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LINGUACULTURAL APPROACH IN TEACHING FOREIGN LANGUAGE AS A SECOND FOREIGN LANGUAGE

Annotation

In modern conditions, the task of preparing students for intercultural communication is becoming urgent. In this regard, there is a need to educate students who are able to act as subjects of a dialogue of cultures. This article highlights the linguistic and cultural approach in teaching a foreign language as a second foreign language.

Key words: Linguoculturology, culture, foreign language, methodology, ICT, quality of education, training.

ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ ПОДХОД В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ КАК ВТОРОМУ ИНОСТРАННОМУ

Аннотация

В современных условиях актуальной становится задача подготовки обучающихся к межкультурной коммуникации. В связи с этим возникает необходимость воспитывать учащихся, способных выступать в качестве субъектов диалога культур. В данной статье освещено лингвокультурологический подход в обучении иностранному языку как второму иностранному.

Ключевые слова: Лингвокультурология, культура, иностранный язык, методика, ИКТ, качества образования, обучения.

XORIJIY TILNI IKKINCHI CHET TILI SIFATIDA O'QITISHDA LINGVOMADANIY YONDASHUV

Annotatsiya

Zamonaviy sharoitda talabalarni madaniyatlararo muloqotga tayyorlash vazifasi dolzarb bo'lib qolmoqda. Shu munosabat bilan madaniyat muloqoti sub'ekti sifatida harakat qila oladigan talabalarni tarbiyalash zarurati paydo bo'ladi. Ushbu maqolada xorijiy tilni ikkinchi chet tili sifatida o'qitishda lingvokulturologik yondashuv yoritilgan.

Kalit so'zlar: Lingvokulturologiya, madaniyat, chet tili, metodologiya, AKT, ta'lim sifati, o'qitish.

Introduction. In the context of intensive globalization processes, the success and relevance of modern university graduates depends on their personal qualities, the level of formation of their professional competencies, professional skills to carry out intercultural and professional communication. The new living conditions have significantly changed the entire focus of the language training of modern specialists. The current trend of our time, designed to solve the problem of harmony and mutual understanding between people, is multilingual and multicultural education. In the process of such education, a person is formed who is able not only to preserve his cultural identity, but also to understand and accept the values of representatives of other cultures. Proficiency in one or more foreign languages, along with knowledge of foreign language culture by a specialist in any industry, is an essential aspect, a necessary condition for building a dialogue in intercultural communication within the framework of their professional activities.

Methodology and Literature review. However, the methodology of teaching a foreign language as an aspect of foreign language culture in language universities has not yet been sufficiently developed. Awareness of the need to include foreign language culture in the process of teaching a foreign language in most cases is expressed either in the introduction of disparate fragments of regional information in language practice classes, or in the development of lecture courses on the history and culture of the country. This problem is especially evident when working with texts of mass media.

In preparing the article, theoretical methods were mainly used, namely: a critical analysis of pedagogical and methodological literature on the research topic.

In modern linguistic science, the most important area of linguistic research is linguoculturology, and the use of a linguoculturological approach in foreign language teaching contributes to a more effective formation of intercultural professional and communicative competence of students[1].

It is safe to say that a foreign language contains not only a system of linguistic knowledge, but also a system of knowledge about social norms, spiritual values, and the totality of relations between people. Based on this, the linguistic and cultural aspect becomes an integral part of foreign language classes.

The effectiveness of using the linguistic and cultural aspect in the process of language learning is obvious. Due to the use of linguistic and regional studies materials, foreign language classes are distinguished by their communicative and pragmatic orientation, independence and creativity of students, their high interest and activity in learning the language, as well as partnership between students and teachers. In this regard, it is extremely important in the work of any teacher to create conditions that would allow students to study with pleasure, find creative solutions to their tasks and be sure to see the results of their work. After all, this is the key to successful educational activities.

As indicated in the previous paragraph, the linguistic and cultural approach focuses on the reflection in the language of a fairly representative "piece" of national culture in connection with the commented cultural units of the texts being analyzed. Thus, it is advisable to present socio-cultural information contained in units of language or simply related to the problem under discussion in a systematic way, in blocks, an organized topic. The choice of a fragment of culture, a sphere of communication determines the content of the course. I.A.Khaleeva proposes to identify four main macrospheres of communication, where a person comprehends through consciousness and language the relationships that really exist in the world and, accordingly, four macrospheres of language use:

- the field of production activity - special speech;
- the sphere of everyday life is spoken (everyday) speech;
- the field of cultural studies - artistic and scientific speech;

- sphere of social activity - journalistic speech (including newspaper, public, television speech, as well as speech of other mass media) [2].

Increasingly, in the interpretation of the models of a modern specialist, the emphasis is not only on the graduate's mastery of a foreign language, but also on the formation of such a specialist's ability to comprehend, as well as accept cultural values that differ from his own. Therefore, along with linguistic knowledge, the formation of speech skills, it is necessary to determine a set of cultural knowledge that will allow a future specialist in any field to use a foreign language in order to carry out intercultural and professional communication with native speakers of the studied foreign language. The effectiveness of the linguistic and cultural approach for the most complete study of a foreign language and the formation of intercultural professional and communicative competence among students of non-linguistic specialties is beyond doubt in the didactic scientific environment.

