



# The Peerian Journal

Open Access | Peer Reviewed

Volume 11, October, 2022.

Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303

Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

## Linguoculturological Approach in the Study of Languages

**Nazarova Manzura**

Lecturer, Termez State University

**Abstract:** The article considers a new approach, which is permissible when studying Russian as a foreign language. The linguoculturological approach to language learning is more effective in the educational process

The methodology of teaching the Russian language to foreign students, formed in the 20-21 centuries, touched upon the use of the discipline of linguoculturology and linguistics for its own purposes. If the subject of linguistic and country studies is the knowledge of culture through language, then the subject of linguistic country studies is the recreation of the mutual influence of language and culture on each other, which is a more extensive field of study than linguistic country studies.

Based on the analysis of the essence of linguoculturology and linguo-country studies, we can conclude that for these sciences the optimal solution would be to combine them into one new discipline - linguoculturology. Based on this, we have studied ways to introduce a more effective linguoculturological approach to language learning into the educational process. Such an approach today in the methodology of teaching the Russian language to foreign students is considered one of the most effective, focused on the perception and accumulation of verbal stock, the implementation of communication between people belonging to different intercultural communities.

As for the approaches to the study of the native language, here the optimal condition is the realization of the linguistic personality of the student. Thus, the necessity of introducing a cultural approach in the teaching of the Russian language and its speakers is substantiated. If we consider the problem of teaching the Russian language from the point of view of a cultural phenomenon, then we should focus on the characteristics of society, its culture, while taking into account the national characteristics of different regions.

Therefore, it is necessary to identify cultural values, determine the dominant mentalities, and also determine the minimum of cultural knowledge necessary for the study of the language. Thus, the right solution would be to introduce into the methodology of teaching languages not only the language material, but also the culture of the nation and the country. Thanks to the introduction of a linguoculturological approach to the development of the Russian language, a linguistic personality is formed.

This approach shows the relationship of language with culture at all stages of the educational process. The study of the cultural characteristics of the people in the process of learning a language helps students to perceive new language concepts more deeply. Based on the foregoing, we began to develop a special system of tasks that would allow us to implement a linguistic and cultural approach to the development of the Russian language by Uzbek students. This system is implemented by



# The Peerian Journal

Open Access | Peer Reviewed

Volume 11, October, 2022.

Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303

Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

familiarizing students with the thesaurus, phraseologisms, proverbs, sayings, precedent texts [2], which are carefully selected based on the realities of the traditional and modern cultural life of the Russian people. With the help of special exercises, students can compare Uzbek culture with Russian, on the basis of this to identify kinship and different connections in languages.

It is worth noting that the linguoculturological approach to the development of systems of adapted tasks for native speakers, bilinguals and foreign-language phones is currently an urgent task, attempts to solve which we see in some modern methods of teaching Russian. For example, a group of Uzbek authors studying intensive and interactive methods of teaching Russian as a foreign language [3] also introduces a cultural context into teaching methods and techniques, in our opinion, suitable for practicing teaching its language for native speakers and for foreign students.

We proceed from the fact that in all cases a common goal is pursued - the formation of the linguistic personality of the student, which is carried out through immersion in culture and its characteristic connections in the practice of language learning. Based on the general goals, we conclude that the linguoculturological approach is universal for building methods for teaching the language to foreign students, bilinguals and native speakers. The only difference is the focus of the training. When teaching foreigners the Russian language, the implementation of the linguoculturological approach requires the interpretation of interethnic communication, a wide range of comparative characteristics. As for the education of native Speakers of the Russian language, here the main goal is the formation of a linguistic personality in the course of a deep analysis of the context of the native culture. And, finally, when mastering the Russian language by bilingual students who are relatively fluent in non-native Russian, both tasks are combined. Training. It should be noted that this helps students to learn the language to the fullest, getting acquainted at the same time with the spiritual heritage of another people. Also, this approach contributes to the interpenetration of the cultures of the Russian nation and, in our case, the Uzbek one.

When teaching foreigners the Russian language, it is necessary to take into account various cultural characteristics. It should be realized that this is a carrier of a different culture, a representative of a certain ethnic group, which has a different ethnic consciousness, has a different mentality, its own characteristics and differences. Therefore, the teacher needs to introduce the student to the new culture gradually, reinforcing new images by formulating equality and difference. In most cases, the barrier in mastering a foreign language is the interfering effect of the native language. When using foreign words, students proceed from their native national and cultural semantic content.

