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ЧЕТ ТИЛДЕРДИ ОКУТУУДА ТИЛ ИЛИМИНИН РОЛУ

Аннотация: Макалада лингвистикалык-өлкө таануу аспектинин максаты, негизги функциясы жана анын чет тилин үйрөнүүдөгү ролу каралат. Тил илими, өлкө таануудан айырмаланып, изилденип жаткан тил өлкөсүнүн маданиятын, тарыхын, географиясын гана чагылдырбастан, лингвистикалык факт боюнча билимдерди да камтыган өзүнүн изилдөө материалына ээ жана студенттерге бул фактынын улуттук тарыхый өзгөчөлүктөрүн түшүнүүгө мүмкүндүк берет. башка лингвомаданий коомчулукка мүнөздүү. Тил өз кезегинде изилденип жаткан тил өлкөсүнүн маданиятына, каада-салттарына, тарыхына, географиясына маалымат булагы болуп саналат. Чет тилин окутууга лингвистикалык-өлкө таануу материалдарын киргизүү лингвистикалык көндүмдөрдү (сөз байлыгын байытуу, котормочулук көндүмдөрдү өнүктүрүү, туруктуу айкалыштар менен иштөө жөндөмдүүлүгү) өнүктүрүүгө өбөлгө түзөт, ошондой эле окуучуну чет тил маданиятынын айрым аспектилери менен тааныштырат. өлкө тарыхы, саясат жана экономика, салттар, искусство). Лингвистикалык аспект тилдик жана маданий жактан белгилүү бир билимди камтыйт. Мындан тышкары, ал сүйлөө жана сүйлөө эмес жүрүм-турум жөнүндө билимди камтыйт. Бул аспекттин мазмунун педагогикалык баалуулукка ээ болгон, чет тилде баарлашуу көндүмдөрүн үйрөтүүгө көмөктөшүүчү жана бул тилдеги өлкөнүн маданияты менен тааныштырган бардык лингвистикалык-өлкө таануу материалы катары кароого болот. Лингвистикалык-өлкө таануу аспектинин колдонуу окуу мотивациясын калыптандырууга жардам берет. Макалада лингвистикалык-өлкө таануу аспектинин айрым көйгөйлөрү да каралат.

Негизги сөздөр: лингвомаданият, лингвистика, лингвистика жана аймак таануу, чет тили, тил жана маданият, лингвистикалык жана маданий аспект, тил үйрөнүү, лингвистика, чет тили, студент, мугалим, университет, тил жана маданият таануу, максат, милдет, метод.

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РОЛЬ ЛИНГВОСТРАНОВЕДЧЕСКОГО АСПЕКТА В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация: В статье рассматривается цель, ключевая функция лингвострановедческого аспекта и его роль в изучении иностранного языка.

Лингвострановедение, в отличие от страноведения, обладает собственным материалом исследования, отражающим не только культуру, историю, географию страны изучаемого языка, но также и содержит знания о лингвистическом факте, и позволяет обучающимся понять национально исторические особенности этого факта, свойственные иной лингвокультурной общности. Язык, в свою очередь, является источником информации культуре страны изучаемого языка, ее традициях, истории, географии. Включение лингвострановедческих материалов в обучение иностранному языку способствует развитию лингвистических умений и навыков (обогащение словарного запаса, развитие навыков переводческой деятельности, умения работать с устойчивыми сочетаниями), а также знакомит обучающегося с определенными аспектами иноязычной культуры (история страны, политика и экономика, традиции, искусство). Лингвострановедческий аспект содержит в себе определенные знания языкового и культурологического плана. К тому же он включает в себя знания о речевом и неречевом поведении. Содержанием данного аспекта можно считать весь лингвострановедческий материал, несущий в себе педагогическую ценность, способствующий обучению навыкам общения на иностранном языке и приобщающий к культуре страны этого языка. Использование лингвострановедческого аспекта способствует формированию мотивации обучения. Также в статье рассматриваются некоторые проблемы лингвострановедческого аспекта.

