

LINGUISTIC-CULTURAL APPROACH TO TEACHING UZBEK LANGUAGE TO FOREIGNERS

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Abstract:

When introducing a linguistic and cultural approach to teaching Uzbek to foreigners, it is important to create an educational environment that goes beyond the level of language knowledge and covers the rich cultural tapestry of Uzbekistan. By combining language and cultural elements in language teaching, students can gain an understanding of the traditions, customs and values of the Uzbek society, as well as gain a deeper understanding of the language. In this approach, language learning is not only vocabulary and mastering grammar, but also studying the cultural context in which the language is established. This article provides information about the linguocultural approach to teaching Uzbek to foreigners.

Keywords: Uzbek language, foreign language, linguistic culture, culture, linguistics, language, tradition, customs.

Introduction

Linguistics is a general science that arose between the sciences of cultural studies and linguistics is engaged in learning. In the 90s of the 20th century, a new branch of science, linguoculturology (linguistics) appeared between linguistics and cultural studies. It was recognized as an independent branch of linguistics. Almost all researchers about the formation of linguistic culture claim that the roots of this theory go back to V. von Humboldt. V.A., who created serious research in the field of linguistic culture. Maslova divides the development of this field into 3 stages:

- 1) the creation of preliminary researches that motivated the formation of the science (the works of linguists such as V. Von Humboldt, E. Benvnist, L. Weisgerber, A. A. Potebnya, E. Sepir);
- 2) separation of linguistic and cultural studies as a separate field;
- 3) the stage of development of linguistic and cultural studies;

By the beginning of the 21st century, linguocultural science has become one of the leading directions in world linguistics. Linguistics is a science that studies language as a cultural phenomenon, and its subject is language and culture in mutual relationship. In particular, V.N. Teliya writes about this: "Linguoculturalology is a science that studies the human factor, more precisely, the cultural factor in man. This means that the center of linguoculturalology is a complex of achievements specific to the anthropological paradigm of man as a cultural phenomenon" it can be said that it is somewhat close to cultural studies and linguistics



according to the object of study, but different in terms of its content and approach to the object of study. V.V. Vorobyev "linguculturalology is a complex field of science of the synthesizing category, which studies the interactions and interactions between culture and language. This process is defined as an integral composition of units with a single linguistic and non-linguistic (cultural) content reflects using systematic methods aimed at modern influential cultural priorities (universal norms and values)". Professor O'. Yusupov explains as follows. "Lingvokulturema is a language or speech unit that reflects a part of culture in its semantics (meaning). Lingvokulturema includes words, phraseological units, phrases, sentences, paremies, complex syntactics that reflect a part of culture includes wholes, texts, etc. Lingvokulturema has a plan of content and expression, the plan of expression is made up of the above-mentioned units, and the plan of content is the semantics of those units. So, lingvokulturema differs from a concept in that it has its own plan of content and expression does, the main task for linguo-culturology is to express the national culture in a linguistic form. According to him, the concept of "linguculture" is useful for comparative linguistics, "zero language is a cultural fact, a component of the culture we inherit, and at the same time a weapon. Folk culture is verbalized through language, it moves the basic, basic concepts of language culture, and they are represented by symbols "in the form of, that is, expresses through words".

