

THE BASIC FEATURES OF LINGUA CULTURAL APPROACH

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Abstract: *the following article talks about the importance of lingua cultural approach in teaching English. Author also points out several concepts by which foreign language teaching process can be more effective. She considers the material the teacher uses in teaching process should be taken into consideration on the basis of linguistic and cultural aspects of foreign teaching methodology.*

Keywords: *approach, master, lingua, cultural, regional, ULK, LE, English, sociocultural, text.*

VJK 81

Today it is already universally recognized that mastering a foreign language as a means of international communication is impossible without knowledge of the socio-cultural characteristics of the country of the language being studied. Communicative-activity and linguistic-geographical approaches to teaching a foreign language are mutually determined and inextricably linked. In a modern school, the subject “Foreign (English) language” is included in the educational field “Philology” and is actually a means of obtaining information about other peoples and countries, their culture; tool for intercultural communication.

The communicative and sociocultural development of students by means of the subject “*foreign language*” is carried out to a greater extent due to the correct implementation of the linguistic and regional approach in the lessons. This approach ensures the assimilation of the language in close connection with a foreign language culture, which includes a variety of cognitive information about the history, literature, architecture, life, customs, lifestyle and traditions of the people of the country of the language being studied.

As a result of the linguistic implementation and regional approach in English classes, some components of the learning content are updated. The teacher selects relevant and authentic texts for listening and reading assignments in the lessons. These tests have great cognitive and linguistic and cultural value. The teacher uses illustrative material to disclose the content of the proposed texts (*postcards, cards, menus, handouts, traffic schedules, items from everyday life - checks, travel tickets, product labels, postage stamps, currency, etc.*). such texts and pragmatic materials illustrating them contribute to the realization in lessons of the important principles of teaching a non-native language (*communicative, visual, novelty and functionality*).

Purposeful work on the implementation of the linguistic and cultural aspect in the English lessons contributes, on the one hand, the increase of the interest to the subject, and on the other hand, creates positive motivation to the acquisition of language tools and to the acquisition of cultural information on the basis of these tools. This leads to the development and improvement of lingua-cultural motivation among students. Purposeful and constant work on the implementation of the linguistic and regional approach in English lessons allows you to systematize the types of exercises with which the teacher teaches students to extract the necessary information from different sources.

In addition the linguistic and cross-cultural approach provides, a sustainable, well-planned result in the field of practical skills in English [2]. This result is bilateral in nature. It is solid system of skills which are being created for the practical use of language as means of inter human and intercultural communication. However it is also accepted as useful result of such educational work that is considered as the extensive cultural knowledge acquired by the student. In some cases, they remain eternal. They become an integral part of one’s nature [3], whereas speech skills in English may be lost after some time.

The work on the implementation of the linguistic and regional approach in English lessons in high school should not be spontaneous. It must be manageable. Manageability is the “most important and valuable property” of such work.

When compiling the educational lexical card, it proceeds from the fact that information about the culture of the English people is best presented in stages. This does not load the learning process with excessive linguistic, cultural and sociocultural information. In addition, the cognitive and linguistic capabilities of students are taken into account here. In order to manage the implementation of the linguistic and regional approach to English lessons, special attention is paid to the selection of special texts. These are not only book-written materials, but also literary texts in the form of poems and songs.

The selected texts, furthermore, supplement the content of school textbooks of the English language. Also there the system of additional texts is designed to expand and deepen the linguistic and cultural information obtained by students in English classes.

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