Problems also arise when students use the categories and speech constructs of their culture when expressing their thoughts in Russian language. Thus, the interference of national culture and national language is an inhibitory element in communication. To overcome this inhibitory factor, the teacher and the student should pay attention to it and, through constant comparisons, bring the differences to a conscious level. Understanding the differences allows you to quickly achieve the desired results in language learning. Language is a reflection of the culture of any people, a vessel in which ideas and cultural knowledge are accumulated, preserved.

To preserve culture, it is necessary to deeply study the language, preserve it by native speakers, and ideally - distribution in a foreign environment. For these reasons, when teaching language as a foreign language, the teacher should make every effort to develop students' motivation, interest, awareness of the social significance of mastering the Russian language as a way of communication. To do this, in the classroom you can apply:



# The Peerian Journal

Open Access | Peer Reviewed

Volume 11, October, 2022.

Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303

Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

- exercises, the implementation of which requires the involvement of various types of memory, creative abilities, personal experience of students. At the same time, the process and result of classes should cause positive emotions;
- tools for monitoring and self-control of speech activity - for constantly checking the level of vocabulary, identifying gaps in the knowledge of grammar. Students should be satisfied with the pace of their progress and language proficiency indicators;
- original teaching methods, a wide variety of methods - novelty allows you to attract attention, cause interest, which can then develop into a constant interest, hobby, stable motivation;
- a variety of technical means of teaching, screen sound carriers of educational information: educational films, presentations, interactive computer programs, audio recordings, videos from the Internet, etc. - all this helps not only to fully use the audiovisual channels of information perception in the learning process, but also to dive deeper into the linguoculturological features of the subject of study. The student must come to the realization that without a good knowledge of the Russian language, it will be more difficult for him to realize himself in the Russian-speaking space - and this is the territory of the CIS and part of the Western countries.

Also, one of the important conditions for effective language acquisition is a positive emotional attitude and a favorable climate in the teaching staff. The use of the proposed means, methods and techniques in teaching the Russian language has a favorable emotional impact on students. , helps to direct and coordinate ideas, expand the worldview, tell more about the cultural life, traditions and customs of the Russian people and, as a result, gives a positive dynamics of the effectiveness of training. In addition, the use of the above techniques in the classroom is an incentive to deepen the knowledge of the language field not only for students, but also for teachers, since a continuous process of replenishing the methodological piggy bank with new information has been launched. For the linguoculturological approach in teaching students Russian as a foreign language, in the teaching methodology it is necessary to have general language concepts and communication skills, without which it is impossible to use any language in communication. Therefore, the study of the Russian language in the aspect of linguoculturology can positively affect the style of communication in intercultural communication of students with Kazakh-Russian bilingualism. To accomplish this task, the teacher needs to:

- Select linguo-cultural units of the lexical system for educational purposes.
- Interpret texts, explain facts and events unknown to students.
- Use fiction as a teaching tool.
- Develop an effective system of dialogue exercises with a rich content of national and cultural vocabulary.
- Submit material of the linguoculturological aspect in training in the form of texts for retelling and tasks aimed at improving speech skills identified with the national culture.
- Develop an effective system of dialogue exercises with a rich content of national and cultural vocabulary.
- The use of audiovisual materials of the linguo-cultural aspect, reflecting the real features of Russian culture - the painting of domestic artists, images of monuments of architecture, music, cinematography, drama, etc. In conclusion, I would like to note that in the practice of studying the Russian language in groups of students studying in the Kazakh language, the most expedient was the use of visual means of teaching, exercises for the selection of synonyms and antonyms,



# The Peerian Journal

Open Access | Peer Reviewed

Volume 11, October, 2022.

Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303

Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

comparative and descriptive methods with linguistic and cultural commentary. These methods were used in combination, complementing and strengthening each other.

## References:

1. Shadiyeva D. NORMA RUSSKOI RECHI // ACTUALNOE V FILOLOGII. – 2021. – T. 3. – No. 3.
2. Khisamova G.G. Khudozhestvennyi texta kak osobrazovanie bilingualnoi personaliznoi // Uralskii filologicheskii vestnik. Seriya: Yazyk. Sistema. Personality: Linguistica tvorchestva. 2018. – No. 2. – pp. 471–476.
3. Tairova N.A. Texts of judicial practice as a subject of intercultural communication // Bulletin of Almaty Technological University. -No. 3 (92) -2012. - Pp. 101-104.