

**THE STUDY OF NATIONAL CULTURE IS A BASIS FOR THE FORMATION OF
LINGUOCULTUROLOGICAL COMPETENCE****Ziyayeva Dilnoza Anvarovna**

Bukhara State Medical Institute The Department of Languages

Ziyaeva@gmail.com

ABSTRACT

The aim of this article is to research the subject of linguistic culturology is language as the realization of the start of creative spirits of the human being, as the reflection of cultural values of ethnic society, and the central problem is the problem of learning the language picture of the world, peculiar for each language collective. Analysis of methodic literature makes it possible to determine linguocultural approach as one of the most efficient one, aimed at formation and improvement of habits and skills of realization of intercultural intercourse by means of learning a language phenomenon of culture.

Key words: *Linguoculturological, competence, method, style, teaching, learns, speak, culturology, approach, progress, communicative, concept.*

INTRODUCTION

Linguoculturology is a new branch of science, which deals with manifestations of culture of different nations, which became fixed and are reflected in the language. This relatively new field of linguistic research represents a merger of two distinct subdisciplines of linguistics: sociolinguistics and culturology. The great upsurge of interest in culturology and its actual rise from the state of amateur speculation to a serious science date from the late 20th century. Researches in this field use sociolinguistic methods to explain various language phenomena. This approach is particularly useful when language internal data alone is unable to account for some seemingly inexplicable facts.

Materials and Methods

Linguoculturology is aimed at scrutinizing linguistic units in connection with historical and social development of the country at different periods and thus ensures general broad comprehension of the language as a complex system. Byram thinks that when people are talking to each other their social identities are unavoidably part of the social interaction between them. In language teaching the concept of “communicative competence” takes this into account by emphasizing that language learners need to acquire not just grammatical competence but also the knowledge of what is “appropriate” language (2002). Linguoculturological approach in teaching English focuses on the semantic concept. Through this angle the process of learning the English language implies not only traditional study of phonetics, grammar, and vocabulary but also the English language mastering through its national concepts. This enables the learners to acquire interrelated ethnocultural knowledge of language, culture and history, resulting in formation of linguocultural competence, which is a set of special skills necessary to use in practice. To understand the current state of language and its grammatical forms, its phonetic system, the structure of its vocabulary, it is necessary to consider each language as a result of a long historical development, which is caused by a number of changes and transformations that have taken place within a more or less long periods of time. Thus, only a historical approach to the phenomena of the modern language can provide students with proper understanding and use. The understanding of the laws of the development of language, the ability to explain some facts knowing the history of the language and history of the people will contribute to scientific understanding of the rules of modern English language. That is why the history of the English language course is of great importance for students. The main tasks of this course are: • to

uncover laws governing the development of language as a specific system, i.e. such development is carried out in which the full development and interdependence of individual elements of the structure of language - phonetic, grammatical and lexical; • to consider the relationship that exists between the history of the English people and the history of the English language. This relationship can be seen most clearly in various facts of development of the vocabulary of the English language; • to develop the students' ability to observe certain linguistic phenomena and to establish historical links between them. It is important for students as in their future activities they must be able to scientifically justify a particular linguistic phenomenon and explain it properly; • to introduce students to certain factual material on the history of phonetics, grammar and vocabulary of the English language that will provide the basis for the development of the scientific outlook on the evolution of the language. Tracing the history of the English language in different periods, using the actual material students make sure that language is the product of a number of different periods of its development. That modern English is the result of a long and gradual development of linguistic phenomena of the previous centuries. It is particularly important because is that many of the phenomena that seem "deviations" or "wrong" in terms of the language, can actually represent the remnants of ancient laws and can be explained historically. For example, such phenomena of modern English as 4 Author name / Procedia - Social and Behavioral Sciences 00 (2014) 000–000 "wrong" plurals type man-men, foot-feet, so-called non-standard forms of verbs and much more, can be explained scientifically, and, therefore, be understood only by means of knowledge of the history of English language, which, therefore, is key to understanding the structure of a modern language. 4. Principles of the development of linguoculturological competence in teaching the history of the English.

CONCLUSION

All these categories unite so called national (ethnic) component. These thoughts of the scientist are just not only in relation with culture in general: they are specifically essential and are restricted for the linguoculture. Judging by how a man trusts, how he prays, how he does his praying, how and in what speech examples the man's honor, sense of duty appear; how he sings, reads poems, it is possible to determine to what nationality the boy belongs. We must mention that all this depends not only on the conscious behavior of a man, but also on the spiritual state of the person, which appears unconsciously. Having investigated "Linguocultural aspect of interrelation of language and culture we have come to the conclusion that linguoculturology is a new aspect of complex approach to language and culture, their interrelation with each other, mutual influence on the development of culture and language, their links with social life, psychology, and philosophy. In the study of culturology the following methods of investigations were used: 1) diachronical; 2) synchronical; 3) structural functional; 4) historical-genetic; 5) typological; 6) comparative-historical methods. During the last time on the method or representations of concepts, methods peculiar to linguoculturology are worked out. As it is indicated in the article the ideas of the scholars in this issue differ, but taking all these peculiarities on the differentiations of the ideas into consideration, still it has been possible, to achieve a general notion on the cultrolinguistic aspect of the language study. We support the idea on the linguoculturology telling that linguistic approach to the phenomena of culture in no case can be considered as something of "transition" of terms of culturology to the linguistic terms, but with structurally more exact approach to culture as something like semantic whole. All the great ideas can be uttered by a man or by the people only by its self-belongingness and all the genius ideas appear only in the bosom of national experience, spirits and wisdom. Judging by how a man trusts, how he prays, how he does his praying, how and in what speech examples the man's honor, sense of duty appear, how he sings, reads poems, it is possible to determine to what nationality the person belongs. We must mention that

all this depends not only on the conscious behavior of a man, but also on the spiritual state of the person which appears unconsciously.

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