

## CULTUROLOGICAL APPROACH IN TEACHING THE RUSSIAN LANGUAGE

Umarova Dilfuza Mamatkulovna,

Researcher of Samarkand State University

Veterinary Medicine of Livestock and Biotechnologies, Samarkand

### Annotation

The Russian language as a worldview subject is designed to ensure the unity and interaction of language, culture, personality in the process of learning and development of this personality. Some of the problems of “culturally appropriate” teaching of humanitarian subjects are already being solved in the course of students mastering different ways of mental and speech activity, gaining experience and skills of communicatively appropriate behavior, developing reflective consciousness, a culture of feelings, emotions, mental work, creating and maintaining a cultural environment in an educational institution, and last but not least, provided that the language is studied as a “code of culture”, and this is not only a special methodological, but also a general pedagogical task.

**Keywords and phrases:** memory, cultural background, traditions, customs, oral folk art, speech etiquette, sociocultural text, cultural competence.

Sociocultural education is a new aspect in the teaching of school subjects, and it is associated with the need to form sociocultural competence. Sociocultural competence involves:

- understanding that language is not only a means of cognition and a means of communication, but also a form of social memory, a "cultural code of the nation", a developed ability to compare the facts of language and the facts of reality;
- the ability to see the cultural background behind each language unit;
- the ability to detect nationally and regionally significant lexemes in texts of different styles and understand their role in the text;
- knowledge of the forms of speech etiquette accepted (at a given time, in a given society), as well as a deep meaningful understanding of the characteristics of speech behavior depending on the communicative situation and its components: the purpose of the time, the place of communication, the age and social affiliation of the interlocutors [1].

In the cognition of a language, it is necessary to go from observing live speech to cognizing the laws of language. Consequently, the phenomena of language must be assimilated through the text, on the basis of the text, with the help of the text. Only in this case, the concepts being studied will appear before the students in a natural environment, in a natural speech situation, which will inevitably lead to a positive

---

motivation for learning, to the students' awareness of the need to learn the structure, system of the language. A sociocultural text is a text containing information about the realities of culture: traditions, customs, oral folk art.

One of the methods of work that allows to realize the goals of the formation of cultural competence is "etymological studies" at the beginning of each lesson. Students prepare "etymological studies" about the words Belarus, Russia, city, village, street, doctor and doctor, architect and architect, school, gymnasium and college, etc. The effectiveness of such, at first glance, quite traditional exercises is not appreciated by all philologists, but meanwhile, the appeal to etymological analysis in the lesson invariably arouses the interest of students, since it allows you to look at familiar words from an unusual side, "warms up" interest in the word, in learning the language, expands the linguistic horizons and contributes to the formation of cultural competence [2].

Another way that does not require the use of any additional means is also effective - passing socio- and linguo-cultural comments on the texts used in the lessons (and objects for explanation and commenting in any text can be found if you look at it with a "philologically armed eye"; it is important for the commentator himself to be in "philological full armor"): for example, even the textbook stanza from "Eugene Onegin", which begins with the words Winter! The peasant, triumphant ..., will set the students (but first the teacher) the task of clarifying the lexical meanings of the words drovni, kubitka, irradiation, sash, sled, comment on the words yard boy, bug (why with a lowercase letter, and not with a capital letter, how, it would seem necessary), etc.

The dialectic of the relationship between education and culture in the unity of the cause-and-effect, structural-systemic, procedural-functional and content aspects determines the structure, composition and content of the systemic characteristics of the isomorphic identity of education and culture. It has been established that the relationship between education and culture is manifested and realized, first of all, through a person who is a systematic link in the cultural and educational system. Historical connections are traced through the socio-cultural determinism of the type of personality and the ways to achieve it, which are embodied in certain concepts, principles and technologies of education and training [3].

The causal relationship is expressed in the fact that a higher level of culture requires a higher level of education and education of a person, which, in turn, becomes a source of further development of culture. Meaningful connections follow from the recognition of culture as a common source of education. The material and spiritual components of culture determine the content of education and training, values and meanings constitute the value-content core of education and the main personal structures of consciousness.

Procedural connections explain the possibility and validity of considering and organizing education as a cultural process that contributes to the entry of a person into the integral world of culture, ensuring the unity of his spiritual, moral and professional-personal formation and development, but he does not limit this process

---

only to the function of socialization. This gives grounds to consider the categories "education", "person and culture" as subsystems of a single humanitarian cultural and educational system, which can serve as a methodological model for the development of cultural educational approaches, concepts, paradigms.

