

## **Linguocultural aspect of teaching English at academic lyceums of Uzbekistan**

Zerne Uteshova, Umida Kuryazova

Karakalpakstan state university, Uzbek state world languages university

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In the light of development of intercultural contacts in all spheres of social activity knowing of a foreign language has become an evident necessity of all specialists in Uzbekistan.

Developing students' communicative competence is recognized as the ultimate goal of foreign languages teaching in all stages of education in Uzbekistan. It can be implemented through the formation of so called 'second language personality', who will apply foreign language in real life situations and in carrying out effective communication with the representatives of other cultures. According to Hinkel [2001], culture can be visible and invisible forms. Visible culture, more readily apparent, includes that we know, can see, feel and touch (material culture). In turn, invisible culture is shown through socio-cultural norms, beliefs, assumptions and values. It is naturally that the elements of invisible culture find their reflection in the language and peoples' behaviour. One of the successful means of the formation of the 'second language personality is co-teaching of the foreign language and culture, which is realized not only by means of content, but also through a series of dynamic processes in which students are involved. This fact explains the necessity of using the term 'second language personality'. From this perspective teaching practices should focus on linguocultural aspect. Co-teaching makes a plenty of opportunities to develop a second language personality successfully and to use a language appropriately to the contexts of communication. It was proved that a social or cultural blunder can be far more serious than a linguistic errors, because linguocultural gaps lead to misunderstanding between communicants belonging to different linguocultures. Consequently, students need to be exposed to appropriate linguocultural input in the English classroom.

In the wake of that the term 'linguocultural education' is used instead of the 'language education' [Galskova 2007:12], alternative approach to co-teaching language and culture as 'linguocultural approach' [Aliferenko 2010:24; Krasnikh 2002: 36] or linguocultural principle as initial theoretical grounds for teaching intercultural competence [Makhkamova 2013:131–134] are suggested. In spite of categorical difference the scientists express solid agreement in 1) forming the second-language personality and communicative competence for productive organization of intercultural communication; 2) teaching language and behavioral items taking into account cultural meaning; 3) focusing on cultural phone and behavioral modus.

Without doubt linguocultural component of the communicative competence allows overcoming the bounds of the native culture and grasp another one. This component is formed via extending cognitive base of students and touches upon psychological and emotional processes.

Students' opportunities to develop linguocultural component of the communicative competence differ significantly depending on the setting in which the target language is being learned or taught (Who and what are the learners? What is the native culture of learners?). The observation of the English classes at academic lyceums showed that the students' opportunities for using linguocultural material are absent. However, the chance to develop their communicative competence appropriate to the native speakers contexts depends on the quantity and quality of the linguocultural input presented to them.

In our point of view the linguocultural component of communicative competence should include: 1) cultural knowledge and its representation in the language and behavioural items and in the texts of the culture; 2) receptive skills for adequate interpretation of

The mechanism of mastering culturems correlates with the formula suggested by Passov – “culture via language and language via culture” [Passov 2007: 67].

Thus, the teaching linguocultural aspect is an integral and essential part of foreign language instruction. Linguocultural aspect is a message to our students – what means with and how students can organize communication successfully. This aspect should be involved in lessons from the very beginning of instruction and continue throughout the entire teaching period. This does not imply that linguistic constructs should be overlooked or ignored but instead, linguocultural aspect improves the level of communicative competence. In other words, linguocultural input is a valuable and important teaching aspect that has the potential to promote understanding, interaction and cooperation among representatives of different linguocultures.

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