

LINGUO-CULTURAL APPROACH IN TEACHING A FOREIGN LANGUAGE

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Abstract

This article considers about theoretical foundations of the linguo-cultural approach in teaching a foreign language and practical implementation of the linguo-cultural component in teaching English in high school. Here is paid the most attention to linguistic and cultural factors in the learning process and their role in the formation of a communicative act. Recently, a lot of foreign language courses have appeared in our country, in the advertisement of which you can often read: “You will know the language better than the English queen!” But many of them emphasize only a mechanical understanding of the language, without taking into account the realities of the country of the language or other important factors. For a real ability to read and understand the text, it is necessary to take into account not only grammar and vocabulary, but also all kinds of knowledge of a linguistic and cultural nature, the realities of the language, etc. It is important that different learning strategies emerge. The more alternative methodological solutions there are, the more fruitful will be the search for new ways of teaching the subject as a whole. At the same time, the central problems of restructuring the teaching of foreign languages at school are the issues of defining goals, as well as the content of education that is adequate to them, in the development of which the most effective ideas are about teaching not just a language, but a foreign language culture in the broadest sense of the word.

Keywords: Linguo-cultural approach in teaching, formation of language activity, Development of speech, teaching perception, specific vocabulary, formation of language activity, national political culture.

INTRODUCTION

The modern school overcomes the inertia of traditional methods of teaching a foreign language, focused solely on the formation of language activity. The development of speech

on the basis of material simplified in content through the training of certain speech modules gives way to an in-depth acquaintance with a different national culture in the course of

studying the language system and proficiency in it.

However, it is quite obvious that the linguistic and cultural elements of educational and methodological modules and even separate courses of a similar nature cannot provide a solution to complex problems of studying national stereotypes of behavior and perception, forms of thinking, systems of value orientation, features of the interpretation of ethical and aesthetic values, the specifics of national political culture, state -legal system. It is necessary to form a holistic model of country studies education as a profile orientation of the entire complex of academic disciplines about a person and society.

Only within the framework of such a model is it possible to have a substantive, concrete analysis of the living space and lifestyle of the nation - the native speaker of the language being studied.

At present, the elements of linguistic and regional studies, introduced into the course of teaching a foreign language, are becoming increasingly important.

The relevance of this work lies in the fact that the lessons of country studies cause students to need further independent acquaintance with country studies materials. And it is linguistic and regional studies that should serve as a support for maintaining motivation, because, includes two aspects:

- 1) the language is being taught;
- 2) gives information about the country.

The purpose of this work is to identify at the theoretical level the implementation of the linguistic and cultural component in the process of learning a foreign language.

MATERIALS AND METHODS

Acquaintance with the culture of the country of the language being studied has been one of the main tasks since antiquity. Teaching classical languages is not possible without cultural commentary. In the teaching of living languages since the end of the 19th century. In the first place, along with oral speech, acquaintance with the realities of the country of

the language being studied is put forward. This was especially characteristic of the German linguodidactic school. In our country, various information about a particular state, taught in the process of teaching a language, is usually called country studies, in Germany - cultural studies (Kulturkunde), in American educational institutions there are courses "language and territory" (language and area), in the French methodological school there is the concept of "language and civilization" (langue et civilization). In the communication of English educational institutions, the term linguacultural studies are used "linguocultural studies". In 1992, the Dictionary of the English Language and Culture was published by Longman. The federal state educational standard among the goals of teaching a foreign language at the basic level includes educating schoolchildren "a positive attitude towards a foreign language, the culture of the people who speak this language ... Education by means of a foreign language involves knowledge of the culture, history, realities and traditions of the country of the language being studied , (linguo-cultural studies, regional studies) the inclusion of schoolchildren in the dialogue of cultures, acquaintance with the achievements of national cultures and the development of universal culture, awareness of the role of the native language and culture in the mirror of the culture of another people.

The main goal of linguistic and regional studies is to ensure communicative competence in acts of intercultural communication, primarily through adequate perception of the speech of the interlocutor and original texts designed for native speakers. Linguistic and regional studies aim to study linguistic units that most clearly reflect the national characteristics of the culture of the people - the native speaker of the language and the environment of its existence. The need for special selection and study of language units, in which the originality of national culture is most clearly manifested, is felt in all cases. Addressing the problem of studying language and culture at the same time is not accidental, since this allows you to successfully combine elements of country studies with linguistic phenomena, which act not only as a means of communication, but also as a way to familiarize students with a new reality for them.

