

DEVELOPMENT OF INTERCULTURAL COMPETENCE OF STUDENTS IN LANGUAGE SPECIALTIES BY MEANS OF PHRASEOLOGICAL UNITS WITH A PROPER NAME COMPONENT

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Abstract: The article deals with phraseological units with a proper name component from the point of view of a means of forming foreign language intercultural competence among students of language specialties. Achieving this goal is possible by introducing students to the cultural fund of the country of the language being studied, an important component of which is the phraseological fund of the language, reflecting the national character.

Key words: national character, national culture, phraseological unit, proper name, language teaching, cross-cultural competence.

I. Introduction

In an era of rapid development of intercultural communication, the question of the national cultures of the countries participating in this communication is acute, since communication will not be successful without taking into account the national and cultural experience of native speakers who carry out intercultural communication. The study of this experience is possible through the prism of the historical past, spiritual life, values, mentality, customs, and traditions of a certain society. Of particular importance in this regard is the study by students of the phraseological fund of the language, since it is in it that the national-specific features of the people, semantics and internal image with national-cultural coloring are most clearly manifested.

II. Main part

The study of the components of phraseological units will provide information about the value system of the ethnic community, as well as form foreign language intercultural competence among students of language specialties.

Presentation of the main material of the article. Such researchers as the brothers Grimm, W. Humboldt, asked the problem of language and culture. Their concepts and theories gained their distribution in Russia; they were represented by such scientists as A.N. Afanasiev, A.A. Potebnya, F.I. Buslaev. In many sources, the language is considered as a mirror of folk culture, psychology and philosophy, as well as the history and spirit of the people. As V. Humboldt pointed out, language is "a world lying between the world of external phenomena and the inner world of a person." Since language is the environment of human habitation, it does not exist outside of human consciousness as an objective reality; language is in our consciousness and memory. In the 90s of the twentieth century, a new independent interdisciplinary direction in science was formed - linguoculturology, within which language and culture are considered in cognitive-pragmatic interaction. According to the approach of domestic philosophers G.A. Brutiana, E.I. Kukushkina, E.S. Markaryan, language and culture are closely interconnected and are conditioned by movement in one direction.

The complication of society qualitatively changes the picture of the world. The globalization of social processes leads to the formation of new social relations. As already noted in the scientific literature, one of the obvious tendencies of globalization is the dangerous "dissolution" of the originality, otherness of cultures in the global cultural heritage. At the same time, globalization leads to intensive processes of development of ethnic culture. The fundamental component of acquiring and developing intercultural competence among students of language specialties is the study of national culture. Language learning becomes more effective and efficient when students compare and establish relationships between their own culture and the culture of the country of the target language. The acquisition of knowledge about the culture of a people is directly related to the study of its national character. The national character is manifested through verbal signs that serve to express the concept, image, to create a holistic picture of the world that exists in the mind of the individual for a long time. The national character is explicated in the people's consciousness and reflected in the word. The reflection of the national character is most clearly manifested in the phraseological fund of the language, namely, in phraseological units with a proper name component. The study of phraseological units is considered one of the ways to overcome the cultural barrier. All illustrative examples are taken from The Oxford Dictionary of English idioms. As the analysis of the material showed, phraseological units with a male name significantly exceed phraseological units with a female name (almost 5 times), which can be explained by the fact that throughout the history of Great Britain (as well as throughout the world), the leading role in society was assigned to men.

Phraseological units with male names describe the physical characteristics, mental abilities and personal properties of a man. Moreover, the most numerous group is a group of phraseological units that name the personal characteristics of a man, such as: severity, courage, cheerfulness, patience, mediocrity, complacency / self-confidence, infantilism / frivolity, laziness, following fashion / lack of taste, mistrust / suspicion, adherence to established rules, daydreaming. In the group of phraseological units "personal properties of a man", such qualities as loyalty/betrayal, curiosity, and moral weakness/powerlessness are described. Therefore, for example, in the following phraseological units we meet common English names:

All work and no play makes Jack a dull boy - interfere with idleness, you will live a century with fun.

This is a proverb, meaning that without free time from work, a person becomes bored. Although the proverb has been in use for a long time, the modern saying first appeared in James Howell's Proverbs in English, Italian, French and Spanish (1659) and was included in later collections of proverbs.

Any Tom, Dick or Harry - ordinary, ordinary people; the first one you meet, everyone, all indiscriminately, everyone you meet and cross (Ivanov, Petrov, Sidorov).

III. Conclusion

In the context of the ever-complicating world, education continues to maintain its role in ensuring the adaptation of students to the new realities of the society and the world around them. From the point of view of globalization, education plays a leading role, first, helping students to understand cultural diversity, respecting it and analyzing it objectively. Education should also guide students towards open and tolerant cooperation and communication with people from different cultures. Problems related to the national and cultural specifics and the universal nature of the phraseological units of a particular language have repeatedly attracted the attention of researchers. However, this issue is not exhausted, due to the richness of the phraseological fund of languages and requires further analysis.

From a methodological point of view, knowledge of phraseological units not only enriches the language of students and makes communication more productive, but also helps them better understand the thinking and behavior of native speakers, and therefore avoid conflicts.

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