



CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

Volume: 02 Issue: 10 | October 2021

The Role of Features of Linguocountrylearning in Teaching English

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Received 25th Aug 2021, Accepted 26th Sep2021, Online 23rd October 2021

Abstract: *The article reveals the aspects of linguocountrylearning that are important in the study of foreign languages, in particular, the importance of knowing the cultural aspects of English-speaking countries and their populations in teaching English.*

Keywords: linguocountrylearning, mentality, culture, nonverbal means, education, communication, teaching

Nowadays, people clearly understand the importance of learning foreign languages. Language is not only a means of communication, but also the key to the mentality and culture of another state. At the same time, language is a hugely important part of culture. While people understand that there is a concept of barriers to language learning, there is also the concept of a cultural barrier that is more complex. This is especially true when one compares one's own culture with the culture of another country.

When speaking in a foreign language, a culture carrier is patient in dealing with the mistakes and shortcomings that a person belonging to another language makes when speaking his or her own language. However, it does not tolerate cultural uncertainties and misunderstandings. That is why in recent years, the field of linguocountrylearning in teaching of foreign languages is developing, and more attention is paid to this aspect of the language.

When learning a foreign language, it is important not only to pay attention to grammar, vocabulary, phonetics, correct spelling, but also to learn to study

it, leaving aside the culture of the country where the language is studied. In general, it is very difficult to master the communicative basis of a language without understanding the peculiarities and differences of the culture of a people and a nation.

In this sense, linguocountrylearning is a philological science that involves the study of certain information and language about the country being studied. The main purpose of this subject is to teach the student a feature that is unique to this culture - realities, connotative vocabulary that expresses the same but culturally-historically different meanings of words, some information about the country and phraseology that can be found in a particular language, foreign speech and non-adapted texts. Also, the object of linguocountrylearning is toponyms (names of geographical objects) and anthroponyms (names of people). When studying English, it is possible to know the culture of the native speakers and to study its peculiarities, historical realities and phraseological expressions, because there is definitely a difference between cultural lexical units specific to English and lexical units specific to Uzbek.

For example, students may have a difficulty in the process of translating while reading a text. Although all the words are familiar, when translated into Uzbek, a beautiful literary text is not created or students do not give the desired meaning. This happens when students know the words well but do not know the realities of the language culture they are learning. As an example, the English word "break

your leg!" phraseology can be considered. Literally translated, the phrase means "break a leg". When a learner of English hears such a phrase from a foreign friend before taking an exam or an important speech, he or she will inevitably be very surprised at what kind of wish it is. In fact, in an English-speaking environment, that means wishing good luck to the person. The history of this phraseology dates back to the time of Shakespeare. According to this tradition, which was typical of the English theatrical scene in those days, actors who believed in different superstitions wished each other the opposite in order not to fail. When this is done, it is believed that success follows in the footsteps of man.

There are also various differences in nonverbal means of communication. Nonverbal means include gestures and various symbols. Nonverbal language is often used when you cannot speak a foreign language correctly. But gestures in different countries do not always mean the same thing. In Greece, for example, raising the thumb means "shut up," while in the former Soviet Union and Uzbekistan, it means the highest price. Or another example, a Russian who visits a guest should eat all of the food on his plate so as not to upset the host and let him know he likes the food. If he does this in Asian countries, the hospitable host can add more food until he has left the food on his plate, because in some Asian countries, leaving a little food on the plate is a cultural symbol. If the guest has eaten all of the food, it means that he is not full and will continue to fill the plate until the guest is full.

Russian linguists E.M.Vereshchagin and V.G. Kostomarov commenting on such aspects of language teaching say: "Two different national cultures are never completely compatible with each other, which is because each of them is composed of national and international elements. For each pair of cultures being compared, the corresponding (international) and differentiated (national) units are different" [1, 26]. Therefore, when teaching English, it is important to pay attention not only to the language itself, but also to realities that do not exist

in the national culture. For example, if we take the words 'house' and 'uy', in English speakers this word means primarily where they live. In Uzbek, the word 'uy' means a place where a family lives. The English word "boarding school" can be translated into Uzbek as "maktab-internat". In the UK, it is a high school where children from wealthy families live and study. Education in these schools is also very expensive. In Uzbekistan, children from low-income and needy families study in such boarding schools. Thus, the same term does not always mean the same thing, and it is also impossible for people from different cultures to understand each other correctly.

The importance of linguocountrylearning material can be considered from several points of view:

1. in terms of communication
2. in educational terms [2, 38].

These two aspects are interrelated, but in language teaching these aspects are often emphasized in recent times, rather than the communicative role of language.

In short, the main task of the teacher of foreign language teaching is to prepare students to communicate not only with the speakers of the language being studied, but also with representatives of other cultures. In particular, a teacher working with students of technical education institutions does not know whether the partner of a particular specialist will be of different nationalities, i.e. Japanese, English or German. However, communication with them can be done in English. In this sense, it is necessary to study phrases, terms and proverbs specific to the English language and culture.

It should be noted, however, that the delivery of linguocountrylearning material during the training is also relevant in the early stages of education. Because both children and adults are interested in life abroad, interesting information, information about holidays and traditions, stories about the

British people. All this not only broadens the worldview of language learners, but also forms in them a positive motivation to learn the language.

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