

**FORMATION OF LINGUOCULTURAL COMPETENCE OF STUDENTS WITH
LEVEL B2 THROUGH DIGITAL TECHNOLOGIES (ON THE EXAMPLE OF THE
REPUBLIC OF KARAKALPAKSTAN)**

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Abstract: *The formation of linguocultural competence is a crucial component of foreign language education at the B2 level, as it enables learners not only to communicate fluently but also to understand cultural meanings embedded in language. In the context of globalization and digitalization, digital technologies offer new opportunities for developing linguocultural competence by providing authentic materials, interactive environments, and cross-cultural communication. This paper examines the process of forming linguocultural competence of students with a B2 level of language proficiency through digital technologies, using the Republic of Karakalpakstan as an illustrative example. The study highlights the role of digital platforms, multimedia resources, and online communication tools in enhancing students' cultural awareness, pragmatic competence, and intercultural sensitivity. Special attention is paid to the regional context, where multilingualism and cultural diversity create favorable conditions for linguocultural education. The paper argues that the systematic integration of digital technologies into language teaching significantly increases learners' motivation and effectiveness in acquiring linguocultural knowledge and skills.*

Key words: *linguocultural competence, B2 level, digital technologies, foreign language education, intercultural communication, Karakalpakstan*

In modern foreign language education, the goal of instruction extends beyond grammatical accuracy and lexical knowledge. Contemporary educational standards emphasize the development of communicative and linguocultural competence, which allows learners to use a foreign language appropriately in diverse social and cultural contexts. Linguocultural competence is especially important at the B2 level, where students are expected to interact with a degree of fluency and spontaneity and to understand implicit cultural meanings, idiomatic expressions, and sociocultural norms.[1]

The relevance of forming linguocultural competence has increased significantly due to the rapid development of digital technologies. Digital tools have transformed traditional

teaching methods and created new opportunities for exposure to authentic language use. Online platforms, social media, digital textbooks, video content, and virtual communication environments enable learners to engage with real-life cultural contexts that were previously inaccessible in the classroom. As a result, digital technologies play a vital role in bridging the gap between language learning and cultural understanding.[2]

The Republic of Karakalpakstan represents a particularly interesting context for studying linguocultural competence. As a region characterized by linguistic and cultural diversity, Karakalpakstan provides a rich environment for intercultural learning. Students in this region often operate in multilingual settings, which enhances their sensitivity to cultural differences and prepares them for effective intercultural communication. Integrating digital technologies into foreign language education in Karakalpakstan can further strengthen these competencies by connecting local learners with global cultural content.[2]

At the B2 level, students are capable of analyzing cultural phenomena, comparing cultural values, and reflecting critically on intercultural experiences. Therefore, the use of digital technologies at this stage should focus not only on language practice but also on developing cultural awareness and interpretative skills. This paper aims to explore how digital technologies can be used effectively to form linguocultural competence among B2-level students, taking the educational context of the Republic of Karakalpakstan as an example.

Linguocultural competence is commonly understood as the ability to perceive, interpret, and use language in accordance with the cultural norms and values of its speakers. It includes knowledge of traditions, customs, social conventions, and cultural symbols, as well as the ability to apply this knowledge in communication. At the B2 level, learners are expected to demonstrate a deeper understanding of cultural references and to adapt their speech to different communicative situations.[3]

Digital technologies offer a wide range of tools that support the development of linguocultural competence. One of the most effective tools is authentic multimedia content, such as films, documentaries, podcasts, and news websites. For example, students in Karakalpakstan learning English can watch interviews with native speakers, analyze cultural behaviors, and discuss differences between local and target cultures. Such activities help learners understand not only what is said, but also how and why it is said in a particular cultural context.

Another important digital resource is online learning platforms and language applications. Platforms such as virtual classrooms, learning management systems, and interactive exercises allow teachers to integrate cultural content systematically. For instance, students may complete tasks that involve analyzing cultural scenarios, interpreting idiomatic

expressions, or responding to culturally sensitive situations. These activities develop pragmatic awareness and intercultural competence, which are essential components of linguocultural competence.[4]

Social media and online communication tools also play a significant role. Participation in online forums, international projects, or virtual exchanges enables students to communicate directly with representatives of other cultures. In the context of Karakalpakstan, such interactions are particularly valuable, as they expand students' cultural horizons beyond their regional experience. For example, engaging in online discussions with peers from other countries helps students practice culturally appropriate communication strategies and develop tolerance toward cultural diversity.

Digital storytelling and project-based learning are additional methods that enhance linguocultural competence. Students can create digital presentations, blogs, or videos comparing cultural traditions of Karakalpakstan with those of English-speaking countries. These projects encourage independent research, critical thinking, and reflection on cultural similarities and differences. Moreover, they increase learners' motivation by allowing creative self-expression.

However, the effective use of digital technologies requires methodological guidance. Teachers must carefully select culturally rich materials and design tasks that promote analysis and reflection rather than passive consumption. In this regard, teacher training and digital literacy are crucial factors. When digital technologies are used purposefully, they become a powerful means of forming linguocultural competence at the B2 level.[5]

In conclusion, the formation of linguocultural competence is an essential objective of foreign language education at the B2 level, as it ensures meaningful and culturally appropriate communication. Digital technologies provide innovative and effective tools for achieving this goal by offering access to authentic materials, interactive environments, and real intercultural communication experiences.

The example of the Republic of Karakalpakstan demonstrates that regional multilingual and multicultural contexts can significantly enhance the process of linguocultural learning. When combined with digital technologies, these contextual advantages create favorable conditions for developing students' cultural awareness and communicative flexibility. Digital resources such as multimedia content, online platforms, social media, and project-based tools allow learners to explore cultural phenomena actively and critically.

At the B2 level, students are capable of engaging in deeper cultural analysis and reflection, which makes digital technologies particularly effective. Through guided tasks and well-designed activities, learners can develop not only linguistic skills but also intercultural sensitivity, tolerance, and the ability to interpret cultural meanings. This

holistic approach to language education prepares students for real-life communication in a globalized world.

Nevertheless, the successful integration of digital technologies depends on teachers' methodological competence and the availability of appropriate resources. Educators must balance technological innovation with pedagogical goals and ensure that cultural content remains central to the learning process. Overall, digital technologies represent a powerful means of forming linguocultural competence, and their systematic use can significantly improve the quality of foreign language education in Karakalpakstan and beyond.

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