Ключевые слова: лингвокультура, лингвистика, лингвострановедение, иностранный язык, язык и культура, лингвострановедческий аспект, изучение языка, языковедение, студент, преподаватель, вуз, цель, задача, метод.

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THE ROLE OF THE LINGUOCOUNTRY ASPECT IN TEACHING FOREIGN LANGUAGES

Annotation: The article examines the goal, key function of the linguocountry aspect and its role in learning a foreign language. Linguocountry studies, unlike regional studies, has its own research material, reflecting not only the culture, history, geography of the country of the language being studied, but also contains knowledge about linguistic fact, and allows students to understand the nationally historical features of this fact, characteristic of a different linguocountry community. Language, in turn, is a source of information to the culture of the country of the language being studied, its traditions, history, and geography. The inclusion of linguocountry studies materials in teaching a foreign language contributes to the development of linguistic skills (vocabulary enrichment, development of translation skills, ability to work with stable combinations), and also introduces the student to certain aspects of foreign language culture (country history, politics and economics, traditions, art). This aspect contains certain linguistic and cultural knowledge. In addition, it includes knowledge about speech and non-speech behavior. The content of this aspect can be considered all linguocountry material that carries pedagogical value, promotes the learning of communication skills in a foreign language and introduces the country of this language to the

culture. The use of the linguocountry aspect contributes to the formation of learning motivation. The article also discusses some problems of the linguistic and regional aspect.

Key word: linguocountry, linguistics, linguistic and regional studies, foreign language, language and culture, linguistic and cultural aspect, language learning, linguistics, foreign language, student, teacher, university, linguistic and cultural studies, goal, task, and method.

In the modern world, where globalization plays a leading role, an important role is given to knowledge and understanding of other cultures. This problem is solved through such scientific disciplines as linguistic and regional studies. Knowledge of another culture, mentality and language is important in several aspects. On the one hand, it ensures an enriched picture of the world, the formation of dialogue relations with the phenomena and realities of a different way of life, a different way of consciousness, and a different hierarchy of norms and values.

On the other hand, knowledge of another linguocountry allows you to more fully understand your own. Modern methods of teaching a foreign language, although it has undergone changes, are fundamentally built on the historically formative principles of domestic pedagogy; within the framework of teaching a foreign language, it was not built on their basis in intercultural communication, but as a result of increasing the general cultural level. As a result, most modern educational programs suffer from a lack of linguistic and cultural information. Meanwhile, the need to use a foreign language is constantly growing. Now for a high school graduate applying to study at a linguistic university, with insufficient knowledge of vocabulary and grammar; requires the ability to communicate in different languages, which involves the ability to communicate at different levels and master scientific literature. [7, p.18]

The relevance of this topic is due to a deeper understanding of foreign literature, foreign languages, and mentality. In addition, mastering linguocountry reality has great educational significance.

Linguocountry competence constitutes the basic level of linguocountry competence, which, in turn, is closely related to the area of interest of the social sciences, and therefore has basic practical value. Modern stages of the development of linguistics and methods of teaching a foreign language are characterized by an emphasis on various groups of linguistically and regionally colored vocabulary: realia, connotative and background vocabulary.

To date, many scientific works have been devoted to the study of this aspect. [2, p.87]. Such an appeal to the problematic study of the language and culture of a particular country is not an accident, since it makes it possible to successfully combine elements of the country's behavior with the phenomena of language, which, therefore, means not only a means of communication, but also a method of conducting co. The key degree of limitation linguistically strange behavior slightly limits the problems of correct understanding and perception of foreign language communication. For an adequate understanding, it is necessary to fully study all meanings, for example, subtext, hints, allusions, consideration of address, and selection of appropriate equivalents in the target language.