The selection of the subsystem "man" as a separate system element is a fundamental and essential point, emphasizing the fact that in a common holistic humanitarian cultural and educational system, a person acts as a subject in relation to both culture and education. Lessons in the formation of cultural competence also require a revision of the existing methodology for organizing Russian language lessons, testing and including in the structure of the lesson new methods and forms of working with the word that are more in line with the new direction [4].

The composition and content of the key principles of the cultural concept of the content of education are determined on the basis of systematization of the main characteristics of integrity at three levels of consideration of this category (philosophical, general scientific and particular scientific) in relation to the above subsystems.

The pedagogical principle of integrity, synthesizing and defining the conceptual culturological foundations of the modernization of the content of education, is systematically presented in the following provisions:

- a holistic methodological approach is considered by pedagogical theory as "the unity of the didactic system and process", which serves as a criterion of methodological integrity ("a criterion of didactic conceptuality"). Integrity determines the general strategy of the scientific research of the content and at the same time constitutes its pedagogical standard. The integrity of the approach is built on the basis of the unity of the empirical and theoretical basis of the sciences of culture and the cultural method of research;
- a holistic reflection of the progress of socio-cultural development ensures the unity of the development of civilization and culture on the priorities of culture (the development of culture is the meaning of the development of civilization);
- the integrity of the content reflects the internal continuity of the representation of the elements of the content of education in the context of culture and cultural forms and means of its implementation (in terms of content, it is ensured by the reflection in education of all cultural experience accumulated by mankind, in organizational terms - by the unity of components that reflect the subject, pedagogical and personal levels of relationship subjects of the educational process, in the ways of assimilation - by revealing the semantic personally significant aspect of knowledge); a holistic personality can be developed only in a holistic pedagogical process;
- integrity as a quality of the pedagogical process characterizes the highest level of its development. Krupko S.A. Cultural approach to improving the teaching of special disciplines [4].

The presented principles of the concept prescribe a system of cultural conditions for the modernization of content in the context of culture.

Thus, the following is essential:

- a) to form the cultural competence of students declared by modern educational standards;
- b) develop the language personality of the student;
- c) to carry out integration in the teaching of disciplines and, which is especially important from the point of view of the problem under consideration,
- d) put into practice a cultural approach to teaching the Russian language.

### References:

1. Volkova L.A. Application of information technologies in the lessons of speech development. "Before and after". No. 1 2019
2. Vygotsky L.S. Pedagogical psychology. - M.: Pedagogy-Press. 2016.
3. Gershunsky B.S. Computerization in the field of education: problems and prospects. - M.: Pedagogy, 2017.
4. Domansky V. A. Literature and culture. Cultural approach to the study of literature. M., 2019.
5. Kasimova, N. M. K. (2022). Representatives of the Kokan School of Coppersmithing, Glorifying the National Craft. RegiINTERNATIONAL JOURNAL ON ECONOMICS, FINANCE AND SUSTAINABLE DEVELOPMENT, 4(11), 86-90.
6. Nilufar, K. (2022). IN FINE ARTS AND DRAWING LESSONS" USING CASE STAGE EDUCATIONAL TECHNOLOGY. Open Access Repository, 9(11), 88-92.
7. Nilufarkhan, Q., & Dildorakhan, A. (2022, May). THEORETICAL FOUNDATIONS OF THE HISTORY OF APPLIED ARTS OF UZBEKISTAN. In E Conference Zone (pp. 12-13).
8. Qosimova, N. (2022). IN FINE ARTS AND DRAWING LESSONS" USING CASE STAGE EDUCATIONAL TECHNOLOGY. Scienceweb academic papers collection.
9. Rahimberdiyev, A., & Qosimova, N. (2023). KANDAKOR USTA, YORQINJON AXMADALIEVNING IQTIDOR MARKAZI DAGI FAOLIYATI. Development of pedagogical technologies in modern sciences, 2(2), 36-41.
10. Solijon ogli, Q. B. (2023, February). ODDIY QALAMNING BUYUK ISHLARI. In " Conference on Universal Science Research 2023" (Vol. 1, No. 2, pp. 159-162).