In today's era of globalization, the ultimate goal of any initiative is to achieve effective results. Scientists have recognized that the key to success lies in communication. The key to successful intercultural and interstate communication is not only knowledge of the language, but also knowledge of national culture and mentality, national customs and traditions. At this point, a legitimate question arises: Can every member of the society communicate easily? Of course not. Because according to the type of communication, all people can be conditionally divided into two groups: introverts and extroverts. It is not difficult for them to start a conversation or meet other people. Such people are considered extroverts. Such persons will have many acquaintances and friends. Such students should be given independence-oriented, creativity-developing assignments. Introverts are a different matter. They are not active in communication, often sit quietly, do not take the initiative in the conversation process, do not get to know others easily, often give short answers to questions. Introverted students like tasks that require independent decision-making, exercises that require activity. They like well-organized lessons based on the teacher's detailed explanation. When teaching Uzbek to foreigners, it is necessary to distinguish between introverted and extroverted students. In order to achieve the goal of science, it is necessary to take into account the internal characteristics of students. By analyzing students' speech activity, students' extroversion/introversion can be determined: shyness/talkativeness in conversation with acquaintances/strangers, student's speech status, behavior in usual and unusual situations, willingness/unwillingness to discuss personal affairs, etc. It is also possible to conduct a questionnaire that determines the extrovert / introvert of students. For a long time, due to the predominance of the grammar-interpretation method in the theory and practice of language teaching, the acquisition of speaking competence meant the conscious or intuitive knowledge of the language system in order to construct



grammatically and semantically correct sentences. In particular, its implementation refers to the skill and ability to demonstrate knowledge about the system through speech.

Teaching Uzbek to foreigners using a linguistic-cultural approach involves integrating linguistic and cultural elements to help students develop a deeper understanding and appreciation of the language and Uzbek culture. The main components of the linguistic and cultural approach to teaching the Uzbek language to foreigners are as follows:

1. **Level of language knowledge:** Introducing students to the basics of the Uzbek language, including vocabulary, grammar, pronunciation and sentence structures, is important for the development of their language skills. Emphasizing language skills such as speaking, listening, reading and writing will help students communicate effectively in everyday situations.
2. **Cultural context:** Incorporating cultural elements such as traditions, customs, holidays and history into language lessons gives students a holistic understanding of Uzbek culture. By studying cultural topics, students can gain an understanding of the social norms, values, and practices that shape Uzbek society and lifestyle.
3. **Original materials:** Using original materials such as Uzbek songs, poems, stories, films, and news articles can immerse students in real-world language contexts and cultural experiences. Authentic materials help students develop language skills and introduce them to various cultural aspects of Uzbekistan.
4. **Cultural Immersion:** Creating opportunities for cultural immersion through activities such as cultural events, trips, cooking classes, and language exchanges can increase students' engagement with Uzbek culture. Immersive experiences allow students to interact with native speakers, participate in cultural activities, and practice their language skills in an authentic environment.
5. **Language Exchange:** Encourage language exchange programs where students can interact with native Uzbek speakers to enhance their language learning experience. Language exchange gives students the opportunity to conduct conversations, receive feedback on their language skills, and gain insight into the nuances of the Uzbek language and culture.
6. **Multimedia resources:** The use of multimedia resources such as videos, podcasts, online courses and interactive language learning applications can complement traditional language teaching and increase students' engagement with the Uzbek language and culture. Multimedia resources offer different learning opportunities and cater to different learning styles and preferences.

By including cultural elements in language lessons, students can understand the interrelationship between language and culture, how they shape each other in the Uzbek context. Through authentic materials, cultural immersion activities, language exchange and multimedia resources students can communicate with the Uzbek language in a meaningful way that reflects the diversity and richness of the Uzbek culture. By increasing cultural awareness and sensitivity, this approach to teaching Uzbek to foreigners aims to develop intercultural understanding, communication and appreciation. By covering the linguistic and cultural aspects of the Uzbek language, teachers not only equip students with language skills. can create a dynamic and profound learning experience that not only empowers, but also develops a deeper connection with Uzbek culture. This introduction sets the stage for a holistic and



enriching language learning journey that celebrates Uzbekistan's linguistic and cultural heritage.

Conclusion:

Incorporating a linguistic-cultural approach to teaching Uzbek to foreigners, teachers create enriching and deep learning experiences that help students not only develop language skills, but also appreciate and understand Uzbek culture possible This approach encourages cross-cultural exchange, intercultural communication and mutual respect among learners of different nationalities, ultimately contributing to a more inclusive and interconnected global community.

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