

Linguistic and Cultural Approach in the Process of Teaching a Foreign Language

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Abstract. *The article discusses the features of the linguistic and cultural approach to teaching a foreign language. The teacher's task is to interest the student in learning a foreign language, to acquaint him with the culture and history of the country of the language being studied. Nowadays, the linguistic and cultural approach to teaching a foreign language is in great demand, because the language is most fully assimilated against the background of culture. The implementation of the linguistic and cultural approach in foreign language classes stimulates interest in its study among students, contributes to the expansion of their horizons and motivates for further self-study.*

Key words: *linguistic and cultural approach, linguistic and cultural studies, teaching a foreign language, regional studies, culture.*

Today, the linguistic and cultural approach is considered an integral part of the methodology in teaching a foreign language (FL). The study of a FL is becoming increasingly inseparable from the culture and history of the country of the language being studied. When implementing the linguacultural approach, linguistics is combined with regional studies, that is, the language is studied in a cultural and historical context.

Along with the study of a foreign language, there is an introduction to a foreign-language country, its culture, main historical moments, geographical and climatic features, national literature, folklore and mythology, customs and realities, so that the student could get the most complete idea of the national component of this country. Next, we will consider how prominent Russian scientists define linguacultural studies.

The term "linguacultural studies" emphasizes that this direction, on the one hand, combines language teaching, and on the other, provides certain information about the country of the language being studied [1]. According to Tomakhin G.D., these days, teaching a foreign language is not possible without the linguacultural component. The founders of Russian linguacultural studies E.M. Vereshchagin and V. G. Kostomarov developed its theory and methodology, introduced the term "linguistic studies", which "should be understood as such an organization of language study, thanks to which schoolchildren become familiar with the present and past of the people, with their national culture through language and in the process of mastering it" [2]. As can be seen, in the linguistic approach, regional studies and theoretical components are distinguished. The regional studies component provides information about culture and history, and the theoretical one explains the theory of the foreign language.

"The linguistic aspect is characterized by the study of language as a system, mastering its theory of a foreign language. The regional studies aspect is a social science discipline, providing certain information about the country of the language being studied, its features, culture, with the aim of forming regional studies competence" [3]. "Along with studying the language, one must also study

the culture of its people - become familiar with the history, literature, economics, geography, politics of the country, everyday life, traditions, psychology. The complex of this information is usually designated by the term "regional studies", and the methodology of teaching this information when studying a foreign language is called linguacultural studies" [4].

The teacher's educational and methodological complex usually includes a textbook, a book for reading, a methodological manual for the teacher, grammar games, audio and video cassettes. In addition, when selecting linguistic and regional studies material, it is recommended to use a variety of additional materials, namely fiction texts, regional studies notes, media materials, reproductions, films, audio texts - that is, everything that helps to better understand the culture and history of the country whose language is being studied, its traditions, customs, attractions, etc. Literature in the national language is the most significant means of assimilating linguistic and regional studies material and introducing one to a foreign language culture. Works of art improve the assimilation of cultural and regional studies information, contribute to increasing motivation for studying a foreign language, and developing artistic thinking. When selecting fiction, one should take into account its appropriateness to the students' age and their language level, as well as its linguistic and cultural value.

During classes, teachers can use additional applied material, for example, linguistic and cultural reference books, media articles, films, reproductions, symbols, money, national greeting cards, etc. During classes, it is possible to hold quizzes, poetry readings, and folk singing. Many teachers organize role-playing games during classes, during which students act out various situations from life, for example, checking in at a hotel or going to a museum. Also, teachers often stage plays based on national works, and offer students to solve foreign-language puzzles, crosswords, and puzzles. Such exciting activities inspire students to learn a foreign language. The teacher's erudition and enthusiasm, his ability to skillfully introduce linguistic and cultural topics into the teaching contribute to better acquisition of a foreign language.

Students are also required to actively participate in the learning process, independently prepare reports, and read works in English outside of class, for example, adapted ones. Linguistic and cultural material contributes to the comprehension of the national realities of the country of the studied language. "Realities are the names of objects of material culture, historical facts, names of national heroes, and mythological creatures inherent only to certain nations" [5].

When implementing the linguistic and cultural approach, the student forms his own idea of the realities, features of life and culture of the country of the studied language, its outstanding personalities and their role in history. Thus, the linguacultural approach, which combines linguistics with regional studies, helps to understand the language through the cultural and historical background of the country whose language is taught, and teaches the student tolerance to a foreign language culture. The implementation of the linguacultural approach stimulates further self-study, promotes the growth of motivation to study the language, enrichment of the linguistic picture of the world and development of the student's imaginative thinking. With an interesting presentation of the linguacultural component, the foreign language is better absorbed. Currently, the linguacultural approach in teaching a foreign language occupies a leading role in teaching a foreign language. When implementing the linguacultural approach together with teaching a foreign language, the cultural level of the student significantly increases, his horizons expand, and interest in studying the foreign language grows.

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