

## LINGUO-CULTURAL APPROACH FOR TEACHING FOREIGN LANGUAGES

**Pirimbetov Abdulvakhaf Ikramovich,**  
*2<sup>nd</sup>-year Master student, NukSPI  
English Language and Literature Department,  
Uzbekistan, Nukus*

**Annotation.** The article portrays the issue of showing a foreign language with its way of life of it in a coordinated structure. Youthful language students ought to know the language (phonetics and grammar), in addition to the way of life and customs of the language carriers also. We respect that learning a language without learning the way of life of the language bearers is troublesome.

**Keywords:** foreign language, linguo culturology, subject, culture, teaching.

**Introduction.** Following the independence of our country, revolutionary changes have started in all areas. Specific consideration was paid to training. As the school system improved, the otherworldliness, cognizance, and discernment of individuals started to create. There was a requirement for the school system to bear changes, adjustments, and developments. It is difficult to fabricate another general public without the awareness of individuals, the perspective, the degree of information, and the modernization of the actual framework. Islam Karimov, the main Leader of Uzbekistan, gave extraordinary consideration to training and childhood in the long stretches of freedom, to shape an overall vision in light of public qualities and customs.

Specifically, he said: "Schooling contributes inventiveness to the otherworldliness of Uzbekistan individuals. The very best chances of the developing age have appeared in it, their incredible skill and abilities are persistently improved, and the insight of more established ages is perceived and given to the more youthful age. Today youngsters comprehend training and otherworldliness very well due to their gifts and their enthusiasm to learn". By presenting progressed techniques for showing utilizing current educational and data and correspondence innovations, fostering another age of foreign languages, further developing the preparation framework for those familiar speakers of these dialects, and, based on which there can be created open doors for these experts to

utilize the accomplishments of world civilization and world data assets that can set out conditions and open doors for global collaboration and discourse. <sup>[1]</sup>

Toward the start of the 21st hundred years, cross-cultural correspondence is turning out to be increasingly significant. Nonetheless, the information on the foreign language alone isn't sufficient to speak with delegates of different societies. As we probably are aware, one of the main elements of the language is the combined capability, and that implies that the language is a connection interfacing age; it is the capacity and a method for sending the extra-phonetic aggregate insight, as the language mirrors the contemporary culture, yet safeguards generally its past stages. Lingua-social investigations, as follows from the name, is a subject that, from one perspective, incorporates learning the language, and, then again, gives specific information about the nation of the concentrated on language. The primary objective of linguacultural studies is to give the informative capability to culturally diverse correspondence. The principal undertaking of the subject is to concentrate on those units of the language and extra-semantic peculiarities that most mirror the public characteristics of the unfamiliar culture. That is, our principal task is to acquire foundation information important for effective multifaceted correspondence.

In this way, the lingua-social skill isn't just concentrating on the language (to frame language, open, semantic ability) and etymological angles essentially, yet additionally looking at the language as social peculiarities. To grasp the distinction of social verifiable climate and public person of world language, likewise to figure out the significance of language units as a social part. During the time spent on foreign language learning, the development of multifaceted mindfulness is vital because it fills in as the key influencing learning productivity

---

<sup>1</sup> Davlatova M.H. Aspectual variability of information culture in the history of the English language.-International Journal of Integrated Education, Volume3, Issue III, March 2020.-P.34-38.



and correspondence capability. Cross-cultural mindfulness implies understanding and insight into such things as the social area, social standards, and standards, values, convictions, propensities, and customs of the objective language. The development of culturally diverse mindfulness turns out to be a cycle that returns systematically and continuously, a cycle in which diverse mindfulness can be gathered and honed bit by bit as needs be and endlessly. In this way, it is truly essential to accomplish a natural reconciliation of language and culture in the education system.

To accomplish this, in any case, educators ought to know plainly where the social data is situated in the showing assets and how to take full advantage of it. Anything that the showing materials might be, they comprise various talks and connected activities containing a differing measure of social data. The social data in the showing assets recognizes itself in various structures on various levels. The distinction lies just in how much social data differs, the level of its openness in the materials, and the manners in which it recognizes itself. It very well may be imagined or implanted in the text. These days extraordinary consideration is paid to the issue of concentrating on foreign languages in the joining of foreign languages and public culture. Moreover, linguoculturology is shaped as a different science among different subjects that structures the phonetic and social proficiency of the understudies. Linguoculturologic ways to deal with foreign language education can be characteristic. This approach gives an open door to understudies to foster a typical comprehension of the singular's character and comprehend the standard, custom, and imaginative legacy of other semantic societies reflected in the objective language, as an objective connection between humans, language, and culture. Based on this thought there seemed another science - linguoculturology.

