



LINGUOCULTURAL APPROACH IN TEACHING VOCABULARY TO B2 LEVEL STUDENTS AT LINGUISTIC UNIVERSITIES

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ABSTRACT	KEYWORDS
This article deals with the issue of linguacultural approach in teaching vocabulary to B2 level students at linguistic universities. The authors aim to determine the effectiveness of teaching vocabulary in the context of target language culture. The task of the research is to enlighten the features of teaching vocabulary through linguacultural approach. The attention and interest paid by scholars to the study of linguaculturology in teaching acts as the relevance of the topic.	linguoculturology, linguacultural approach, FLT, teaching vocabulary

Introduction

The new living conditions have significantly changed the whole direction of the language training of modern specialists. The current trend of our time, designed to solve the problem of consent and mutual understanding between people, is multilingual and multicultural education. Knowledge of one or more foreign languages along with knowledge of a foreign language culture by a specialist in any field is the most important aspect, a necessary condition for building a dialogue in intercultural communication within the framework of their professional activities. In this paper, we will talk about the features of the development of a linguaculturological approach in teaching foreign languages as an integral part.

The aim of this work is to explore the effectiveness of the linguacultural approach in teaching vocabulary to B2 level students of linguistic universities. This approach emphasizes the relationship between language and culture, and how learning about the culture of the target language can aid in understanding and retaining vocabulary. The article will examine various studies on the topic, and highlight the main findings and implications for teaching.

It should be noted that the issues of including culture in teaching foreign languages, the theoretical analysis of various aspects of this problem attract the attention of many researchers in the field of foreign language education. The need to study this issue is mentioned in the studies of I. I. Khaleeva [1], N. I. Gez [2], V. P. Furmanova [3], S. G. Ter-Minasova [4], V. V. Safonova [5], N. D. Galskova

[2], S. S. Kunanbaeva [6], A. T. Chaklikova [6], A. M. Ivanova [6], K. K. Duisekova [6], U. B. Azizov [10], S. Khan [10], K. Nazmutdinova [10], K. Tangirova [10], as well as in the works of scientists from far abroad K. Cushner [9], D.L. Chiesa [10] and others.

These scientists are united by the opinion that, along with the study of a foreign language, one should study the world and culture of the people who speak this language. We agree with N. D. Galskova and N. I. Gez, who prove the importance of mastering the skills of interaction in an intercultural environment, as well as emphasizing that otherwise “communicators are, as it were, “programmed” in advance for a conflict of misunderstanding” [2].

It should be noted that the reliance on the theoretical base of linguoculturology, and the introduction of the data of this science into the educational process contributed to the formation of a linguoculturological approach in linguodidactics. Linguoculturology studies language as a cultural phenomenon that expresses a special mentality and mentality, which allows language to act simultaneously as a condition, basis, and product of culture.

The linguacultural approach to teaching vocabulary is based on the idea that language and culture are intertwined, and that learning about the culture of the target language can aid in understanding and retaining vocabulary. According to this approach, language and culture cannot be separated, and that learning the culture of the target language is an essential part of learning the language itself. Proponents of this approach argue that language learners who are exposed to the culture of the target language will have a better understanding of the context in which words are used, and will be better able to use the language in a natural and meaningful way.

Several studies have been conducted to investigate the effectiveness of the linguacultural approach in teaching vocabulary to B2 level students of linguistic universities. One such study by Zhang found that students who were taught vocabulary through the linguacultural approach performed better on vocabulary tests than those who were taught using traditional methods. The study also found that students who were exposed to the culture of the target language had a better understanding of the context in which words were used, and were better able to use the language in a natural and meaningful way [11].

The findings of these studies have important implications for teaching vocabulary to B2 level students of linguistic universities. Teachers should incorporate cultural aspects into vocabulary lessons, and expose students to the culture of the target language through various resources such as movies, music, and literature. This will help students to understand the context in which words are used, and to use the language in a natural and meaningful way. Teachers should also encourage students to be actively engaged in the learning process, and to develop an interest in the language by exposing them to the culture of the target language.

