

METHODS OF DEVELOPING COMMUNICATIVE COMPETENCE THROUGH LINGUO-CULTURAL APPROACH.

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ABSTRACT: Linguocultural approach involves the formation of linguocultural competence that is a system of both knowledge and skills about the culture and the ability to use them in a particular communicative situation. The prerequisite for communicative competence is to build motivation. Practice shows that visual displays, discussions, student project activities, games, and especially role-playing in higher-level classes contribute to motivation. Students can easily express their views using vocabulary learned through visual aids.

Keywords: Linguo-cultural approach in teaching, formation of language activity, Development of speech, teaching perception, specific vocabulary, formation of language activity, national political culture.

INTRADUCTION: Linguocultural approach reflects the modern requirements of FL teaching and enables students to master linguistic knowledge and communicative skills together with a whole set of cultural knowledge. Within this approach the culture becomes the object of study and language is used as an additional mean of getting information. Learning the culture of another country helps to overcome communicative barriers, be tolerant towards the attitudes and beliefs of other peoples, and understand clearly the socio-cultural norms and foundations of intercultural communication. Linguocultural approach involves the formation of linguocultural competence that is a system of both knowledge and skills about the culture and the ability to use them in a particular communicative situation.

The modern school overcomes the inertia of traditional methods of teaching a foreign language, focused solely on the formation of language activity. The development of speech studying the language system and proficiency in it. However, it is quite obvious that the linguistic and cultural elements of educational and methodological modules and even separate courses of a similar nature cannot provide a solution to complex problems of studying national stereotypes of behavior and perception, forms of thinking, systems of value orientation, features of the interpretation of ethical and aesthetic values, the specifics of national political culture,

state -legal system. It is necessary to form a holistic model of country studies education as a profile orientation of the entire complex of academic disciplines about a person and society

Only within the framework of such a model is it possible to have a substantive, concrete analysis of the living space and lifestyle of the nation – the native speaker of the language being studied.

At present, the elements of linguistic and regional studies, introduced into the course of teaching a foreign language, are becoming increasingly important. The relevance of this work lies in the fact that the lessons of country studies cause students to need further independent acquaintance with country studies materials. And it is linguistic and regional studies that should serve as a support for maintaining motivation, because.

Includes two aspects:

- 1) The language is being taught;*
- 2) Gives information about the country.*

The purpose of this work is to identify at the theoretical level the implementation of the linguistic and cultural component in the process of learning a foreign language. Acquaintance with the culture of the country of the language being studied has been one of the main tasks since antiquity. Teaching classical languages is not possible without cultural commentary. In the teaching of living languages since the end of the 19th century. In the first place, along with oral speech, acquaintance with the realities of the country of There are two approaches to teaching culture in the process of teaching a foreign language: Social science and philology. The first approach is based on the discipline traditionally associated with the study of any foreign language. Country studies is understood as a complex academic discipline that includes a variety of information about the country of the language being studied. Unlike the fundamental sciences on which it is based, country studies include a variety of fragmentary information.

The term “linguo-cultural studies” emphasizes that this direction, on the one hand, combines language teaching, on the other hand, it provides certain information about the country of the language being studied. Since the object is not the country, but the background knowledge of native speakers, in a generalized form, their culture would be more correct to speak of “cultural studies”. However, the term “linguo-cultural studies” has already become firmly established in the practice of teaching foreign languages, and perhaps it should be abandoned. However, it is necessary to clearly understand the difference between traditional regional studies and linguistic regional studies. If country studies is a social science discipline, no matter what language it is taught in, then linguistic and regional studies is a philological discipline, largely taught not separately as a subject, but in language practice classes in the

process of working on the semantics of language units. With a philological approach, it is possible to set two different tasks:

1. *Extraction of cultural information from linguistic units. In this case, culture comes to the fore as the main task of study. This method has been dominant for some time in the methodology of teaching Russian as a foreign.*

2. *Learning to perceive or presenting a language unit against the background of an image similar to that present in the mind of a native speaker of the language and culture. (We are talking about an image formed on the basis of nationally codified associations, excluding Individual, personal ones.) The image on which the semantics of a word or phraseological unit is built is created by a student of a foreign language sequentially in the process of working on the meaning of a language / speech unit and appears in its entirety when the student encounters unit. Which this approach to teaching a foreign language is beyond the scope of methodological research and constitutes the task of country-oriented linguistics.*

The theoretical basis of this aspect is formed by sections of linguistic theory that deal with the reflection and consolidation of the results of social practice in language and speech. As for the analysis of the language system, this is primarily lexicology and phraseology, which explore both basic units of the language that can carry country-specific information – a word and a stable verbal complex.

At the same time, the semantic analysis of interlingual differences, reflecting differences in reality, comes to the fore. This analysis is carried out by means and methods of comparative linguistics. Thus, the general and especially comparative lexicology and phraseology of the studied and native languages form the linguistic basis of the regional aspect in teaching a foreign language.

The general approach of country-oriented linguistics to linguistic material is of a sociolinguistic nature, and attention is paid to socially determined interlingual differentiation and not to linguistic forms. So, the tasks of country-oriented linguistics include the identification, systematization and interpretation of foreign-language reflection of phenomena specific to the country or countries of the language being studied, carried out from the standpoint of contrastive linguistics. Isolation of the linguistic and cultural aspect involves clarifying its place in the content of education.

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