It very well may be considered a free part of the etymological arrangement framed in the 1990-s of the twentieth 100 years. The expression "linguoculturology" has been utilized in late a long time in the investigations of

the delegates of the phraseological school driven by V.N. Telus and in the explores of Yu.S. Stepanova, A.D. Arutyunova, V.V. Vorobev, V. Shaklein, V.A. Maslova. Numerous researchers have added to the development of linguoculturology as a science. Linguoculturology is a science that arrangements with “the review and understanding of the cooperation of language and culture in the scope of current public social mindfulness and its show”. Linguoculturology is “a mind-boggling science that looks at the interrelationships and connections of culture and language in its working, and communicates the cycle in general of its phonetic and nonlinguistic substance, utilizing an efficient methodology and a cutting edge direction and social measures (that is, an arrangement of standards and widespread qualities)”. [2]

Linguoculturology is “a science that is arising in the crossection of two sciences - etymology and culturology, which investigates the sign of the mainstream society reflected in that language”. Semantic culture is “a science that learns the methods of articulation of culture in language and talk”. We see linguoculturology as a science, which showed up at the junction of semantics and culturology. We have examined a portion of the current qualities of linguoculturology (the definitions given by the researchers); and in the development of linguoculturology in foreign language education, various researchers have made their schools. According to the perspective of the previously mentioned researchers, linguoculturologic schools have adequately examined the hypothesis of linguoculturology, and linguoculturological schools have made an extraordinary commitment to the improvement of linguoculturology as a science. We likewise need to accentuate the significance of linguoculturology in the act of showing foreign languages.

---

<sup>2</sup> Davlatova, M. H. (2020). An Integrative history of Aspectual meanings. JournalNX-A Multidisciplinary Peer Reviewed Journal, Volume6, (4), 17-22.



**Conclusion.** We see the accompanying as the fundamental elements of showing a foreign language in coordination with the way of life of language carriers: expanded interest in language, expansion in the number of words in jargon, simple admittance to discourse, understanding society through another dialect, disposal of obstructions to linguoculturology (language contrasts between two dialects). We consider the previously mentioned factors as the ones which help foreign language students to arrive at their objective as speedy as could be expected. Numerous researchers have communicated their perspectives and speculations on linguoculturological ways to deal with foreign language instruction. We additionally concur with these thoughts and we recommend the accompanying meaning of our own. We respect that language is essential and culture is optional. Assuming we investigate gaining a foreign language from the mark of linguoculturology, we expect that language and culture have a nearby connection with each other.

#### REFERENCES:

1. Davlatova M.H. Aspectual variability of information culture in the history of the English language.-International Journal of Integrated Education, Volume 3, Issue III, March 2020.-P.34-38.
2. Davlatova, M. H. (2020). An Integrative history of Aspectual meanings. JournalNX-A Multidisciplinary Peer Reviewed Journal, Volume 6, (4), 17-22.
3. Davlatova M.H. Variability of Aspectual Meanings in English.-European Journal of Research and Reflection in Educational Science, Volume.7 No.12.2019.-P.778-780.
4. Davlatova M.H. An Integrative history of Aspectual meanings.-JournalNX-A Multidisciplinary Peer Reviewed Journal, Volume 6, ISSUE 4, Apr.-2020.-P.17-22.
5. Давлатова, М.Х. The role of songs in learning English. / М.Х. Давлатова // Молодой ученый. – 2015. – №10. – С.1145-1147.
6. Mukhayyo Hasanovna Davlatova. Lexico Semantic Structure and its Analysis on the Example of Verbs Journal NX- A Multidisciplinary Peer Reviewed Journal Volume 6, Issue 6, June. (2020) 189-192.
7. Nabiya Idrisovna, A., Maqsudovna, A. M., Abduraxmonova, S. D., &Raxmatovna, F. Z. (2020). Abilities to Express Lexical Units in Translation. International Journal of Psychosocial Rehabilitation, 24(1).