There are two approaches to teaching culture in the process of teaching a foreign language: social science and philology. The first approach is based on the discipline traditionally associated with the study of any foreign language. Country studies is understood as a complex academic discipline that includes a variety of information about the country of the language being studied. Unlike the fundamental sciences on which it is based, country studies include a variety of fragmentary information. The term "linguo-cultural studies" emphasizes that this direction, on the one hand, combines language teaching, on the other hand, it provides certain information about the country of the language being studied. Since the object is not the country, but the background knowledge of native speakers, in a generalized form, their culture would be more correct to speak of "cultural studies". However, the term "linguo-cultural studies" has already become firmly established in the practice of teaching foreign languages, and perhaps it should be abandoned. However, it is necessary to clearly understand the difference between traditional regional studies and linguistic regional studies. If country studies is a social science discipline, no matter what language it is taught in, then linguistic and regional studies is a philological discipline, largely taught not separately as a subject, but in language practice classes in the process of working on the semantics of language units. With a philological approach, it is possible to set two different tasks:

1. Extraction of cultural information from linguistic units. In this case, culture comes to the fore as the main task of study. This method has been dominant for some time in the methodology of teaching Russian as a foreign language.

2. Learning to perceive or presenting a language unit against the background of an image similar to that present in the mind of a native speaker of the language and culture. (We are talking about an image formed on the basis of nationally codified associations, excluding individual, personal ones.) The image on which the semantics of a word or phraseological unit is built is created by a student of a foreign language sequentially in the process of working on the meaning of a language / speech unit and appears in its entirety when the student encounters this unit. With this approach to

working on semantics, on the national-cultural component of meaning, not culture, but language is brought to the forefront of study, and linguistic and regional competence is designed to provide communicative competence, which involves operating with similar images in the minds of the speaker and listener, as it happens during communication. between speakers of the same language and the same culture.

So, the main goal of linguistic and regional studies is to ensure communicative competence in acts of intercultural communication, primarily through adequate perception of the interlocutor's speech and original texts designed for native speakers. Linguistic regional studies provide a solution to a number of problems, in particular the main philological problem - an adequate understanding of the text, therefore it acts as a linguistic basis not only for linguodidactics, but also for translation. After all, in order to translate, one must first of all fully understand a foreign text with all the nuances of meaning, including subtext, allusions, allusions, and only then, taking into account the addressee, select the appropriate equivalents in the target language. To explore the means of language and speech, to systematize them and present them in an optimal form for teaching a foreign language is one of the tasks of linguistics. Therefore, one can freely talk about the linguistic foundations of the country-specific aspect in teaching a foreign language, which should be understood as part of the general linguistic foundations of its teaching, acting on a par with other sciences: psychology, pedagogy, etc., as a theoretical foundation for teaching a foreign language in general.

RESULTS AND DISCUSSION

The greatest contribution to the development of the linguistic foundations of the regional aspect in the teaching of foreign languages was made by scientists, mainly within the framework of the theory of linguistic and regional studies, which developed as a result of the research of Vereshchagin E.M., Kostomarov V.G. and their followers. The theoretical and practical value of works on linguistic and regional studies has found international recognition. The linguistic substantiation of the country-specific aspect in

teaching a foreign language is beyond the scope of methodological research and constitutes the task of country-oriented linguistics. The theoretical basis of this aspect is formed by sections of linguistic theory that deal with the reflection and consolidation of the results of social practice in language and speech. As for the analysis of the language system, this is primarily lexicology and phraseology, which explore both basic units of the language that can carry country-specific information - a word and a stable verbal complex. At the same time, the semantic analysis of interlingual differences, reflecting differences in reality, comes to the fore. This analysis is carried out by means and methods of comparative linguistics.

Thus, the general and especially comparative lexicology and phraseology of the studied and native languages form the linguistic basis of the regional aspect in teaching a foreign language. The general approach of country-oriented linguistics to linguistic material is of a sociolinguistic nature, and attention is paid to socially determined interlingual differentiation, and not to linguistic forms. So, the tasks of country-oriented linguistics include the identification, systematization and interpretation of foreign-language reflection of phenomena specific to the country or countries of the language being studied, carried out from the standpoint of contrastive linguistics.

Isolation of the linguistic and cultural aspect involves clarifying its place in the content of education.

The content of the training consists of three components:

- 1) language material and speech (linguistic information);
- 2) certain subject content transmitted with its help (extralinguistic information);
- 3) actions for the reception, processing and transmission of this content, implemented through exercises, as a result of which knowledge, skills and abilities are formed, the ability to communicate in a foreign language.

One of the main tasks in the study of foreign languages is the awareness of a foreign language as a real opportunity in the dialogue of cultures and international contacts. At a

foreign language lesson, not only language rules are taught, but also familiarization with a new image of the world, therefore, teaching a language means teaching culture. The consequence of this is special attention to linguistic and regional studies, as the assimilation of a foreign culture in the process of learning a foreign language by means of this language.