All the above-mentioned researchers emphasize the importance of teaching a foreign language as a component of culture and recognize the fact that a new stage in the development of this issue has begun, meeting both the increased needs of the educational process and a deeper understanding of the relationship between language and culture and its reflection in the practice of language teaching. Most of the works on this issue were created within the framework of a linguistic and cultural approach to language teaching and focus mainly on the formation of lexical skills based on linguistic and cultural materials, without setting themselves the task of forming a holistic picture of foreign-language socio-cultural reality among students, which we consider an indispensable condition for the success of intercultural communication. The application of a linguistic and cultural approach to teaching foreign languages allows, in our opinion, to solve the problems of forming the cognitive consciousness of a secondary linguistic personality. However, this approach has not received a sufficiently complete theoretical justification and experimental verification in the methodological literature. The above has led to the choice of the problem of teaching a foreign language based on a linguistic and cultural approach based on the material of the English language in a language university as a research topic.

Result and analysis. The constant enrichment of language by reflecting changes in the life of society in it, the conciseness of information based on its general knowledge in this society require from the student not only the formation of secondary linguistic, but also cognitive consciousness. At the moment, there are not enough developed methods that involve introducing the student to a foreign-language picture of the world. The analysis of the formation of students of language faculties of the skills of semantic perception of texts of modern foreign-language mass communication media showed that students mostly experience difficulties of a linguistic and cultural nature.

Teaching a foreign language in the professional sphere is aimed not so much at the formation of certain skills and the development of students' speech skills, as at the formation of a student's personality, ready to represent the identity of his culture through language, ready for intercultural communication and interaction in the studied foreign language, as well as ready to apply these skills in professional activities. Based on the communicative paradigm, the content component of the learning process is represented by real communication situations, the use of authentic audio and video materials, and the holding of appropriate events. Observing these conditions, the student immerses himself in the culture of the language being studied[3]. The culture of a language in this article refers to a combination of background information, knowledge about the culture, customs and traditions of people who speak a given language, as well as the ability to speak within the framework of ethics and culture of speaking.

Despite the wide coverage of the issue, it is worth noting that the problem of introducing a linguistic and cultural component, the problem of including foreign language culture in foreign language education remain relevant. The linguistic and cultural approach is aimed at fulfilling five functions: developmental, educational, educational, cognitive and professional. Teaching a foreign language within the framework of a linguistic and cultural approach can be defined as a joint activity of a teacher and students, when the former transfers knowledge, skills and abilities to students (training), and the latter assimilate this knowledge, skills and skills (teaching); as a social process conditioned by the needs of society development, the process of appropriation of social, socio-economic experience. In accordance with this trend in learning, it arises from the need to the ability to integrate aspects of learning (grammar, phonetics), integrate some technologies into others, and identify effective learning strategies.

Let's consider teaching foreign language within the framework of a linguistic and cultural approach as a way to combine different aspects of the language to achieve optimal results. When teaching a foreign language, it is important to maintain a balance between literacy and phonetic correctness of speech, based on the correctness of the grammatical structures and pronunciation norms of the language used, and the absence of a barrier when speaking. It is no secret that students, trying to comply with the norms of grammar, lose lightness, smoothness, phonetic correctness when speaking. Grammatical skills are considered along with phonetic skills as necessary elements of a successful speaking and communication process.

Discussion. According to the priority directions, linguistic and foreign language education in our country is based on linguistic and cultural pluralism and is aimed at training and educating a multilingual and multicultural personality who is able not only to realize himself in professional activities, but also to preserve his ethnic self-determination in a multicultural society.

In the course of completing the tasks of the program, the student, who is defined within the framework of foreign language education as a subject of intercultural communication, should have the following:

- communicative and functional competence and intercultural competence, realizing his ability to intercultural communication;
- argumentation skills in English, as well as an understanding of the linguistic and cultural characteristics of the country of the language being studied.

Intercultural communication is defined as the interpersonal interaction of representatives of different groups who, together with other members of their group, differ in general knowledge and linguistic forms of performing symbolic actions, and one of the participants in the communication process usually has to use a foreign language. Coordinating the purpose of teaching a foreign language at a language university with European standards, we consider its implementation as a communicative skill, which in turn is realized through the acquisition of the following competencies by students:

- linguistic;
- sociolinguistic;
- discursive;
- strategic;
- socio- cultural;
- social[4].

In our opinion, in order to achieve the goals of intercultural communication in the senior courses of a language university, it is also of interest to consider the structure of intercultural learning, which makes an indisputable contribution to personal development and clearly goes beyond the boundaries of foreign language lessons. The components of intercultural learning include:

- language component;
- the pragmatic component;
- historical component;
- aesthetic component;
- the ethical component;
- imagological component;
- reflexive component.

Recognizing linguistic (linguistic) competence as the most important component of communication skills, on the basis of which all other components are formed and improved, we believe that in the senior courses of a language university, special attention should be paid to those components of communicative competence that allow students to get acquainted with the socio-cultural aspect of language functioning[5]. First of all, we are talking about socio-cultural competence as an aspect of communicative ability, concerning those special features of society and culture that are expressed in the communicative behavior of members of society

Conclusion. Thus, the aspect of culture in teaching foreign languages is not only a meaningful element of learning, it allows students to immerse themselves in the environment of foreign language communication, introducing them to the norms and realities of the country of the language being studied, forming socially significant skills and abilities. The linguistic and cultural approach allows combining different aspects of language (phonetics, grammar) to achieve the effect of interest and awareness in learning a foreign language. It is advisable to apply this approach at the system-synthesizing stage in grammar classes and at the introductory preparatory stage, the standardizing stage and the final stage in phonetics classes. The experimental training proved the effectiveness of the linguistic and cultural approach in teaching a foreign language in classes on practical grammar, practical phonetics of the first foreign language. Students began to consciously and deliberately approach the learning process. It is obvious that an increase in the level of use of strategies in learning a foreign language indicates an increase in the effectiveness of the linguistic and cultural approach.

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