



## **ISSUES OF TEACHING LINGUO-CULTURAL COMPETENCE AS A FUNDAMENTAL FORMATION AND DEVELOPMENT OF FOREIGN LANGUAGE KNOWLEDGE AND SKILLS**

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### **ANNOTATION**

*This article discusses the issues of teaching linguoculturological competence in English lessons in non-linguistic universities.*

**KEY WORDS:** *pedagogical experience, language culture, competence, spiritual outlook, knowledge of a foreign language.*

## **ВОПРОСЫ ОБУЧЕНИЯ ЛИНГВОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ КАК ФУНДАМЕНТАЛЬНОГО ФОРМИРОВАНИЯ И РАЗВИТИЯ ИНОЯЗЫЧНЫХ ЗНАНИЙ И НАВЫКОВ**

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### **Аннотация**

*В данной статье рассматриваются вопросы, обучения лингвокультурологической компетенции на уроках английского языка в неязыковых вузах.*

**Ключевые слова:** *педагогический опыт, языковая культура, компетентность, духовное мировоззрение, владение иностранным языком.*

The modern pedagogical experience of a foreign language teacher in education includes a large number of methods and principles; in this process, the language learner is required to acquire knowledge and skills. In this case, the teacher, along with teaching the student's language, carries out such aspects as his upbringing, following aesthetic principles, and instilling spiritual feelings in students.

Teaching foreign languages in the educational process may be faced with factors such as rapid language acquisition or, conversely, the inability to acquire language skills. These factors include the language environment, that is, situations related to communication and work. It is enough to have knowledge about the volume of the studied language base for dynamic language communication. Situations such as motivation - the need and interest in learning a language, have a positive effect on the individual.



Each language learner accepts the proposed learning materials based on their abilities: someone perceives it easily, someone finds it difficult to learn the language, in the second case, students feel that learning the language is difficult, as if they cannot master it or do it on their own. errors. . Therefore, the teacher must work with such students separately and individually; to solve such problems, the teacher must be able to choose and present educational materials correctly.

Our students studying foreign philology must master not only the ability to translate from one language to another, but also the culture, education, history, customs, economy of the country of the language being studied, its place in the world. mental activity of language learners. In addition to the skills of oral and written speech in a foreign language, students must also develop cultural studies, i.e. language and cultural competence.

Linguistics as a science is the history of mankind and its ideas about the world, life, culture, education, national values. studies science. Linguistics studies the state of the language, questions of its principles, which are formed from its mental model. This is one of the foundations of linguistic culture.

The well-known linguist V. A. Maslova emphasizes the harmony of language and culture. [1.8] He interprets linguistic culture as a science that studies the formation of the principles of delimitation of language and culture [2.27]. The text is the minimum unit of linguistic culture.

Russian linguist and public figure V. V. Vorobyov for the first time recognized the concept of "linguistic culture" as a science. At the same time, the scientist introduces the term "linguoculturological competence" and proposes to study specific aspects of cultural values directly related to the language [2].

In the methodological dictionaries of scientists E.G. Azimov and A.N. Shchukin, special attention is paid to the concept of competence. N. Homensky divides the function of competence into a) understanding of the language, b) the ability to think. It is important to note that competence in learning a foreign language has a certain level of the nature of language communication and is divided into three interrelated language competencies. Competencies in modern fiction include socio-cultural, discursive, strategic competencies, in addition, we are also talking about professional, scientific and other competencies. [3,107].

The competence dictionary also gives several aspects of competence and they are divided into the following: linguistic, linguistic, lexical, etc. Such a dictionary includes language competence, which is based on all the following syllables of a language unit with the ability to communicate: phoneme, morpheme, lexeme, syntax . If a person has knowledge about the system of the foreign language being studied and can apply it in his experience, then such a person can be competent.

In the dictionary, the ability of students to know the correct forms of grammatical structures, their syntactic structure, feel the norms of the language and be able to use them in communication means language competence. [3,362].

The process of forming the studied language competence includes the complete assimilation of information from the base of educational materials of students studying in the direction of philology.

It is no secret, it will not be an exaggeration to say that language and culture is one of the promising sciences, because it is formed in the human mind. develops, and moreover, serves to further improve the society in which he lives in the future. [4,5].

Linguistics and culture are studied from a philosophical point of view in the studies of Western scientists in linguistics. that is, they approach language and culture from the point of view of a cognitive position [6,8].

The process of development of linguoculturological competence takes place in a cultural-monolingual environment and goes beyond learning. This understanding of language culture includes holidays, historical dates, cultural events of the country of the language being studied, all such events ensure the acceptance of the mentality of the people.



In addition, linguoculturological competence is determined by communicative, i.e. competence that studies the environment of communication, topics of discussion, participants in communication. [7,22]. Thus, linguistic competence includes knowledge, erudition, understanding of culture, the ability to use the language, as well as skills and competencies.

When studying a language, it would be appropriate to pay special attention to its stylistic issues, which are part of the language. Stylistics teaches the features of the means of expression used in the language, that is, the functional styles and lexical units in the language that are associated with expressive emotion.

Accordingly, understanding the style of the text and its expressive content is very important in translation. Because the stylistics of the language and the stylistics of the text are events of national content. In literary translation, it is necessary to understand the text not only in grammatical or lexical aspects, but also stylistically. In this regard, when the linguistic features of linguistic culture are equalized, not only stylistic means are reshaped, but also the meaning of stylistic means. When transmitting the text stylistically by other language means, it is necessary to reformulate the effect from the point of view of linguistic culture.

Thus, in the development of linguoculturological competence of students in the field of philology, all the norms of speech activity, the studied linguistic thinking are of full importance.

Linguistic competence requires the ability to correctly select materials and texts. In a sense, this not only expands the possibilities for obtaining information, but at the same time gives the teacher ample opportunities to apply this knowledge in practice. This increases the interest of students in learning a foreign language.

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