Since the goal of teaching a foreign language is not only the acquisition of knowledge, the formation of skills and abilities in schoolchildren, but also the assimilation of information of a country-specific, linguistic-cultural, cultural, aesthetic nature, knowledge of the values of another national culture for them, then when determining the content of education, the question undoubtedly arises about the linguocultural component.

The leading task of linguistic and regional studies is the study of language units that most clearly reflect the national characteristics of the culture of the people - native speakers:

1. realities (designations of objects and phenomena characteristic of one culture and absent in another);
2. connotative vocabulary (words that have the same basic meaning, but differ in cultural and historical associations);
3. background vocabulary (designations for objects and phenomena that have analogues in compared cultures, but differ in national features of the functioning, form, purpose of objects).

At the same time, the most important selection criteria for the linguistic and regional component of the content of teaching a foreign language are cultural and regional value, typicality, well-knownness and orientation to modern reality, thematic and functional phenomena.

When a linguistic and cultural component is included in the content of teaching a foreign language, adequate means are needed for its assimilation. Such means can be, first of all, authentic materials: literary and musical works, objects of reality and their illustrative images, which can bring the student closer to the natural cultural environment.

Communication of knowledge about culture, history, realities and traditions contributes to the development of a positive attitude to a foreign language, the culture of the native speaker of this language.

There are two approaches to teaching culture in the process of teaching a foreign language: social and philological. The first approach is based on the discipline traditionally associated with the study of a foreign language. Country studies is understood as a general academic discipline, which includes a variety of fragmentary information and is defined as a discipline in the system of geographical sciences, which is engaged in a comprehensive study of continents, countries, large regions.

With a philological approach, it is possible to set two different tasks:

firstly, the extraction of cultural information from linguistic units. In this case, culture comes to the fore as the main task of learning a foreign language;

secondly, learning to perceive or presenting a language unit against the background of an image similar to that present in the mind of a native speaker of the language and culture.

When selecting texts for reading, it is necessary, first of all, to take into account the principles of their cognitive value, as well as the principle of accessibility, consistency and logic of presentation, connection with already studied and studied linguistic and grammatical material, etc.

Authentic texts of linguo-cultural content often contain specific vocabulary, which presents a particular difficulty for foreign language learners.

The main purpose of the text, as already noted, is that working on it gives the student the opportunity to expand his knowledge in a particular area, that is, the text performs two main functions: cognitive and educational. Reading focused on the country of the language being studied contributes to the creation of conditions not only for the activation of cognitive activity, but also for the development of such qualities as a sense of respect for a foreign culture, while developing a sense of pride and love for one's own. By reading, students not only become familiar with a new

world for them, but also begin to navigate in it, learn to identify universal values and receive moral satisfaction from the very process of reading. Satisfaction of cognitive interest causes and develops positive intellectual feelings.

The importance of reading is also explained by the fact that cognitive motivation becomes practically unsaturated, especially if it is organized on materials of a linguistic and cultural nature. The interests and needs of students are very closely related to educational and cognitive motives, which are the main engines of their learning activities. Reading literary texts in the target language deserves special attention. In a literary text, there are often dialogues where various forms of speech usage, politeness formulas, background and non-equivalent vocabulary are used. All this expands the linguistic and regional knowledge of students, allows them to better understand the specifics and originality of another language and culture. Reading authentic texts of country-specific content contributes to an increase in communicative-cognitive motivation, forms linguistic-cultural and intercultural competence, positively affects the personal-emotional state of students, provides the possibility of simultaneously addressing language and culture, allows in a complex and more effectively solve the tasks set for the school through the medium of a foreign language. language, using its educational and educational potential.

CONCLUSION

So, the linguo-cultural approach in teaching a foreign language occupies a large place. Teaching aids for teaching modern English should have a practical focus, the ability to develop oral and written communication skills, based on the latest British and American sources, taking into account the formation and development of new vocabulary, the studied speech etiquette, the content of the lessons in the English language manuals should include all the important moments that characterize life in English-speaking countries. Using additional material on regional studies, non-standard forms of conducting lessons, interest in the subject increases, the program material is better absorbed, and the student of the language

remains the bearer of his own culture. However, his background knowledge is enriched, acquired elements of the culture of the country of the language being studied; thus, as a person, he becomes to some extent the bearer of world culture and begins to better understand and appreciate his own culture.

The teaching of culture in connection with teaching a foreign language aims to transfer to the student a minimum of background knowledge that a native speaker has. Such knowledge, primarily related to geography, history, social life, art and culture, customs and traditions of the country of the language being studied, can be offered in the form of a commentary in Uzbek or English.

Thus, linguistic and regional studies are firmly included in the course of teaching foreign languages, as its integral element.

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