

## THE EMERGENCE OF LINGUOCULTUROLOGY AS A NEW APPROACH TO TEACHING LANGUAGES AND CULTURES (IN THE EXAMPLE OF UZBEK, RUSSIAN, ITALIAN LANGUAGES)

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**Abstract:** *One of the ways to improve the content of teaching foreign languages at different stages is a cultural orientation based on a sociocultural, or linguistic and regional, approach. Language is considered not only as a subject of study and as a means of communication, but also as a way to familiarize students with a new reality, cultural wealth, social relations, and the way of life of native people.*

**Keywords:** *Language, cultural wealth, social relations, linguoculturology, pedagogical science.*

The cumulative function of language is taken into account, thanks to which in the content of linguistic units “both traditional and current linguistic culture, all extra-linguistic reality are reflected, expressed, stored and transmitted from generation to generation”. “Language captures the entire culture of previous generations, determines the behavior of currently living people and largely (even completely) determines their future”. That is why the linguocultural approach to teaching a foreign language has two goals: “To teach language as a form of expression, as a means of communication and at the same time acquaint the student with culture... in the form in which it is mediated by language”.

In Italian pedagogical science, the cultural value of language as an educational subject was recognized by many teachers. In particular “In language, the entire people and the entire homeland are spiritualized, in it the sky of the motherland, its air, physical phenomena, its climate, its fields, mountains and valleys, its forests and rivers, its storms and thunderstorms... But in the bright, transparent depths of the folk language, not only the nature of the native homeland is reflected, but the entire history of the spiritual life of the people”.

The idea of the need to combine the teaching of a foreign language with the study of the culture of the people arose at the end of the 19th century, but problems related to extra-linguistic reality in connection with methodological tasks appeared at the end of the 19th and beginning of the 20th centuries. designated differently. Thus, the term regional studies was initially established. From the very beginning, regional studies was not a scientific research discipline, but a branch of methodology. It has become a collective name for a number of sciences used in the educational process in connection with the study of a foreign language. But this problem received methodological coverage only several decades later.

In the second half of the 20th century, the term linguocultural information began to be used to denote regional geographic information included in a practical language course, which is associated with the emergence of a new scientific discipline - linguistic and regional studies. The emergence of the term was associated with the publication of the book by E.M. Vereshchagin and V.G. Kostomarov “Language and Culture”. It dealt with the use of regional studies facts in the process of language learning, and the object of this discipline was methods of familiarizing students with a new culture. Linguistic and regional studies were initially interpreted as a field of methodology associated with the study of ways and means of familiarizing students with the reality of the country of the language being studied in the process of learning the language and through this language.

There was a clarification of the content of linguistic and regional studies, which began to be interpreted as a methodological discipline that implements the practice of selection and presentation in the educational process of language information about the national and cultural specifics of speech communication of a native speaker in order to form communicative competence.

Linguistic and regional studies, on the one hand, provides information about the country (cultural information) necessary and sufficient for adequate communication. On the other hand, it teaches techniques and methods for independently extracting cultural facts from language forms (vocabulary, phraseology, aphorism, forms of speech etiquette, non-verbal means of language, etc., i.e. from texts that differ in theme, style, target direction and purpose). Acquaintance in the process of learning a language with the cultural component of its linguistic units allows students to assimilate not only a new form of words, a new code for expressing content, but also a new system of concepts inherent in a given language and going back to the characteristics of a given culture. This contributes to the inclusion of students in a unique verbal world of linguistic ideas about reality, about the culture of the country of the language being studied. Thanks to this, they acquire another vision of the world, reflected in language.

**Linguistic.** It concerns the analysis of language units in order to identify the national and cultural meaning contained in them. In this regard, the objects of study in the classroom are: non-equivalent vocabulary (i.e. lexical units that do not have equivalent correspondence in the students' native language, for example, words of foreign origin, folk vocabulary, etc.); non-verbal means of communication (actions conveyed through facial expressions and gestures, having meanings and areas of use that differ from the usages accepted in the native language); background knowledge characteristic of speakers of their native language and ensuring communication in this language; linguistic aphorisms and phraseology, which are considered in classes from the point of view of their reflection of culture, national psychological characteristics, and the experience of people speaking a language that is not their native language.

**Methodical.** It concerns methods of introducing, consolidating and activating units of national-cultural content specific to the language being studied, extracted from texts read in class. In this regard, mastering the techniques of linguistic and cultural reading and analysis of texts is one of the learning objectives.

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