

**ЭТИЧЕСКИЙ АСПЕКТ И НЕПОСРЕДСТВЕННОЕ ОТРАЖЕНИЕ В
СТРУКТУРЕ ЛИНГВОМЕТОДИЧЕСКОЙ КОМПЕТЕНЦИИ ЧЕРЕЗ
ИНТЕГРАЦИЮ СООТВЕТСТВУЮЩИХ МОРАЛЬНО-ПРАВОВЫХ УСТАНОВОК.**

**THE ETHICAL ASPECT AND DIRECT REFLECTION IN THE STRUCTURE OF
LINGUISTIC AND METHODOLOGICAL COMPETENCE THROUGH THE
INTEGRATION OF RELEVANT MORAL AND LEGAL PRINCIPLES**

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Аннотация: В статье говорится об этическом аспекте, который находит свое непосредственное отражение в структуре лингвометодической компетенции через интеграцию соответствующих морально-правовых установок. Приверженность специалиста принципам нравственности и общепринятым конвенциональным нормам служит фундаментом, гарантирующим легитимность и нормативную точность реализации всего арсенала профессиональных умений в заданном контексте.

Ключевые слова: этика, ценность, социальные связи, экономический потенциал, культурный потенциал, этический аспект, чуткость, тактичность, деликатность.

Abstract: The article discusses the ethical aspect, which is directly reflected in the structure of linguistic and methodological competence through the integration of relevant moral and legal principles. A specialist's commitment to moral principles and generally accepted conventional norms serves as the foundation that guarantees the legitimacy and regulatory accuracy of the implementation of the entire arsenal of professional skills in a given context.

Key words: ethics, value, social connections, economic potential, cultural potential, ethical aspect, sensitivity, tact, delicacy

In the context of developing ethical potential, T.A. Nesterenko (2013) identifies the aspiration for moral growth and openness to cross-cultural dialogue as key components. Of primary importance in this regard are universal conventional norms—such as sensitivity, tactfulness, and delicacy—without which effective communication in a multicultural environment is impossible (Trotskaya E.S., 2018).

This emphasis is обусловлен the necessity of transforming students' legal and moral consciousness toward the post-conventional level as conceptualized by L. Kohlberg (1963). At this stage of development, a professional independently makes decisions based on an internalized system of values. Considering the inevitable discrepancies between societal standards and personal convictions (Dvoynin A.M., 2013), the priority task becomes fostering commitment to universal humanistic maxims that integrate diverse ideological and cultural paradigms.

The ethical dimension finds direct reflection in the structure of linguomethodological competence through the integration of corresponding moral and legal orientations. A specialist's adherence to principles of morality and generally accepted conventional norms serves as a



foundation that guarantees the legitimacy and normative accuracy of applying the full range of professional skills within a given context.

Another fundamental structural element is the behavioral component, understood as the individual's readiness and ability to translate internal value orientations into practical activity. This category is functionally interconnected with the concept of etiquette—a regulated system of social interaction grounded in a set of moral and ethical standards (Kurochkina I.N., 2004).

The interaction between personal experience and the dominant qualities of the individual is manifested in the implementation of soft skills. Within the Western pedagogical paradigm, these attributes are traditionally contrasted with narrowly specialized professional competencies (hard skills), and it is emphasized that their manifestation does not require specialized technical tools (Jackson D., Chapman E., 2012). However, drawing on the conclusions of G. Albino (2018), it can be argued that in real professional and pedagogical practice, the demarcation line between behavioral patterns and technical skills becomes increasingly blurred. In this context, soft skills function as an adaptive regulator of a specialist's behavior in variable workplace situations.

Despite the absence of a universally accepted list of behavioral descriptors in contemporary scholarship, a synthesis of various conceptual approaches allows for the identification of several classification models.

In turn, L.R. Gazizulina (2019) substantiates the organic interconnection between the development of soft skills and the process of foreign language acquisition. Since foreign language communicative competence essentially represents a behavioral strategy within a cross-cultural space, linguistic training is inseparably linked to the development of cognitive resources and self-regulation mechanisms. In this framework, managerial potential is integrated into the structure of the future teacher's mediative sub-competence.

Unlike a static ethical system, the behavioral component of linguomethodological competence is characterized by a certain degree of plasticity and capacity for modification. Although transforming fundamental life experience and deep-seated personal qualities is inherently complex, the educational environment enables the stimulation and consolidation of specific behavioral strategies. This approach is reflected in the structure of universal competencies, encompassing project management, systemic critical analysis, communicative interaction, and self-regulation skills. Professional development within this component is, however, determined by social expectations: a teacher's self-actualization is impossible outside the framework of contemporary societal demands placed upon the profession (Boguslavskaya M.M., 2022).

The behavioral profile of a teacher exerts a determining influence on the quality of the educational process. According to the meta-analysis conducted by Botes et al. (2020), there is a stable inverse correlation between language acquisition effectiveness and the level of foreign language classroom anxiety (FLCA). Anxiety has a particularly destructive impact on both productive and receptive language skills, especially listening comprehension (Teimouri Y., Goetze J., Plonsky L., 2019). In this regard, one of the teacher's priority functions is the implementation of stress-management strategies aimed at optimizing the psycho-emotional climate in the classroom.

