

THE IMPORTANCE AND PRACTICAL OPPORTUNITIES OF THE LINGUOCULTURAL APPROACH IN FOREIGN LANGUAGE TEACHING

Mirzayeva Madina Abdumannob qizi

Uzbekistan State World Languages University

English philology faculty

Email: dinasblog02@gmail.com

Scientific advisor: **Mamatkulova F.A.**

Abstract. This article analyzes the content of the linguocultural approach in foreign language teaching, its role in the educational process, and its importance in developing students' communicative competence. The article justifies the need to teach a language not only as a system of grammatical units, but also as a phenomenon connected with the culture, values, and worldview of a particular nation. In addition, effective ways of using linguocultural materials in teaching English are discussed.

Key words: linguoculturology, foreign language, culture, communicative competence, language and culture, English language, intercultural communication.

XORIJIY TILLARNI O'QITISHDA LINGVOKULTUROLOGIK YONDASHUVNING AHAMIYATI VA AMALIY IMKONIYATLARI

Annotatsiya. Mazkur maqolada xorijiy tillarni o'qitishda lingvokulturologik yondashuvning mazmuni, uning ta'lim jarayonidagi o'rni hamda talabalarning kommunikativ kompetensiyasini rivojlantirishdagi ahamiyati tahlil qilinadi. Tilni faqat grammatik birliklar tizimi sifatida emas, balki ma'lum xalqning madaniyati, qadriyatlari va dunyoqarashi bilan bog'liq hodisa sifatida o'qitish zarurligi asoslab beriladi. Shuningdek, maqolada ingliz tilini o'qitish jarayonida lingvokulturologik materiallardan foydalanishning samarali usullari ham ko'rib chiqiladi.

Kalit so'zlar: lingvokulturologiya, xorijiy til, madaniyat, kommunikativ kompetensiya, til va madaniyat, ingliz tili, intermadaniy muloqot.

ЗНАЧЕНИЕ И ПРАКТИЧЕСКИЕ ВОЗМОЖНОСТИ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОГО ПОДХОДА В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация. В данной статье анализируются содержание лингвокультурологического подхода в обучении иностранным языкам, его место в образовательном процессе и значение в развитии коммуникативной компетенции студентов. Обосновывается необходимость преподавания языка не только как системы грамматических единиц, но и как явления, связанного с культурой, ценностями и мировоззрением определённого народа. Также рассматриваются эффективные способы использования лингвокультурологических материалов в процессе обучения английскому языку.

Ключевые слова: лингвокультурология, иностранный язык, культура, коммуникативная компетенция, язык и культура, английский язык, межкультурное общение.

Introduction

In today's context of globalization, the process of teaching foreign languages is no longer limited to teaching simple grammatical rules and vocabulary. In modern education, the main goal of language teaching is to prepare learners for real communication and to shape them into individuals who can effectively interact with representatives of other cultures. Therefore, the linguocultural approach is becoming an important component of foreign language education.

Linguoculturology is a field that studies the relationship between language and culture[1]. According to this approach, every language reflects the historical experience, traditions, values, and mentality of a particular people. Thus, in order to successfully learn a foreign language, a learner must also understand the cultural environment of its speakers.

Literature Review and methodology

In recent years, the number of studies devoted to the linguocultural approach in foreign language teaching has been increasing. Researchers emphasize the inseparable connection between language and culture and note that if the cultural component is not sufficiently covered in language learning, communicative errors may occur.

While traditional lessons mainly focus on grammar rules, translation, and text analysis, the linguocultural approach highlights the following factors:

- studying national values and traditions;
- explaining the cultural meaning of language units;
- analyzing proverbs, expressions, and phraseological units;
- comparing different cultures;
- developing intercultural communication skills[3].

This article uses analytical, comparative, and descriptive methods. Certain linguocultural units in English and Uzbek are compared, and their application in the teaching process is examined.

Discussion

The main advantage of the linguocultural approach is that it helps learners acquire language in a natural and meaningful way[4]. For example, a learner may translate the English expression "Time is money" literally. However, in English, this phrase reflects cultural views related to the value of time, productivity, and discipline. The Uzbek proverb "Time is more precious than gold" is similar in meaning but differs in its national form of expression.

Similarly, the English question "How are you?" often functions as a simple greeting. In Uzbek culture, however, it is customary to ask in more detail about a person's well-being, family, and relatives after greeting. If a learner knows only the grammatical meaning, they may encounter awkward situations in real communication.

One of the most effective ways of using linguocultural materials is working with authentic texts. These may include newspaper articles, short stories, films, advertisements, and dialogue samples. For example, when studying texts about English-language holidays, concepts such as "Christmas," "Thanksgiving," or "Halloween" should be explained not only lexically but also in terms of the traditions associated with them.

Role-playing activities are also important in the classroom. By acting out situations such as "hosting a guest," "ordering in a restaurant," or "talking with a foreign

friend,” students learn not only language units but also communication etiquette. This helps develop their intercultural competence[5].

The linguocultural approach is especially effective in teaching phraseological units, as such expressions often reflect the historical experience and mentality of a people. For example, the English expression “Every cloud has a silver lining” means that there is something good behind every difficulty. A similar Uzbek expression is “Good comes out of bad.” Such comparisons help expand learners’ vocabulary and deepen their understanding of different cultures [2].

However, there are some challenges in implementing the linguocultural approach. First, not all teachers have the skills to work with cultural materials. Second, some textbooks do not sufficiently cover the cultural aspects of language. Third, due to limited class time, teachers are often forced to focus more on grammar exercises.

Therefore, it is important to develop special methodological guides for foreign language teachers, expand the use of electronic resources, and incorporate linguocultural tasks into textbooks.

Results

The analysis shows that lessons organized based on the linguocultural approach yield the following results:

- increased student interest in foreign languages;
- greater fluency in communication;
- development of respect for other cultures;
- improved retention of language units;
- formation of intercultural communicative competence.

In addition, this approach develops learners’ independent thinking, comparison, and analytical skills. As a result, the process of learning a foreign language becomes more effective and meaningful.

Conclusion

In conclusion, the linguocultural approach is one of the modern and effective methods of teaching foreign languages. Lessons organized with consideration of the relationship between language and culture expand not only learners’ linguistic knowledge but also their cultural outlook.

Especially in teaching English, comparing native and foreign cultures, using phraseological units, proverbs, authentic texts, and role-playing activities yields high results. Therefore, it is advisable to further expand the use of the linguocultural approach in the foreign language education system in the future.

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