

THE DEVELOPMENT OF LINGUOCULTUROLOGY IN TEACHING THE HISTORY OF ENGLISH LANGUAGE

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Annotation:

The article deals with the concept of «linguocultural competence» in teaching English. Its place in language system is defined. In modern studies on methods of teaching English language increasing attention is focused on the relation between language, history and culture. The acknowledgement of the importance of the cultural component in article is closely connected with the usage of cognitive approach.

Keywords: linguocultural competence; history of the English language; globalization; intercultural communication.

Introduction

The recent rapid pace of globalization and significant changes in different connections that exist between nations and people has again emphasized the importance of learning English. The increasingly worldwide use of English raises a number of linguistic, cultural and pedagogical issues that can be linked with students' understanding of the English language itself. Competence-based approach to education today is one of the significant issues. A variety of key competences is essential for everyone, which will ensure the successful adaption and self-realization of a young specialist in the modern fast changing world. It is quite evident that many graduates of universities demonstrate not appropriable level of the English language and even those who are knowledgeable enough cannot use effectively the language in their professional communication. More than that it is becoming worse because some students lack some basic knowledge concerning the laws of the development of the language, etymological characteristics of many words. Sometimes they fail to comment upon some linguistic phenomena, because they are not aware of linguocultural aspects of the English language, customs, traditions and ways of life of different nations. Any foreign language should be viewed not only as a system of linguistic norms, but also as a system of social norms and behavior, spiritual values. It has long been recognized that any living language develops together with the speech community, that is, with the people who speak it. Language is central to historical and social interaction in every society, regardless of location and time period.

Presumably the history of the English language is one of the major subjects while learning English.

Linguoculturology is a new branch of science, which deals with manifestations of culture of different nations, which became fixed and are reflected in the language. This relatively new

field of linguistic research represents a merger of two distinct subdisciplines of linguistics: sociolinguistics and culturology. Researches in this field use sociolinguistic methods to explain various language phenomena. This approach is particularly useful when language internal data alone is unable to account for some seemingly inexplicable facts.

Linguoculturology is aimed at scrutinizing linguistic units in connection with historical and social development of the country at different periods and thus ensures general broad comprehension of the language as a complex system. In language teaching the concept of «communicative competence» takes this into account by emphasizing that language learners need to acquire not just grammatical competence but also the knowledge of what is «appropriate» language.

Linguoculturological approach in teaching English focuses on the semantic concept. Through this angle the process of learning the English language implies not only traditional study of phonetics, grammar, and vocabulary but also the English language mastering through its national concepts. This enables the learners to acquire interrelated ethno cultural knowledge of language, culture and history, resulting in formation of linguocultural competence, which is a set of special skills necessary to use in practice. In Dictionary of English Language and Culture it is defined as ability to do what is needed. It means that a student should be able to develop an ability to recognize and connect a semantic content of a language symbol with associative motivation of choice of a word.

Linguoculturology has to deal with lots of issues related to the language, such as the role of culture in formation of linguistic concepts, connection between the linguistic symbol and cultural sense of the word. It is essential to identify cultural semantics which can be obtained from the interaction of two different fields -language and culture. Language and culture interactions have a reciprocal relationship: language shapes cultural interactions and cultural interactions shape language. It should be noted that the relationship of language to culture involves many difficult and contradictory problems. One problem may occur when cultural information of linguistic items mainly acquires some implication, which is hidden. A well-known expression "French leave" means 'leave or absence without permission'. Originally it was used as a term describing a custom, prevalent in France in the 18th century but regarded in England as impolite, of leaving a social function without saying farewell to one's host or hostess. It is now used of any unauthorized absence or departure, from one's place of work. From this example it is evident that only knowing the origin of the linguistic item students will be able to fully understand the meaning of it and use it in the language properly. Moreover sometimes the meanings of some words can change in course of time. Not only language and culture, but also language and history are undivided. The evolution of language includes many facts which pertain to the functioning of language in the speech community. The most widely accepted classification of factors relevant to language divides them into extra linguistic and linguistic. Strictly speaking, the term «extra-linguistic» embraces a variety of conditions bearing upon different aspects of human life, for instance, the psychological or the physiological aspects. In the first place, however, extra linguistic factors include events in the history of the people relevant to the development of the

language, such as the structure of society, expansion over geographical areas, migrations, mixtures and separation of tribes, political and economic unity or disunity, contacts with other people, the progress of culture and literature. All these aspects of external history determine the linguistic situation and affect the evolution of the language.

The aim of this article is to give students a clear understanding of the changes that have taken place in the English language throughout its development, and to assist them in developing appropriate scientific approach to language. Language - is a social phenomenon. Consequently, the development of language is a natural process as it is characteristic of every social phenomenon. But any social phenomenon is developing according to certain laws. Language, as a special social phenomenon also develops according to certain laws that are unique to the language and are called the internal laws of language development. To understand the current state of language and its grammatical forms, its phonetic system, the structure of its vocabulary, it is necessary to consider each language as a result of a long historical development, which is caused by a number of changes and transformations that have taken place within a more or less long periods of time. Thus, only a historical approach to the phenomena of the modern language can provide students with proper understanding and use. The understanding of the laws of the development of language, the ability to explain some facts knowing the history of the language and history of the people will contribute to scientific understanding of the rules of modern English language. That is why the history of the English language course is of great importance for students. The concept of linguoculturological competence can be defined as the ability and willingness to adequate understanding and interaction with the representatives of other linguocultural societies based on the acquisition of knowledge about the world, reflected in terms of language and it forms the foundation of cognitive communication. Linguoculturological competence is one of the basic components of communicative competence, the formation of which is the main goal of teaching foreign languages at the present stage. The content of the linguoculturological competence includes cognitive and communicative components. A set of these components ensures major activities of this model which is aimed at achieving a final goal resulting in information of the level of competence which will enable students to interact in the multicultural society.

The model of lingoculturological competence contains interconnected components aimed at achieving the final result.

Integration processes in the modern global economic and cultural space, highlight the intercultural communication as the most important factor of integration of human society. Special course is aimed at educating of humanistic values, it involves students into linguocultural studies and research. This course provides students with the ability to express their views in writing and orally in a foreign language, understand and discuss features of culture, socio-economic life of the target language, to conduct exploratory work, prepare an oral report on a selected topic. Foreign language as a subject accumulates the most complete history and common cultural values of humanity, systematically transmits them to students. It helps to create a real opportunity for familiarizing students with universal spiritual and

moral values, world and national culture for understanding the problems and realities of the modern world; contributes to the formation of national identity, citizenship, humanism, tolerance, and respect for national and world culture. The proposed course is designed as the main subject of the course "History of the English language". It is aimed at improving communicative and cognitive skills, organizing and deepening knowledge about a country. In accordance with the results of the project the necessity to change requirements for students can be traced. Culture is seen as an essential characteristic of a person associated with the human capacity. Communication is an essential part of human life, and therefore part of the culture. Under cross-cultural competence, we understand the student's psychological readiness to communicate and a certain level of verbal skills, language material, and most importantly - the necessary amount of socio cultural knowledge of the spoken language. The main areas of competence are cognitive, pragmatic and motivational. Cognitive goal is to obtain information about other cultures, and the need to refer not only to the culture of the country of the target language but also the culture of other countries. Pragmatic purpose involves the acquisition of practical skills necessary for intercultural communication. Motivational terms are connected with the formation of the attitude of the student, which involves tolerance and respect for other cultures, eliminate prejudice, stereotypes and discrimination. The experimental model includes many elements: study material, built on the integration of national and regional courses and culture study, educational technology and student-centered model.

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