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LINGUACULTURAL COMPETENCE IN FOREIGN LANGUAGE TEACHING THE ROLE OF APPROACH

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Annotation: This article explains that the development of student's linguacultural competence in foreign language teaching plays a key role in education and is one of its effective methods.

Keywords: Lingua culture, competence, communicative, metaphor, cognitive theoretical culture, complex, model, theoretical knowledge, theoretical ability.

In today's fast-paced world, the rapid development of science and technology, the rapid progress in every field, is evident in education, especially in foreign language teaching, in which great changes and significant achievements have been made. Today, one of main requirements of education is the delivery of each subject to students using new innovative pedagogical technologies. Especially, after the adaptation of the Resolution of the First President of the Republic of Uzbekistan Islam Abduganievich Karimov dated December 13, 2012 No. PP 1875. The attention to the teaching and learning of foreign languages in our country has increased. A new stage in the teaching of foreign languages in our country, a new era begins. Process of teaching foreign languages, there is growing demand for the use of advanced pedagogical technologies, interactive, innovative methods and communicative media. New methods and requirements for teaching a foreign language, assessment of knowledge and skills of foreign language teachers in accordance with European Criteria(CEFR) have been developed in the country. Many in foreign language teaching modern theories have been applied, including in recent years, special attention has been paid to the development of linguacultural competence.

In the 90s of the twentieth century, a new field of science, cultural studies emerged between linguistic and cultural studies was seen as an independent branch of linguistics. Almost all

researchers on the formation of lingua culture point out that root of this theory goes back to V. von Humboldt. He has created serious research in the field of lingua culture V.A Maslava divides the development of this industry into 3 stages:

- 1) The work linguists such as the creation of the first research that contributed to the formation of science (V.von Humbolt, E. Benvnist, L. Weisgerber, A.A. Potebnya, E. Sepir)
- 2) Separation of lingua culture as a separate field;
- 3) The stage of development of lingua culture;

By the beginning of the XXI century, cultural studies have become one of the leading directions in world linguistics. Cultural studies are the study of language as a cultural phenomenon, and the interrelated language and culture are its subject. Including V.N. Teliya writes: "Culture studies are the study of the human factor, more specifically the cultural factor in man." This means that cultural studies are a set of achievements inherent in that anthropological paradigm of man, whose central phenomenon is culture.

V.V. Vorobyev's "Cultural study is a complex field of science in synthesizing category, which studies the interrelationships between culture and language, and the interrelationships and interactions between culture and language. This process is uniquely linguistics and non-linguistics modernize

this process as a holistic structure of meaningful unit prestigious cultural priority has shown. These concepts different aspects of the professor U.Yusupov explains: “Cultural study in its semantics a unit of language or speech that reflects a piece of culture.

Research in the lingua culture approach has begun to appear in Uzbek linguistics in recent decade. In the article of Professor N.Mahmudov, “ In search of the perfect study and ways of language... “ Lingua culture, in general, anthropocentric the essence of the paradigm and the problems in this regard are covered in depth and reason.

An object of research is set of process and events that interact in certain areas of existence, and an object of research is part of an object that has its own characteristics, processes and criteria. For example, the common object for all social sciences is man, whose subject is specific to man side and activities.

The object of lingua culture is the relationships between culture and language is to study the effects as a whole.

Lingua culture studies language as a phenomenon of culture, a carrier of culture. Culture is created by a person who uses language.

The object of lingua culture is located at the intersection of linguistics and number of fundamental disciplines such as culture study, ethnography and psycholinguistics. 1. Lingua culture there are also some controversial ideas. According to V.N. Telia, lingua culture studies only the synchronous connection of language and culture. According to V.A. Maslova, this field of language is both synchronous and diachronic learns. In addition, while V.N. Telia stressed that the object of lingua culture has a universal character, V.A. Maslova, said that a particular nation or brother nation’s lingua culture features of language of the people should be studied separately. 2. The methods of lingua culture are set of analytical actions and activities used to analyze the relationship between language and culture. Lingua culture is an integrative field of

sciences that combines the result of culture, linguistics, ethnolinguistic and cultural anthropology for number of cognitive methods gathered around the “language and culture” center and directions are applied.

Methods of lingua culture and linguistics in the processes of lingua cultural analysis applied selectively.

The exact method of any scientific research has limits. However, the interrelated languages and cultures are so multifaceted that their nature, function and genesis cannot be known in a single method. Therefore, the use a number of complementary methods in this area is quite natural.

1. Lingua culture can use linguists, sociological (content analysis, frame analysis methodology), ethnographic (description, classification, etc.) methods. These methods complement each other with different principles and analyzes, allowing the study of the relationship between language and culture, which is a complex object in lingua culture.

To study the relationship between language and culture, J.Lakoff proposes a device for analyzing metaphors explains why some expressions in foreign languages are easy to understand, even assimilate, while others are difficult to understand. This method helps to identify cognitive inconsistencies between comparable languages. Such differences are not accidental they are specific to world events by one nation or another indicates that it is understood in a way.

V.N.Telia proposes a macro component model of meaning for the lingua cultural image. This model includes the following seven blocks of information: pre information about supposition, denotation, rational evaluation, motivational basis of the character, emotional emotion assessments, as well as the conditions of use of character prices.

Each block is entered by a cognitive operator showing the processing of mental structures.2. Researchers also recommend lingua cultural broad from a psycho socio cultural experiment use imaging texts and lingua cultural analysis.

Competence is the ability to apply in practice the theoretical knowledge, skills and abilities acquired by a student in a particular subject in solving practical and theoretical problems encountered in everyday life.

The use of different tables in the process of teaching a foreign language is also highly effective. Using tables in the learning process, students can place new words based on a specific grammatical rule, such as composing sentences using tenses.

At a time when the need for learning a foreign language is high, effective use of modern information technology, innovative educational technologies in the educational process makes this process more effective. The effectiveness of innovative educational technologies lies in their correct and effective use in the educational process.

The formation and development of student's communicative competence, the ability to enter the conversation, is organized through communicative tasks that teach the methods of speech activity. Such tasks are prepared by the student. In the progress of communication, the perception of phonetic, grammatical signs in the communicative task is organized by imitation, the perception of the content of the heard sentence by means of audio-visual means. Memorization is based on oral material learned after completing a communicative task. In traditional teaching, memorizing words without understanding the meaning expressed characterized by long retention in memory. Once the listening comprehension material is reinforced on the basis of multiple repetitions, it helps the student to master the ways of expressing their thoughts meaningfully, what to say to the interlocutor in certain speech situations, how to speak.

To develop the ability to speak English, we must first pay attention to pronunciation. If we cannot pronounce English words correctly, our speech can become incomprehensible to others. We will need to

examine one by one the correct pronunciation of all the English words and phrases that are present in our vocabulary. You don't have to master English phonetics to learn the correct pronunciation of words. To understand how individual words are pronounced, it may be sufficient to study the transcription of words in dictionaries. We can also learn the correct pronunciation of all English words on the Internet today.

Thus, approaching the teaching of not only English but also other foreign language: German, Russian, Korean and so on from the point of view of lingua cultural competence eliminates many problems that arise when a student uses a foreign language in practice. Also, if young people are educated using the advanced pedagogical methods, the effectiveness of education will increase by several percent.

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