The improvement of learners linguocultural proficiency in English language instruction

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Annotation

This article delves into the critical concept of "linguocultural competence" within English language instruction, moving beyond traditional understandings of linguistic proficiency. This multi-faceted capability recognizes that true command of English necessitates more than grammatical accuracy and an extensive lexicon; it demands a deep comprehension of the cultural frameworks, historical contexts, and societal norms inherently embedded within the language itself. Indeed, the contemporary landscape of English Language Teaching (ELT) methodologies increasingly acknowledges the inextricable link between language, history, and culture. This paradigm shift reflects a growing consensus that language is not merely a neutral tool for communication but a dynamic repository of collective memory, values, and worldviews, shaping and being shaped by the communities that use it. Crucially, the recognition of this profound cultural component is intimately intertwined with the application of a cognitive approach in language research. This perspective argues that effective language acquisition and use are not just about memorizing rules or vocabulary, but about developing the cognitive schemas and processing abilities required to interpret, understand, and produce language in culturally appropriate and meaningful ways, thereby allowing learners to navigate the complex social and cultural dimensions of English communication with authenticity and competence.

Keywords

Intercultural communication, globalization, the history of the English language, and linguistic competency, pedagogical concerns, competency-based approach, communicative competence, linguocultural method, evolution of language, extralinguistic factors, language phenomenon

Повышение лингвокультурной подготовки учащихся в процессе преподавания английского языка

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Аннотация

В данной статье рассматривается критическое понятие «лингвокультурная компетентность» в преподавании английского языка, выходя за рамки традиционных представлений о лингвистическом мастерстве. Эта многогранная способность признает, что истинное владение английским языком требует не только грамматической точности и широкого словарного запаса; оно требует глубокого понимания культурных рамок, исторических контекстов и социальных норм, присущих самому языку. Действительно, современная среда методики преподавания

английского языка (ELT) все больше признает неразрывную связь между языком, историей и культурой. Этот сдвиг парадигмы отражает растущий консенсус о том, что язык – это не просто нейтральное средство общения, а динамичный хранилище коллективной памяти, ценностей и мировоззрения, формируемое и формируемое сообществами, которые им пользуются. Важно отметить, что признание этого глубокого культурного компонента тесно связано с применением когнитивного подхода в языковых исследованиях. Эта точка зрения утверждает, что эффективное овладение и использование языка – это не просто запоминание правил или лексики, а развитие когнитивных схем и способностей обработки, необходимых для интерпретации, понимания и выражения языка культурно уместными и осмысленными способами, тем самым позволяя учащимся ориентироваться в сложных социальных и культурных аспектах английского общения с аутентичностью и компетентностью.
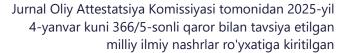
Ingliz tilini oʻqitishda oʻquvchilarning lingvomadaniy malakasini oshirish

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Annotatsiya

Ushbu maqola ingliz tilini oʻqitishda "lingvomadaniy kompetensiya" tanqidiy tushunchasini chuqur oʻrganadi va anʼanaviy til bilish tushunchalaridan tashqariga chiqadi. Bu koʻp qirrali imkoniyat shuni tan oladiki, ingliz tilini haqiqiy bilish nafaqat grammatik aniqlik va keng leksikani talab qiladi; u tilning oʻzida mujassam boʻlgan madaniy tuzilmalar, tarixiy sharoitlar va jamiyat meʼyorlarini chuqur anglashni taqozo etadi. Darhaqiqat, ingliz tilini oʻqitish (ELT) metodikalarining zamonaviy manzarasi til, tarix va madaniyat oʻrtasidagi uzviy bogʻliqlikni tobora ko proq eʼtirof etmoqda. Bu paradigma oʻzgarishi til nafaqat muloqotning betaraf vositasi, balki undan foydalanuvchi jamoalar tomonidan shakllantiriladigan va shakllantiriladigan jamoaviy xotira, qadriyatlar va dunyoqarashlarning dinamik ombori ekanligi haqidagi tobora kuchayib borayotgan konsensusni aks ettiradi.Eng muhimi, ushbu chuqur madaniy komponentni tan olish til tadqiqotlarida kognitiv yondashuvni qoʻllash bilan chambarchas bogʻliq. Ushbu nuqtai nazar shuni taʼkidlaydiki, tilni samarali oʻzlashtirish va undan foydalanish nafaqat qoidalar yoki lugʻatni yodlash, balki tilni madaniy jihatdan mos va mazmunli tarzda talqin qilish, tushunish va ishlab chiqarish uchun zarur boʻlgan kognitiv sxemalar va qayta ishlash qobiliyatlarini rivojlantirish, shu orqali oʻrganuvchilarga ingliz tilidagi muloqotning murakkab ijtimoiy va madaniy jihatlarini haqiqiylik va malaka bilan tushunish imkonini beradi..