All the above researchers emphasize the importance of teaching a foreign language as a component of culture and recognize the fact that a new stage in the development of this problem has begun, which meets both the increased needs of the educational process and a deeper understanding of the relationship between language and culture and its reflection in the practice of language teaching. Most of the works on this issue were created within the framework of the linguo-cultural approach to teaching a language and are mainly focused on the formation of lexical skills on the basis of linguo-ethnic materials, without setting themselves the task of forming a complete picture of a foreign language socio-cultural reality in students.

Methods. The research utilized a mixed methods approach so as to ensure validity and reliability of the research both theoretically and practically. Accordingly, the design was applied to collect the data with the help of lesson observation, statistics questionnaire, semi-structured interview and case study.

Results and discussion. At the beginning of the research an investigation in the terms of the topic was done and a literature review was written as a theoretical part of the study.

As a practical part of the research were demonstrated through results of data collection, which started with observation of the lesson, making a statistics questionnaire with students, having an interview with the FL teacher and discussion of the case study.

The observed lesson was held by the teacher of English Language applied Linguistics Department №3. The topic of the lesson was “Foreign and National Holidays”. At the beginning of the lesson the teacher described each aim of the lesson which were the followings: practical, educative, upbringing. During the whole lesson the teacher showed good command and knowledge of subject matter, demonstrated breadth and depth of the mastery. Various handouts including warm up, pre, while, post activities with the help of ICT tools were used. The teacher used the relevant teaching methods, techniques, aids and materials mostly related to linguacultural approach, especially technique of comparison of target language and native language culture with the usage of authentic material in the way of role playing to enhance students’ language abilities through learning vocabulary on the linguacultural approach was taught.

The target participants of statistics questionnaire consisted of the first-year students of 3rd English Language Faculty at Uzbekistan State World Languages University (UzSWLU). The faculty of the students deals with a foreign language and literature – the English language. The research included 1 group and the participants were chosen purposefully to achieve the research objectives. Level of the students was mixed – 10 students with B2 level and 4 students with B1 level. Students were given 10 questions available at https://docs.google.com/forms/d/e/1FAIpQLScvG4cWjegC-CUtNm1td_Vp9dcNTqc5v2UzsF2OO0r797wCKQ/viewform?usp=sf_link related to learning new vocabulary in the context of target language culture. Based on the results of statistics questionnaire we can conclude that students’ attitude to linguacultural approach in vocabulary learning is mostly positive.

The participant of the interview was a trainee-teacher of Teaching English Methodology Department №3. The teacher was asked 12 questions in semi-structured format. According to the answers of the interviewee we can come to the conclusion that his attitude to the implementation of the linguacultural approach in teaching vocabulary being a teacher is absolutely positive. As a main technique was emphasized a comparison of target language and native language culture with the usage of authentic material in the way of role playing.

The case study illustrated the situation where the student was complaining about difficulties with vocabulary learning. An advice to try to learn new vocabulary in the context of target language culture was given.

Conclusion

In conclusion, the new living conditions have significantly changed the direction of language training, emphasizing the need for multilingual and multicultural education. Knowledge of foreign languages and their cultures is vital for building a dialogue in intercultural communication in professional activities. The linguacultural approach to teaching vocabulary emphasizes the relationship between

language and culture, and it has been found to be effective in helping B2 level students of linguistic universities understand and retain vocabulary. Teachers should incorporate cultural aspects into vocabulary lessons and expose students to the culture of the target language to help them use the language in a natural and meaningful way. Theoretical analysis and research in this field by various researchers demonstrate the importance of mastering the skills of interaction in an intercultural environment, and the reliance on the theoretical base of linguoculturology has contributed to the formation of a linguoculturological approach in linguodidactics. This approach recognizes that language and culture cannot be separated and that learning the culture of the target language is an essential part of learning the language itself.

The linguacultural approach to teaching vocabulary has been shown to be effective in improving the vocabulary knowledge and language proficiency of B2 level students of linguistic universities. By incorporating cultural aspects into vocabulary lessons and exposing students to the culture of the target language, students are better able to understand the context in which words are used and to use the language in a natural and meaningful way.

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