a static set of rules to be memorized for a test. Instead, it must be approached as a multi-dimensional tool for cross-cultural communication.

The successful implementation of modern methodologies requires:

Moving from teacher-centered lectures to student-centered interactive tasks. Consistently introducing authentic audio, visual, and textual materials. Intentionally embedding cultural training, non-verbal communication elements, and situational etiquette into the curriculum.

By combining grammatical precision with sociolinguistic flexibility and cultural empathy, educators can train students who are not just competent English speakers, but globally minded individuals capable of thriving in international environments.

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