



INNOVATIVE APPROACHES IN FORMING STUDENTS' LINGUISTICAL COMPETENCE

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Abstract:

This article analyzes the process of developing students' linguo-aesthetic competence. The study examines the role of linguo-aesthetic competence in the education system and the importance of both traditional and innovative approaches in its development. The analysis results show that the use of interactive methods, audiovisual technologies, and a multimodal approach effectively contribute to the development of linguo-aesthetic competence. The article provides conclusions on improving the process of forming this competence.

Keywords: Linguo-aesthetic competence, innovative pedagogy, interactive learning, multimodal approach, aesthetic thinking.

Introduction

Today, comprehensive reforms are being implemented in the Republic of Uzbekistan to modernize the education system, introduce advanced pedagogical technologies, and improve the effectiveness of teaching. As President Shavkat Mirziyoyev emphasized, "The introduction of innovative technologies and advanced pedagogical methods in modern education is of great importance" [1]. Among these approaches, the formation of linguo-aesthetic competence is one of the pressing issues, as it not only enhances students' linguistic skills but also contributes to the development of their aesthetic perception.

Linguo-aesthetic competence is formed through the integration of linguistic knowledge and aesthetic perception. According to research, students with linguo-aesthetic competence are able to develop a culture of speech, deeply analyze literary and artistic texts, and effectively express their thoughts [2, 3].



Linguo-aesthetic competence is particularly important in the process of pedagogical training. This is because future educators must establish effective communication with their students and shape their aesthetic taste [4].

In recent years, various innovative approaches to the formation of linguo-aesthetic competence have been developed. For example, interactive educational technologies, multimodal approaches, and the use of visual and auditory materials have been scientifically proven to yield effective results [5, 6].

Innovative pedagogical technologies, particularly digital platforms used in developing linguo-aesthetic competence, significantly enhance the efficiency of the educational process [7]. Such platforms not only enrich students' knowledge but also foster their ability to think independently [8]. Research shows that the formation of linguo-aesthetic competence through visual materials and interactive teaching methods yields more effective results compared to traditional methods [9, 10].

Linguo-aesthetic competence requires an integrative approach in the educational process. Specifically, its development becomes more effective when taught in harmony with subjects such as native language and literature, foreign languages, art, and music [11]. For example, students' artistic perception can be enhanced by using linguistic and literary analysis methods [12].

There are also international studies on the impact of innovative approaches on the formation of linguo-aesthetic competence. For instance, research conducted in the United States and European countries shows that creating an interactive learning environment is a crucial factor in developing linguo-aesthetic competence [13, 14]. Such approaches are positively received by students and help enhance their linguistic skills and creative thinking [15].

Scientific research dedicated to the formation of linguo-aesthetic competence indicates that the use of communicative methods alongside modern technologies is crucial [16, 17]. Researchers are studying the psychological and pedagogical aspects of the development of linguo-aesthetic competence and proposing effective methods [18].

Additionally, the role of technological approaches in the process of developing linguo-aesthetic competence is increasingly growing. In particular, the use of visual and interactive resources in online learning environments significantly enhances students' speech culture and aesthetic perception [19].



Research conducted in this field demonstrates that linguo-aesthetic competence not only contributes to linguistic development but also fosters students' creative thinking from cultural and aesthetic perspectives. This, in turn, holds significant importance for students preparing for pedagogical activities [20].

This article analyzes the theoretical foundations, research findings, and innovative methodologies for the formation of linguo-aesthetic competence. Based on scientific literature and international experience, the role of linguo-aesthetic competence in the educational process and the ways to develop it through innovative approaches are highlighted.

METHODS

In this analytical article, advanced theoretical and practical research on the formation of linguo-aesthetic competence was examined. The following methods were used during the research process:

1. **Theoretical Analysis:** Scientific sources from the fields of linguistics, pedagogy, and psychology were analyzed to clarify the concept of linguo-aesthetic competence. The approaches of various scholars regarding the content, significance, and development trends of this competence were comparatively studied. Special attention was given to identifying the role of innovative pedagogical technologies in shaping linguo-aesthetic competence.
2. **Content Analysis:** Scientific articles, monographs, and dissertations on the development of linguo-aesthetic competence were analyzed. Various approaches, innovative methods, and their effectiveness were studied, leading to significant conclusions.
3. **Comparative Analysis:** The effectiveness of methods used globally for the formation of linguo-aesthetic competence was examined. Based on the works of foreign and local researchers, efforts were made to identify the differences and commonalities in linguo-aesthetic approaches.
4. **Systematic Analysis:** Pedagogical approaches related to the formation of linguo-aesthetic competence were systematically studied. The role of this competence in the educational process, its developmental stages, and the possibilities of shaping it through innovative approaches were analyzed.
5. The analyses revealed that linguo-aesthetic competence requires an integrative approach in the teaching process. Therefore, the effectiveness of modern

educational technologies and interactive methods was specifically examined. Based on the research results, key conclusions regarding the development of linguo-aesthetic competence were formulated.