Introduction

The necessity of learning English has once again been underlined by the current rapid speed of globalization and the notable changes in the various links that exist between nations and people. Numerous linguistic, cultural, and pedagogical concerns are brought up by the growing global usage of English, and these concerns might be connected to how well pupils comprehend the language. Preparing linguistically competent experts who can interact with people from many backgrounds and use their knowledge in a variety of contexts is one of the main goals of English teachers.

One of the major problems with today's education system is the competency-based approach. Everyone needs a range of critical competencies (linguistic, social, cultural, and communicative) in order to successfully adapt and realize their potential as a young expert in the rapidly evolving modern world. It is clear that many university graduates speak English at an inappropriate level, and even those who possess sufficient knowledge are unable to communicate professionally in the language. Furthermore, it is getting worse because some pupils don't know the fundamentals of the laws governing language evolution and the etymological traits of many terms.

Because they are unaware of the linguocultural facets of the English language as well as the cultures, traditions, and lifestyles of other countries, they occasionally neglect to comment on certain linguistic phenomena. It is important to see every foreign language as a system of social norms, conduct, and spiritual values in addition to linguistic rules. The fact that any live language evolves alongside its speech community-that is, its speakers – has long been understood. Regardless of place or time, language is essential to social interaction and history in all societies.

One of the main topics of study when studying English is probably the history of the language. Content and fundamental ideas A relatively recent field of study called linguoculturology examines how the cultures of various countries have been preserved and represented in their languages. The two separate subfields of linguistics – sociolinguistics and culturology – have merged to form this relatively new area of linguistic study. The late 20th century saw a significant increase in interest in culturology and its genuine ascent from amateur conjecture to a legitimate scientific field. Sociolinguistic approaches are used in this field of study to explain a variety of linguistic occurrences.

When certain seemingly unexplained phenomena cannot be explained by language-internal data alone, this method is especially helpful.

By examining linguistic units in relation to the nation's historical and social evolution across time, linguoculturology aims to provide a wide understanding of the language as a complex system. According to Byram, people's social identities are an inevitable component of their social interactions with one another. This is taken into consideration in language instruction by the idea of "communicative competence," which emphasizes that language learners must learn not just how to use grammar correctly but also what constitutes "appropriate" discourse (Byram, 2002).

When teaching English, a linguocultural method emphasizes the semantic concept. From this perspective, learning English entails

acquiring the language through its national concepts in addition to the conventional study of phonetics, syntax, and vocabulary. This makes it possible for the students to get interconnected ethnocultural knowledge about language, culture, and history (Kramsch, 1993). This leads to the development of linguacultural competence, a collection of unique abilities required for practical application. The Dictionary of English Language and Culture defines it as the capacity to carry out necessary tasks.

This means that a learner should be able to learn how to identify and relate a linguistic symbol's semantic content to the associative motive behind word choice. The notion of "competence" is defined in several Russian scientific works as an individual's intellectual and personal capacity for practical tasks, and "competence" is the content of the provided ability in the form of knowledge, skills, and aptitudes.
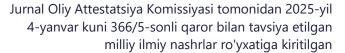
Linguacultural studies address a wide range of language-related topics, including how culture shapes linguistic conceptions and the relationship between a word's cultural meaning and its linguistic symbol. Understanding cultural semantics, which arise from the interaction of two distinct domains – language and culture – is crucial. Interactions between language and culture are mutually reinforcing: language influences cultural interactions, and language influences cultural interactions. It should be mentioned that there are a lot of challenging and conflicting issues with the relationship between language and culture. One issue could arise when linguistic pieces' cultural information primarily gets some concealed significance (Brown, 2007).

Language and history are inseparable, as are language and culture. Numerous details about how language functions in the speech community are included in the evolution of language. Extralinguistic and linguistic factors are the two categories into which the most commonly used classification of language-related factors falls.

