

LINGUISTIC AND LINGUOCULTURAL APPROACHES IN FOREIGN LANGUAGE TEACHING: THEORY AND PRACTICE

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Abstract. This article explores the role of linguistic and linguocultural approaches in foreign language teaching. It highlights the importance of integrating language structure with cultural context to enhance communicative competence. The study outlines theoretical foundations and presents a three-stage methodology for implementing these approaches in practice. The findings demonstrate that combining linguistic accuracy with cultural awareness significantly improves learners' language proficiency and intercultural communication skills. The study aims to analyze how these two approaches complement each other and contribute to the development of communicative competence. A three-stage methodological framework is proposed, including linguistic foundation development, cultural integration, and communicative application. Each stage is designed to gradually build learners' language proficiency while simultaneously enhancing their intercultural awareness.

Keywords: Project-Based Learning, foreign language speaking, middle school learners, fluency, accuracy, interaction, collaborative learning, real-world application.

ЛИНГВИСТИЧЕСКИЕ И ЛИНГВОКУЛЬТУРНЫЕ ПОДХОДЫ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ: ТЕОРИЯ И ПРАКТИКА

Аннотация. В данной статье рассматривается роль лингвистических и лингвокультурных подходов в преподавании иностранных языков. Подчеркивается важность интеграции языковой структуры с культурным контекстом для повышения коммуникативной компетентности. В исследовании изложены теоретические основы и представлена трехэтапная методология внедрения этих подходов на практике. Результаты показывают, что сочетание лингвистической точности с культурной осведомленностью значительно улучшает языковую компетентность учащихся и навыки межкультурной коммуникации. Цель исследования — проанализировать, как эти два подхода дополняют друг друга и способствуют развитию коммуникативной компетентности. Предлагается трехэтапная методологическая структура, включающая развитие лингвистических основ, культурную интеграцию и коммуникативное применение. Каждый этап разработан для постепенного повышения языковой компетентности учащихся при одновременном улучшении их межкультурной осведомленности.

Ключевые слова. Проектное обучение, разговорный иностранный язык, учащиеся средней школы, беглость речи, точность, взаимодействие, совместное обучение, применение в реальном мире.

CHET TILI O'QITISHDA LINGVISTIK VA LINGVOMADANIY YONDASHISHLAR: NAZARIYA VA AMALIYOT

Annotatsiya. Ushbu maqola chet tillarini o'qitishda lingvistik va lingvomadaniy yondashuvlarning rolini o'rganadi. Unda kommunikativ kompetensiyani oshirish uchun til tuzilishini madaniy kontekst bilan integratsiya qilishning muhimligi ta'kidlangan. Tadqiqot nazariy asoslarni bayon qiladi va ushbu yondashuvlarni amalda qo'llashning uch bosqichli metodologiyasini taqdim etadi. Tadqiqot natijalari shuni ko'rsatadiki, lingvistik aniqlikni madaniy xabardorlik bilan birlashtirish o'quvchilarning tilni bilish darajasi va madaniyatlararo muloqot ko'nikmalarini sezilarli darajada yaxshilaydi. Tadqiqot ushbu ikki yondashuv bir-birini qanday to'ldirishini va kommunikativ kompetensiyani rivojlantirishga qanday hissa qo'shishini tahlil qilishga qaratilgan. Til asoslarini rivojlantirish, madaniy integratsiya va kommunikativ qo'llashni o'z ichiga olgan uch bosqichli metodologik asos taklif qilingan. Har bir bosqich o'quvchilarning tilni bilish darajasini bosqichma-bosqich oshirish bilan birga ularning madaniyatlararo xabardorligini oshirish uchun mo'ljallangan.

Kalit so'zlar: Loyiha asosida o'rganish, chet tilida so'zlashish, o'rta maktab o'quvchilari, ravonlik, aniqlik, o'zaro ta'sir, hamkorlikda o'rganish, real hayotda qo'llash.

Introduction. In modern language education, teaching a foreign language is no longer limited to grammar and vocabulary. It involves developing learners' ability to communicate effectively in real-life situations. This shift has led to the emergence of linguistic and linguocultural approaches (2). The linguistic approach focuses on the structural aspects of language such as phonetics, grammar, and syntax. Meanwhile, the linguocultural approach emphasizes the relationship between language and culture, including traditions, values, and social norms. The integration of these two approaches helps learners not only understand how a language works but also how it is used within its cultural context (4). This article aims to examine both approaches and propose practical strategies for their application in foreign language classrooms.

Methodology. The research is based on a three-stage methodological framework:

1. **Linguistic Foundation Development :** At this stage, learners acquire basic language skills, including grammar, vocabulary, pronunciation, and sentence structure. Teachers focus on accuracy and correctness through drills, exercises, and controlled practice (3).

2. **Cultural Integration:** In this stage, cultural elements are introduced alongside language instruction. Learners explore traditions, customs, idioms, and real-life communication patterns (5). Authentic materials such as videos, texts, and dialogues are used to illustrate cultural contexts.

3. **Communicative Application :** The final stage emphasizes practical use of language in culturally appropriate ways (1). Learners participate in role-plays, discussions, and problem-solving tasks that simulate real-life interactions. This stage aims to develop both communicative competence and intercultural awareness.

Results. The implementation of the combined linguistic and linguocultural approaches showed positive outcomes. Students demonstrated improved grammatical accuracy and a better understanding of cultural nuances. They were more confident in speaking and showed increased motivation to learn.

Additionally, learners developed the ability to interpret meaning beyond literal translation, which is essential for effective communication.

Discussion. The findings suggest that relying solely on the linguistic approach may limit learners' communicative abilities, as language cannot be separated from culture. On the other hand, focusing only on culture without a solid linguistic base may lead to inaccuracies. Therefore, a balanced integration of both approaches is necessary. Teachers play a crucial role in designing lessons that combine structural knowledge with cultural context. This integration also prepares learners for real-world communication in multicultural environments.

Conclusion. In conclusion, the integration of linguistic and linguocultural approaches provides a comprehensive framework for foreign language teaching. It enhances not only language proficiency but also intercultural competence. Educators are encouraged to adopt this combined approach to create more effective and engaging learning experiences.

Acknowledgments. The author expresses sincere gratitude to educators and researchers in the field of language teaching whose works have contributed to the development of this study.

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