As methodologist N.A. Salanovich notes: "This approach to teaching a foreign language at school in many ways provides not only a more effective motivational solution to practical, general educational, developmental and technical problems, but also contains enormous educational opportunities for further support of learning." [4, p.124] Over the last period, much has been done to achieve linguistic and regional knowledge in the process of teaching foreign languages:

- 1) determination of the range of linguistic and cultural issues;
- 2) Linguistic and cultural words were constructed;

3) linguistic and cultural dictionaries have been created. [8, p.32]

Regional linguistics as a science arose at the end of the twentieth century at the intersection of translation studies, regional studies and cultural studies. Regional linguistics is understood as a philological discipline, a part of linguistics that contributes to the achievement of communicative competence. For the successful implementation of intercultural interaction, full communication is necessary, that is, the interaction of all participants in the process. To successfully implement this function, it is necessary that the participants in the process have general knowledge. This will ensure mutual understanding and allow the interlocutors to achieve communication goals.

In modern methodological literature, linguistic and regional studies are considered from two sides. Firstly, linguistic and regional studies is an aspect of the methodology of teaching foreign languages that examines the issue of selection and methods of presenting information about the country being studied to pupils in order to ensure their practical use of this language. On the other hand, linguistic and regional studies are aspects of studying a foreign language (along with contextual, lexical, grammatical), reflecting the national and cultural component of the language material. [1, p.208]

Modern reality provides ample opportunities for getting acquainted with linguistic and cultural realities. This includes not only foreign travel, but also listening to music, watching films in the original language, access to news and educational channels.

"At the heart of linguoculturology is the study of the cumulative (accumulative)

function of language, in which language acts as a repository and means of transmitting extra-linguistic collective experience, and they are most vividly manifested in proverbs and sayings" [5, p.108]. Statement of the problem of the study of proverbs and sayings in the linguocultural aspect became possible in connection with the development of the theory of linguistic research, the introduction of the concept of "cultural component of meaning", presented in the work of E.M. Vereshchagin and V.G. Kostomarov "Language and Culture" (1979). Directly linguocultural analysis of proverbs and sayings is connected with external factors: with the culture of the people and their everyday life, with the history of the country and religion, etc. It is important to note that proverbs and sayings react absolutely to all phenomena of reality, reflect the world outlook, familiarise with social, cult, philosophical, moral, aesthetic, moral and everyday views of peoples, and also show the life of people in all its diversity. The subject matter of proverbs is endless, they cover all aspects of human life, the most diverse interrelationships between different phenomena of reality.. The study of proverbs and sayings in cultural and linguistic aspects makes it possible to clarify and, in some cases, define additional semantic shades of proverbs with national-cultural semantics. [3, p.136]

Thus, it becomes possible to independently become acquainted with linguistic and cultural realities. However, the range of such realities in the case of such development will be quite limited. Historical and cultural realities disappear from the sphere of perception, precedent phenomena are not assimilated. Another way to assimilate linguistic and cultural realities is to read reference literature or translated fiction with comments.

However, this path has a significant drawback - the knowledge obtained this way is not supported by examples. The final goal of the formation of the linguocultural aspect is to create in students (schoolchildren or students) linguocultural competence, that is, "a holistic system presented in the main national traditions, customs and realities of the language being studied, which allows students to associate with the linguistic unit the same idea that native speakers of this language and achieve full communication." [6, p.223]

In the methodological literature, there are two approaches to the study of culture in the process of learning a foreign language, well-known and philological. The first approach is based on the discipline that traditionally deals with the study of any foreign language. Regional studies are understood as a complex academic discipline that includes a lot of data about foreign culture. In contrast to the fundamental sciences on which it is based, regional studies include various information of a fragmentary nature and is defined as a discipline in the system of graphic sciences involved in the comprehensive study of countries.

