



SOME FEATURES OF TEACHING A FOREIGN LANGUAGE AT A TRANSPORT UNIVERSITY

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ABSTRACT

This article examines the linguistic aspects as one of the main ones that develop the communicative competence of intercultural communication.

KEYWORDS: *linguistic aspect, communicative method, motivation, foreign language, communication, methodology.*

Некоторые особенности преподавания иностранного языка в транспортном вузе

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Аннотация

В данной статье рассматриваются языковые аспекты как один из основных, развивающих коммуникативную компетенцию межкультурной коммуникации.

Ключевые слова: *языковой аспект, коммуникативный метод, мотивация, иностранный язык, коммуникация, методика.*

Teaching a foreign language includes various aspects. All of them are important in planning and preparing materials for classes. This article proposes to consider the linguistic and cultural aspect in teaching English at a technical university. The culture of English-speaking countries is inextricably linked to our daily life. Reading foreign literature, communicating with foreigners, traveling abroad, we inevitably face a problem based on different thinking of people and nations, expressed through language, its grammar, vocabulary, phraseology, syntax. For a long time in Russia there was a strong tradition of teaching living languages as dead, as if you would never have to speak them. The openness of modern Russian society has radically changed the approach to teaching: the emphasis has shifted from abstract schemes and reading abstract

texts to concrete speech situations, to immersion in live communication. It should be noted that the linguistic and cultural aspects were taken into account when teaching the language before, but right now it is necessary to bring them to the fore.

So, what is the linguistic and cultural aspect, and why is it a part of learning a foreign language? The linguistic and cultural aspect is a direction, on the one hand, which includes teaching a language, and on the other, giving certain information about the country of the target language. The main goal of this aspect is to ensure communicative competence in intercultural communication, primarily through an adequate perception of the interlocutor's speech and understanding of the original texts.

When studying a foreign language, students are faced with a number of facts related not only to the



field of vocabulary, grammar, stylistics, but also to the social, everyday or historical sphere. The leading task of the linguistic and cultural direction is the study of linguistic units that most clearly reflect the national characteristics of the culture of the people - the native speaker, that is, the realities (designations of objects and phenomena characteristic of one culture and absent in another).

Our ideas about other peoples and countries are formed on the basis of stereotypes. Such stereotypes can be conveyed through keywords and concepts, and this is how the linguistic picture of the world reflects its cultural picture.

However, language not only passively reflects culture, but also shapes personality and national character. L.V.Shcherba has repeatedly written about the enormous general educational significance of foreign languages. In his opinion, "a person who has not studied foreign languages cannot become a person with a broad outlook, since it is difficult for him to get out of a limited range of concepts, thoughts, tastes." He also attached great importance to the comparison of the two language systems and their mutual influence. It is in the comparison of two language systems - native and foreign - that it becomes possible to "free thought from the captivity of the word" [1].

Knowledge of any foreign language is the key to the culture of the people speaking that language. Language is not only a means of communication and expression of thought, but also the perception of cultural values. The language reflects the experience of the people, its history, material and spiritual culture. The reality of this time, we can call multicultural, when there is communication between people belonging to peoples who speak different languages. The mutual influence and interpenetration of cultures is the reason for the predisposition of different peoples to dialogue. Language teaching, combined with familiarization with the historical and ethnographic features of the country of the target language, can and should become a powerful means of mutual understanding between peoples. Also, the formation of linguistic and linguistic and cultural competence is valuable for enriching one's own culture: communication, speech, mental work.

The language of a people and its culture are phenomena that are inextricably linked. The idea of the need to go beyond language and turn to the simultaneous study of history, ethnography and culture of the people has deep historical roots. Fayziev K.N and Juraev A.T. in their work "Language and Culture" said: "The thesis of the sociality of language should be understood as the dialectical unity of language and culture, language and society. At any moment in the development of culture, the language serving it reflects it fully and adequately" [2].

The thesis of the indissoluble unity of language and national culture has always been taken into account by advanced teachers in their practice. However, a broad mass of teachers tend to view the study of a foreign language as mastering the grammatical system. There are quite a few textbooks in which the educational material is presented in such a way that it forces students to cram separate words and mechanically train grammatical phenomena.