Longitudinal studies conducted by J.-M. Dewaele et al. (2022) confirm that the most significant factor in reducing anxiety is the frequency of informal and open interaction between teachers and students. Notably, such variables as the intensity of foreign language use or the predictability of pedagogical actions did not demonstrate comparable statistical significance.

Contemporary research in pedagogy emphasizes the priority role of the psychological microclimate as a determinant of academic success. In particular, the behavioral landscape of the educational process is interpreted as a key factor directly predictive of learning outcomes.



Yu.N. Fatueva (2023) substantiates the importance of specialized speech strategies aimed at verbalizing and transmitting a positive emotional attitude. Such psychological support functions not only as a catalyst for learning motivation but also as a foundation for the conscious and durable acquisition of cognitive structures.

This position is corroborated in the works of E.N. Tregubova (2001), who demonstrates that designing a didactic environment with a pronounced emotionally positive dominant facilitates the most rapid and stable interiorization of the professional competencies and skills being formed.

Implemented behavioral strategies are deeply individualized for each teacher, representing the result of a synthesis of extensive practical experience and the accumulation of personalized methodological techniques. In this context, it is fundamentally important to distinguish between the cognitive and behavioral domains. While the cognitive aspect accumulates abstract theoretical constructs and declarative knowledge, the behavioral domain encompasses the sphere of practical implementation of skills. This distinction explains the focus on soft skills: their development often proceeds inductively (from empirical experience to theoretical generalization), whereas professional competencies are more frequently acquired deductively (from methodological foundations to practice).

Within the structure of linguomethodological competence, the behavioral component closely correlates with the domain of pedagogical management, particularly with processes of adaptation and the direct implementation of instructional content in the classroom.

The third fundamental element is the social component, interpreted as the specialist's cognitive awareness of the dynamics and regularities of social processes (Krasnoshlykova O.G., Koshevaya O.G., 2019). Despite a tendency in academic discourse to merge social and behavioral factors due to their functional proximity (Fedosova I.V., 2009), the position articulated by S.Kh. Goncharov (2004) allows for a clear distinction: the social component is viewed primarily as social knowledge integrated into the structure of personality.

The specificity of the social component in the professional activity of a foreign language teacher is обусловлена the necessity of continuously correlating diverse linguocultural codes within the classroom environment. Unlike in many other professions, this field requires not merely social adaptability but the mastery of competencies across multiple cultures simultaneously. Consequently, this component loses the features of an exclusively individual style and acquires the status of a rigid professional requirement.

A teacher's ability to conduct comparative analyses of cultures and to clearly demonstrate their dichotomies or similarities during instruction renders the concepts of "social competence" and "sociocultural competence" in the context of linguodidactics virtually synonymous.

According to the concept proposed by P.V. Sysoev (2003), sociocultural competence constitutes a four-dimensional structure integrating a system of knowledge, practical experience, value-based attitudes, and mechanisms for their application. Within multicultural language education, the knowledge component often functions as the primary target of instruction.

Historically, several fundamental approaches to the classification of sociocultural knowledge have been established in language teaching methodology. One of the foundational models is the anthropological framework proposed by E.T. Hall (1956; 1966), based on the concept of ten "Primary Message Systems." This classification encompasses essential aspects of human existence, including mechanisms of interaction and association, subsistence strategies, gender paradigms, perceptions of space and time, as well as processes of learning, play, self-defense, and technological adaptation to the environment.

Building upon these ideas, N. Brooks (1968) proposed an alternative decennial model that shifted the focus toward axiological and aesthetic dimensions of culture. His classification includes such categories as symbolism, hierarchies of values and authority, social order,



ceremonial practices, and the concepts of love, honor, humor, beauty, and spirituality. Within this framework, the social segment is integrated into nearly all functional aspects of competence. Since the sociocultural body of knowledge constitutes the core content of foreign language education, it is equally involved in processes of strategic planning, the design of didactic materials, and their direct implementation in the instructional environment.

Research-based integration is manifested in increased academic engagement through individual projects that reflect students' personal interests. Mentorship and tutoring models further contribute to this process by facilitating the transmission of practical experience and professional ethics from experienced specialists and educators to novice learners.

Thus, the motivational component functions as a driving force that transforms external educational standards into an internalized need for continuous professional development.

The learner's system of incentives can be differentiated into two vectors: external and internal. The previously described pedagogical interventions are classified as external factors aimed at transforming and supplementing value orientations from outside. In contrast, internal factors operate autonomously, without direct initiation by third parties. Their driving force is either intellectual curiosity and the desire to analyze new information, or the intention toward professional self-affirmation (Karimova M.M., Isroilova D.Sh., 2019). At the same time, internal motives are not isolated from pedagogical influence: the teacher performs a proactive function by adapting the educational context to the learner's existing internal needs and aspirations.

The motivational dimension of linguomethodological competence accumulates conceptions of the foreign language teacher's socio-professional mission. The informational foundation of this activity is strictly regulated by educational standards, which, by defining expected learning outcomes, effectively formulate the objects of external motivation.

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