It should be noted that the analysis of the term “linguocountry and regional studies” contains shortcomings, namely: “linguistic” combines language teaching, while “cultural and regional studies” provides certain information about a foreign country. Since the main object is not the country, but its culture as a whole, it would be more correct to talk about cultural studies. However, the term “linguocountry studies” has already entered the dictionary of methodological terms and, and subsequently, the linguistic dictionary. Russian scientist P. G. Tomakhin clearly differentiates the above terms. If regional studies is a social discipline, no matter what language it is taught in, then regional linguistics is a philological discipline, taught, to a certain extent, not as a separate subject, but in classes on language practice in the process of working on the semantics of linguistic units. [5, p.120]

So, the goal of basic regional studies is to provide communication skills in acts of intercultural communication, primarily due to the perception of the speech of the interlocutor of original texts designed for the language of native speakers. [9, p.536] The progressive development of international relations and the orientation of modern methods to the real conditions of communication. The formation of communicative competence presupposes not only linguistic competence, but also the possibility of enormous extralingual information, a necessity for adequate communication and mutual understanding. This leads to the now generally accepted conclusion about the importance of linguistic and cultural aspects when teaching a foreign language.

Every foreign language lesson is a crossroads of cultures, a practice of intercultural communication, because every foreign word reflects a foreign world and a foreign culture, where behind every word there is an idea of the world determined by national consciousness. Today, in teaching a foreign language, there is a reassessment of values, a revision of goals, objectives, methods, materials, etc.

New times and new conditions required an immediate and radical revision of both the general methodology and specific methods and techniques of teaching foreign languages. The rapid entry of our republic into the world community and completely new relationships with other countries in the world have confronted us with solving new problems in the theory and practice of teaching foreign languages. The main thing is that a foreign language has become a tool of production, where specialists are interested in language mainly functionally, that is, for use in various spheres of society as a means of real communication with people from other countries.

Our students begin to learn a foreign language and approach it with interest. It is important for them to study the influence and history of a foreign language, primarily English. One of the universal motivational incentives for learning a foreign language is the desire to expand one's general horizons, and the leading role is played by the desire to get acquainted with the life and culture of the country of the language being studied.

Proficiency in a foreign language allows you to “find a common language” with speakers of a foreign language culture due to the underlying coincidence of the mental reflection of reality and common elements of culture among speakers of different languages. However, there are also

significant differences between cultures, especially when comparing cultures that are distant from each other.

In addition, the use of the linguistic and cultural aspects contributes to the formation of learning motivation, which is extremely important in the context of university education, since foreign language communication itself is not supported by the language environment and real necessity.

In practical terms, the linguistic and cultural aspects are aimed at realizing the ultimate goals of teaching a foreign language, namely teaching communication. It is impossible to prepare students for foreign language communication and to develop communicative ability without instilling in them the norms of adequate speech behavior and in isolation from their knowledge of reality and the culture of the country of the language being studied.

It is well known that all human activity and its success depend on how a person sees the goal facing him. Since goals are realized through solving problems, and this is associated with mastering the impact, including regional studies, the goals should also reflect the linguistic and cultural aspect. The principle of integrated implementation of learning goals presupposes not only mastery of all standards of control of speech activity and aspects of language, but also learning and culture in the process. First of all, in order to get acquainted with a different culture, the bearer of which is the people of the country of the language being studied, and to become familiar with new cultural values, all language levels have a regional plan.

According to G.D. Tomakhin, linguocountry studies is a purely linguistic discipline, since the subject of linguistic and regional studies is the facts of language, reflecting the characteristics of national culture [8, p.46]. Culture is studied through language, and linguistic methods are used to select, describe and present linguistic and cultural material. The linguocountry aspect has always been present in the practice of teaching foreign languages, but until recently it was not used as an independent methodological category. Here, the linguocountry aspect refers to knowledge, or more precisely, knowledge of the elements of linguistic culture, including in relation to the communication situation. It is necessary to provide in training the skills of using regional background knowledge, including the language material itself, considering that its study in isolation from skills and abilities is inappropriate for practical purposes of training. Linguocountry studies material includes knowledge of lexical background, national culture, and national realities. Information about the country's culture of the studied language, about nature, society, thinking, ways and activities' techniques of the people whose language is being studied, it is important to include in the curriculum and study search activities on material reflecting a foreign language culture.

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