Unfortunately, given the growing interest in the culture, history and ethnography of the target language countries, teaching is still focused on forms of expression.

Methodologists from many countries also made statements that language teaching should be built as a simultaneous course of national culture and civilization. In this regard, we can quote the saying of the French methodologist J. Lacer: "Whatever the textbook or teaching method, it is information about culture that primarily constitutes the main wealth of education. The teacher should not be limited to narrow language goals. Without resorting to cultural phenomena, language learning becomes impoverished and is reduced to the assimilation of phonetic, lexical and grammatical phenomena. Of course, it is necessary to pay great attention to mastering the speech mechanisms, but the teacher should not forget the golden rule: there is no need to teach to speak if there is nothing to say."

In our country, the linguistic and cultural approach was first applied by E.M. Vereshchagin and V.G. Kostomarov (in relation to Russian as a foreign language), who believed that students should get acquainted with a new culture for them directly in the process of learning a foreign language. The course of studying this subject should not be limited only to lexical and grammatical knowledge, it should prepare students for intercultural communication and ensure its success, as well as form their linguistic and cultural competence.

Linguistic and cultural competence is an integral part of the professional and communicative competence of a specialist.

Thus, we must remember that the main platform that unites the methodology of teaching foreign languages at school and university is the category of communication. It is communicativeness that "orients towards the inclusion of students in the direct act of communication with each other (or with a teacher) to solve life problems arising in the course of "changing reality"... It makes us look differently at some of the traditional provisions of the methodology" [3].

The first line in the rating of popularity of methods is actively held by the communicative one. The communicative technique, as its name implies, is aimed precisely at the possibility of communication. Of the 4 aspects on which any language training is based (reading, writing, speaking and listening



comprehension), the latter two receive increased attention. Oral speech of any literate person is quite different from written speech.

However, it would be a mistake to think that the communicative method is intended only for light small talk. Those who want to be a professional in a particular field regularly read publications on their topic in foreign publications. Possessing a large vocabulary, they can easily navigate the text, but it costs them enormous efforts to maintain a conversation with a foreign colleague on the same topic. The communicative method is designed, first of all, to remove the fear of communication. A person armed with a standard set of grammatical structures and a vocabulary of 600-1,000 words can easily find a common language in an unfamiliar country. However, there is also a downside to the coin: cliché phrases and a poor vocabulary. Add to this a lot of grammatical mistakes, and you will understand that the only way not to be considered, shall we say, stupid interlocutor, is increased attention to partners, knowledge of etiquette and a constant desire to improve.

One of the most serious and comprehensive methods of learning a foreign language is linguistic and cultural, which involves an appeal to such a component as the social and cultural environment. Proponents of this method firmly believe that a language loses its life when teachers and students aim to master only "lifeless" lexical and grammatical forms. Someone remarked that "personality is a product of culture." Language too. And our language mistakes confirm this most convi.

The linguistic and cultural method includes two aspects of communication - linguistic and intercultural. Our vocabulary has been replenished with the new word bicultural - a person who is easily guided by national characteristics, history, culture, and customs of the two countries. For a student of a technical university, it is not so much a high level of reading, writing, and translation that is important (although this is by no means excluded), but "linguistic and cultural competence" - the ability to examine a language under the microscope of culture [4].

So, summing up, it can be argued that the linguistic and cultural aspect is simply necessary in teaching a foreign language and as a factor in increasing students' motivation to learn a language. After all, every student who has chosen such an organic and holistic approach should treat the language as a mirror reflecting the geography, climate, history of the people, their living conditions, traditions and way of life, everyday behavior, creativity. The study of culture, history, realities and traditions, in turn, contributes to the formation of a positive attitude towards a foreign language, the culture of the people who are the native speakers of

this language, there is a constant comparison of the elements of culture and life of the native country and the countries of the studied language, the concept of the role of language as an element of culture is formed people and the need to use it as a means of communication.

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