In a strict sense, the phrase "extralinguistic" refers to a range of circumstances influencing various facets of human existence, such as psychological or physiological characteristics. However, first and foremost, extralinguistic factors include historical occurrences that are pertinent to the language's development, such as social organization, geographic expansion, migration, tribal mixing and separation, political and economic unity or disunity, interactions with other people, and the advancement of literature and culture. The linguistic condition and the language's evolution are determined by all of these external historical factors. Germanic invaders from the northwest coast of continental Europe arrived in Britain in the fifth and sixth centuries. Some language units can be clarified by understanding people's histories, cultures, and ways of living. Fundamental aspects of linguocultural competency development. Students can gain appropriate comprehension and usage of the present language by taking a historical perspective to its phenomena. Scientific comprehension of the principles governing the present English language will be aided by knowledge of the laws governing language development, as well as the capacity to explain certain facts based on knowledge of the language's and the people's histories.

For this reason, students place a high value on the English language course's history. The primary assignments for this course are:

- to identify the rules that govern the evolution of language as a particular system, that is, the process by which the phonetic, grammatical, and lexical components of the language structure fully develop and depend on one another;
- to take into account the connection between the history of the English people and the history of the English language. This relationship is best illustrated by a number of facts about the evolution of the English language's lexicon;

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- to help students become more adept at recognizing specific linguistic phenomena and drawing connections between them throughout time. It is crucial for students since they will need to be able to correctly explain and scientifically support a specific language phenomenon in their future work;
- 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.
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Students ensure that the English language is the result of multiple distinct phases of its evolution by tracing its history across various eras utilizing the actual material. The long and slow evolution of linguistic phenomena from earlier eras led to the creation of contemporary English. It is especially significant since many things that appear to be "deviations" or "wrong" in terms of language can actually be historical explanations for the remains of past laws.

Examples of modern English phenomena that can be explained scientifically include "wrong" plurals like man-men and foot-feet, as well as so-called non-standard verb forms. Understanding the history of the English language is therefore essential to comprehending the structure of a modern language.

Results

Intercultural communication is emphasized as the most crucial component of human society's integration in the contemporary global economic and cultural arena. The challenge of establishing the framework for teaching intercultural communication increases students' willingness to study a foreign language and gives linguocultural competency development particular significance. Given these conditions, understanding the English language's past is becoming increasingly crucial. The goal of developing students' linguocultural competence is to help them understand their own national or social origin, the place and function of their national culture, the history of the target language, the traditions and customs of the people, the spiritual values of the people in the world, and their country's ability to represent itself. This particular course engages students in linguistic studies and research with the goal of educating them about humanistic principles.

Students who possess linguistic competence are able to undertake exploratory work, write and speak in a foreign language, comprehend and discuss cultural and socioeconomic aspects of the target language, and create an oral report on a chosen subject. Students are methodically taught the most comprehensive history and universal cultural values of humanity through the study of foreign languages. It contributes to the

development of national identity, citizenship, humanism, tolerance, and respect for national and global culture. It also helps to create a genuine opportunity for students to become familiar with universal spiritual and moral values as well as world and national culture in order to comprehend the issues and realities of the modern world.

The development of intercultural communicative competence and communication culture is facilitated by experimental work. To determine the impact of experimental activity on students' development of experimental linguocultural competence, diagnostic tests were employed. The following dynamics were discovered by the experiment's test results:

- students evaluate interpersonal communication norms;
- students study and understand their own cultural values;
- students engage in real intercultural communication activities.

1. One of the most important values and educational objectives nowadays is the issue of intercultural learning in the study of English language history.
2. More than two languages and cultures – native and non-native – are the foundation for linguistic and cultural competency. The foundation for developing linguocultural competency is the study of national culture.
3. Student-centered pedagogy serves as the foundation for the psychological and educational circumstances that help students develop their linguocultural competency.
4. Language proficiency has a strong educational impact on the development of linguocultural competency.

Conclusion

The findings indicate that there is a need to modify the requirements for pupils. It is believed that a person's culture is a crucial aspect of their human potential. Since communication is fundamental to human existence, it is also a component of culture. The psychological preparedness of the student to communicate (interest, motivation, and lack of fear of the language barrier) as well as a certain level of verbal skills, language content, and – above all – the required amount of sociocultural knowledge of the spoken language are all considered aspects of cross-cultural competence. The three primary domains of competency are motivational, pragmatic, and cognitive.

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