

INTERRELATED STUDY OF LANGUAGE AND CULTURE

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ABSTRACT

This article reveals the issues of interrelated study of language and culture using the communicative principle of teaching.

Keywords: principles, competence, modern methodological principles, communicative approach, non-native language.

ВЗАИМОСВЯЗАННОЕ ИЗУЧЕНИЕ ЯЗЫКА И КУЛЬТУРЫ

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Аннотация:

В данной статье раскрываются вопросы взаимосвязанного изучения языка и культуры при использовании коммуникативного принципа обучения.

Ключевые слова: принципы, компетенция, современные методические принципы, коммуникативный подход, неродной язык.

INTRODUCTION

The spiritual and cultural component of the perception of the surrounding reality is a product of the spiritual and cultural assimilation of the world by native speakers of a given language (M.M. Makovsky, V.I. Postovalova, etc.). And this product is transmitted, first of all, through language. Being an integral part of culture, developing and functioning as a form of many types of art, language contributes to the enrichment of national cultures. That is why language and culture are inextricably and multifacetedly linked with each other. Knowledge of culture also broadens the horizons of students, sharpens their curiosity and, accordingly, deepens their interest in the studied and native languages. Therefore, we consider the interconnected study of language and culture as a necessary factor in the harmonious education of the individual, the intellectual development of a “man of culture”, improving general humanitarian training and strengthening motivation in the process of learning languages. The issue of the interconnected study of language and culture is the most pressing in the research

of recent decades and is the methodological basis of sociolinguistic competence. The desire to combine language and culture when teaching a foreign language has been reflected in various ways in the works of scientists. This issue has attracted the attention of such famous scientists (Yu.D. Apresyan, G.Kh. Bakieva, M.D. Dzhusupov, R.P. Milrud, E.D. Hirsch, D. Hymes, etc.) Language is one of the main ways to obtain information about the outside world. Knowledge of any foreign language expands the scope of an individual's activity, helps them to more deeply understand their native language, which remains an unshakable foundation for mastering any other language. A person who does not speak another language except their native (Uzbek) remains confined exclusively to one culture. It is also important that the culture of a modern language in any state is a mirror of its social and spiritual life.

The study of culture is not only an understanding of cultural knowledge, but also knowledge, which includes the principle of the priority of universal values and national culture as the basis of education, national, historical and cultural traditions, moral experience of the Uzbek people and representatives of other peoples living in the territory of the republic, which are carried out using the available language tools. In addition, a foreign (Russian) language is studied in the conditions of the native (Uzbek) culture of students, which ensures a dialogue of cultures in the educational process, helping to understand and strive to get to know each other better.

A positive result of teaching a non-native (Russian) language to foreign-language schoolchildren is determined by the peculiarities of another language and culture, as well as the ability to cooperate with representatives of the country of study. In other words, proper proficiency in a non-native (Russian) language is not possible without studying the culture.

We offer the most well-known models of interrelated study of language and culture, proposed by Russian and foreign scientists.

The model of interconnected study of language and culture by E. Hirsch (Hirsch E.D.) [4] is a reflection of the idea of "cultural literacy" (Cultural Literacy), this concept was shown in the dictionary-reference book for raising the level of culture of American youth. The thematic content of this dictionary-reference book is very important for schoolchildren, which helps communication in a foreign language. Students can be divided into several groups to facilitate socialization. Cultural modeling of any situation is formed, both social and professional communication. We recommend the following task. Write a short story using the studied constructions (6-7 sentences), based on the following situation: The newspaper "Youth of Uzbekistan" is holding a competition for the best story. The topic of the story is "A person, communication with whom left a deep mark on my life." Who would you like to talk about and why? Each group describes different people. Model of interconnected study of language and culture by V.V. Vorobyov. [2] The main distinguishing quality of this teaching model is the presence of artifacts, a systematic description of the culture and modern data on the country of study (linguistic studies). The value for the education of students according to this model is the thematic content of the socio-cultural vocabulary oriented towards this culture. At the same time, the thematic consistency is ensured by means of a single cross-cutting cultural theme.

V.V.Vorobyov sees the main goal of teaching a foreign language in students' mastery of the national culture. It should be especially noted that V.V.Vorobyov's model of the interconnected

study of language and culture formed the basis of the linguacultural approach to teaching a foreign language. We offer the following task for this teaching model: On this topic "Russian and Uzbek holidays, history, traditions", make a comparison. Describe the holiday of the Uzbek and Russian people that you like. How are these holidays similar and how are they different. In the story, use special regional vocabulary and grammatical means of expressing comparison and contrast in the Russian and Uzbek languages. Thus, the theoretical approaches to the interconnected study of language and culture that we have considered are the structure of the sociolinguistic component and allow us to conclude that when teaching a foreign (Russian) language at the stage of school education, it is necessary to pay special attention to understanding and taking into account the differences in the surrounding reality between representatives of different linguacultures, since the dialogue of cultures is one of the main principles of the interconnected study of language and culture, aimed at the formation and development of the multicultural linguistic personality of the student.

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