

## SCIENTIFIC BASIS FOR THE STUDY OF THE EFFECTIVENESS OF LINGUOCULTUROLOGY IN TEACHING A FOREIGN LANGUAGE

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### ABSTRACT

In this article, an analysis of the essence of linguoculturology and its significance in the study of languages is done, the advantages that linguoculturology provides in achieving effective learning of a foreign language are described, examples are given that most reflect the entire significance and role of linguoculturology in linguistics.

**Keywords:** Linguoculturology, culture, nationality, language, foreign language, film text.

### INTRODUCTION

The term "linguoculturology" is far from known to everyone, but among the representatives of linguistics it is of great interest, since this branch is considered a relatively new direction in modern linguistics. It is known that this is a branch that studies the relationship between language and culture. Cultural linguistics studies how different languages reflect cultural concepts, including cultural patterns, cultural categories, and cultural metaphors, through their characteristics. Within the framework of cultural linguistics, language is seen as something rooted at the group, cultural level of cognition. Cultural linguistics approaches are already being applied in some branches of applied linguistics, including intercultural communication, second language acquisition, and contact variantology of the English language. Each person belongs to a certain national culture, including national traditions, language, history, and literature. Economic, cultural and scientific contacts between countries and their peoples make relevant topics related to the study of intercultural communications, with the study of the relationship between languages and cultures. Even E. Sapir wrote: "Language is a guide that is becoming increasingly important as a guiding principle in the scientific study of culture"[1].

Currently, linguoculturology is one of the leading areas of linguistic research, its rapid formation and development is observed. It can be said about the importance of linguoculturology that with a deep understanding of the language as a component of culture, the process of teaching a foreign language shows the best results, and that is why this discipline has been well strengthened in recent years and has indicated its importance in the process of learning foreign languages.

In linguoculturology there are also methods and techniques: The linguoculturological method is the integration of methods, techniques and research procedures aimed at studying the relationship and interaction of culture and language in order to establish and explain how one of the fundamental functions of language is carried out - to be an instrument for creating, developing, storing and transmitting culture.

The objectives of the method are to understand and explain: how culture is involved in the formation of language concepts; to what part of the meaning of the linguistic sign are attached "cultural meanings"; whether there is in reality the cultural and linguistic competence of a

native speaker, on the basis of which cultural meanings are embodied in texts and recognized by native speakers; how to describe the cultural semantics of linguistic signs, which is formed on the basis of two different subject areas - language and culture; how to identify and describe the concept sphere, as well as the discourses of culture; how to identify and describe the features of the mentality of a particular people; how to reveal and describe pictures of the world and images of the world of this or that people, language community; how to systematize the basic concepts of science, i.e. create a conceptual apparatus that would not only allow us to analyze the problem of the interaction of language and culture in dynamics, but also ensure mutual understanding within a given scientific paradigm; search for own methodological guidelines and research methods.

Where does linguoculturological language learning begin? Exceptionally unusual and acceptable for all cases is the study of language in artistic creative works, for example, in feature films. We all know films related to the national regional culture, thus, for example, films of Uzbek origin are rooted in Europe. In linguistics, studies as sources of language learning are called film texts.

Separate studies are devoted to film dialogue, language transformations during the transition from the text of a novel to a film text, the implementation of subtext in film discourse, strategies and tactics for changing communicative roles in film discourse. This interest is not accidental. Film texts contain a large amount of diverse material and, due to their polymodality, make it possible to study the interaction of language with other semiotic systems.

Film texts are also indispensable for cultural linguistics, since they make it possible to study national cultures comparatively, which is a necessary condition for understanding representatives of another culture (cultural scenarios, stereotypes and values that determine the logic of their behavior).

Film text presents a particular difficulty for foreigners who are not native speakers of the culture in which it was created. But, on the other hand, it is also of particular interest to foreigners, since it introduces the semiotic system of another culture, expressing its conceptual representations and images in a concentrated form, already by virtue of belonging to the sphere of artistic creativity in art.

In modern conditions of teaching foreign languages, it becomes obvious that an increase in the level of teaching communication between people of different nationalities can be fully achieved with a clear understanding and presence of a sociocultural component in the content of teaching. Teaching a foreign language is considered primarily as a bilingual education, which implies "interrelated and equivalent mastery of two languages (native and non-native) by students, the development of native and non-native foreign cultures, the development of the student as a bilingual and bicultural personality and his awareness of his bilingual and bicultural affiliation" [2].

Thus, for example, from school classes we studied the sights of England, their cultural holidays, customs, favorite dishes, their way of life, which gave a general idea of the world in which the English-speaking population lives. Thus, the process of language acquisition deepens and helps to achieve not only the linguistic relationship of people of different nationalities and languages, but also cultural relationships.

For a clearer idea of the importance of linguoculturology in the study and mastery of a foreign language, we can give an abstract example:

The highest goal of a person studying a foreign language is to master this language to such an extent that it was possible to compose and understand a foreign speech to the degree of a native speaker of this language, and now imagine we have mastered this language to the full and began to communicate with a native speaker of this language at his level, we we are delighted with the fact that he is amazed by our speech and dialect, but during the conversation the topic of the cultural and moral sphere of this state is touched upon, and we, due to cultural illiteracy and we already make a mistake at the level of spiritual insult, and can't correct this in any way. Overcoming the language barrier is not enough to ensure effective communication between representatives of different cultures. To do this, it is necessary to overcome the cultural barrier. The cultural barrier is much more dangerous and unpleasant than the linguistic one. Cultural errors are perceived much more painfully than linguistic ones. Native speakers of a foreign language perceive the linguistic errors of their interlocutors with obvious good nature, while cultural errors, as a rule, make the most negative impression. From the foregoing and the analysis of the relationship between language and culture, we can say that when learning languages, culture helps to achieve the effectiveness of the goal. These concepts are closely related and are one whole.

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