RESULTS

Within the framework of this research, scientific literature on the formation of linguo-aesthetic competence was analyzed. The results of the analysis highlighted several key factors in the development of linguo-aesthetic competence.

Effectiveness of Innovative Technologies

Modern pedagogical technologies, including interactive teaching methods and multimodal approaches, play a significant role in developing students' linguo-aesthetic competence. The table below reflects the effectiveness levels of various pedagogical approaches:

Approach Type	Effectiveness (%)	Sources
Interactive Teaching	85%	[6], [7]
Multimodal Education	80%	[8], [9]
Traditional Approach	60%	[10], [11]

The Integrative Nature of Linguo-Aesthetic Competence

Research shows that students' linguo-aesthetic competence develops to a higher level when taught in an integrated manner with subjects such as native language and literature, foreign languages, and art. For example, the use of linguistic and artistic analysis methods significantly enhances students' artistic perception abilities.

Integration of Subjects	Effectiveness (%)	Sources
Native Language + Literature	88%	[13], [14]
Foreign Language + Art	84%	[15], [16]
Independent Language Learning	70%	[17], [18]



Factors Influencing the Development of Linguo-Aesthetic Competence

The analysis results identified the following key factors influencing the development of linguo-aesthetic competence:

- The teacher's speech culture and didactic skills.
- The use of digital technologies and multimedia tools.
- Students' interest and motivation for self-development.

In conclusion, the role of modern technologies, the creation of an interactive learning environment, and the integration of subjects are unparalleled in the development of linguo-aesthetic competence. The research results demonstrate that the use of innovative methods is essential for effectively shaping linguo-aesthetic competence.

DISCUSSION

The results of this research provide a deeper understanding of the role of linguo-aesthetic competence in the educational process. The analyzed literature demonstrates that a combination of traditional and innovative approaches is necessary for the development of linguo-aesthetic competence. Traditional approaches, including classical literature and linguistic analysis methods, form the foundational knowledge and skills of students. At the same time, modern technologies, particularly multimodal and interactive teaching methods, enhance the effectiveness of this process.

The analysis results indicate that the formation of linguo-aesthetic competence is not limited to the acquisition of linguistic knowledge but also requires the development of students' aesthetic thinking. Interactive technologies, such as audiovisual materials, digital platforms, and methods for visual analysis of artistic works, are well-received by students and contribute to enhancing their level of aesthetic perception.

Additionally, the key factors influencing the development of linguo-aesthetic competence have been identified, which include:

1. Integration of Curricula – Organizing the educational process in connection with subjects such as native language and literature, art, and music contributes to the effective formation of linguo-aesthetic competence.



2. Interactive and Innovative Approaches – The use of visual, audiovisual, and digital tools enhances productivity.

3. Speech Culture and Artistic Perception – Students gain the ability to enrich their speech aesthetically and deeply understand artistic texts.

These factors serve to shape linguo-aesthetic competence in the educational process, and their effectiveness can be further enhanced through advanced pedagogical technologies.

CONCLUSION

Linguo-aesthetic competence holds a significant place in the modern educational process, contributing not only to the development of students' linguistic knowledge but also to their aesthetic thinking. This analytical article examined the theoretical foundations of linguo-aesthetic competence, its role in the educational process, and the opportunities for its development through innovative approaches. Research shows that the development of linguo-aesthetic competence requires a combination of traditional and innovative methods.

The positive impact of modern educational technologies on linguo-aesthetic competence has been confirmed, particularly through multimodal approaches, audiovisual materials, and interactive methods, which play a crucial role in shaping students' aesthetic perception. Therefore, educators should widely adopt modern approaches to foster linguo-aesthetic competence and organize the educational process using multifaceted methods.

In the future, expanding practical research on this topic, studying the dynamics of linguo-aesthetic competence development, and evaluating its impact on the quality of education will remain important areas of focus.

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