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THE ROLE OF THE LINGUISTIC COUNTRY STUDY ASPECT IN TEACHING FOREIGN LANGUAGES

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In the last 2 decades, the sociocultural context of the study of languages of international communication in Kazakhstan and other, especially European, countries has changed radically, which could not but lead to the emergence of new needs for co-studying languages and cultures. The development of business and personal contacts, the expansion and strengthening of economic and cultural ties between peoples put forward before the school in the field of teaching foreign languages the education of a person whose main asset is universal culture and universal values.

It is the mutual understanding of representatives of different cultures that is one of the main tasks of education. And we are accustomed to learning only "lifeless" lexical and grammatical forms, but this makes the language lose its life. Personality is a product of culture, and so is language. And most convincingly this is confirmed by our linguistic errors.

A language learner may use the grammatically correct expression "The Queen & Her relatives", but the British will have difficulty understanding what is meant by The Royal Family; or, for example, a phrase such as "The character is the speaker of the author's ideas" was translated by the sentence "The character is the loudspeaker of the author", which would be translated by a native speaker as "The hero is the author's loudspeaker", and ideally it was required to use the word mouthpiece. Such oddities are quite common. Let's turn to more subtle matters: for example, if for our compatriot who has a superficial command of the language, the difference between the expressions ‘Don't you want to go?’ and ‘Would you like to go?’ is not very large, then for the British it is fundamental, since he will perceive the first expression as not the best tone. The usual for our business communication “What questions are you interested in?” often translated as ‘What problems are you interested in?’, not taking into account that the English word problem has a persistently negative connotation.

Most of the methods initially allow such “blunders”, attributing them to ignorance about the country. But at the present stage, when interest in individual cultures and nations is constantly increasing, such mistakes are already unforgivable. The meaning of information is important, because in any case, the ultimate goal of communication is to be correctly understood.

A special role in introducing students to the cultural heritage and spiritual values of not only their own people, but also other peoples of the world belongs to teaching a foreign language. It not only introduces the culture of the countries of the language being studied, but by means of comparison sets off

the peculiarities of their national culture, introduces them to universal values, and contributes to the education of schoolchildren in the context of the “dialogue of cultures”.

In the West, culture is traditionally divided into two general components: elite culture (everything that makes a person cultural: knowledge of history, art, literature) and mass culture (lifestyle: habits, typical examples of food, clothing, work). Thus, under the culture of the people of the country of the language being studied, we understand the peculiarities of the national mentality and the spiritual and material values that form the national heritage.

Acquaintance with the culture of the country of the language being studied has been one of the main tasks since antiquity. In the teaching of living languages at the beginning of the 21st century, along with oral speech, familiarization with the realities of the country of the language being studied came to the fore.

It is important to note the fact that the authors of different methods use different concepts to denote the aspect of culture. So, among them there are such concepts as "culturology", "country studies", "linguo-country studies", "cultural studies" and others. Linguistic country study combine, on the one hand, language teaching, and on the other hand, it provides certain information about the country of the language being studied. The main object of study is not the country, but the background knowledge of native speakers and, in a generalized form, their culture.

The main goal of linguistic country study is to ensure communicative competence in acts of intercultural communication, primarily through adequate perception of the interlocutor's speech and original texts designed for native speakers. This science sets as its task the study of linguistic units that most clearly reflect the national characteristics of the culture of the people - the native speaker and the environment of its existence.

The need for special selection and study of such language units that cannot be understood as a native speaker understands them is felt in all cases of communication with foreigners, when reading fiction, journalism, the press, when watching movies, when listening to songs and in other cases.

Lexical units with a pronounced national-cultural semantics can be divided into 3 groups:

names of realities - the designation of objects and phenomena characteristic of one culture and absent in another;

connotative vocabulary - words that have the same basic meaning, but differ in cultural and historical associations;

background vocabulary - words denoting objects and phenomena that have analogues in the compared culture, but differ in some national features of the functioning, form, purpose of objects.

Phraseological units are also of great interest for linguistic country study.

In general terms, education should involve familiarization with the linguistic consciousness of the people whose language is being studied. Linguistic country study plays a leading role here.

Background knowledge includes both verbal and non-verbal means of communication. So, for the Briton, such realities as “backwoodsman” - a member of the House of Lords who rarely attends meetings, or “Band of Burrow” - an old maid looking for a groom are absolutely clear. For many of us, they are, unfortunately, incomprehensible.

There are also non-verbal means. So, a Kazakhstani, stopping a passing car, raises his hand, and a Frenchman raises his thumb in the direction of the path he needs.

There are differences in speech etiquette. In Kazakhstan, men shake hands when meeting and parting, which is completely impossible for a Japanese who greets each other with bows. It is customary for Kazakhstanis to talk to unfamiliar fellow travelers during a trip, which will be perceived by an Englishman as lack of culture.

The main goal of teaching foreign languages in secondary school is to develop the personality of the student, who is able and willing to participate in intercultural communication and improve

independently in the activity being mastered. And the purpose of training, as you know, determines its content.

Already at the junior stage of learning foreign languages, the content of education should include language material of various levels, including texts for listening and reading, in which country-specific information from geography, history, and social life will be used. We are talking about the need to saturate the subject content of speech with regional studies material with a focus on the dialogue of cultures. It is impossible not to take into account the fact that materials devoted to the country of the language being studied stimulate figurative thinking, influence feelings, form taste, therefore, along with the transfer of certain information, they affect a person's emotions and his figurative and artistic memory.

Linguistic country study information should be entertaining. As we know, entertainment precedes cognitive interest. Interest, in turn, increases the efficiency of learning. In the conditions of school education, when foreign language communication is not supported by the language environment, one of the motives for mastering another language could be an interest in the culture of the country, its people.

One of the main difficulties is the selection of linguistic country study material. Non-equivalent vocabulary and background vocabulary require special attention of the teacher, since it is strictly untranslatable and needs to be commented on. The lexical list for elementary school should include explanations of lexical items such as *makantosh* and *hamburger*.

The educational process already in elementary school can be filled with realities from American culture: jeans, cowboy, Mickey Mouse, Donald Duck, Bugs Bunny, etc. American kids.

Our goal is for children who learn a foreign language to know at least what every American knows. For example, the fact that the Oval Cabinet is the office of the President of the United States in the White House; the Hill - a hill in Washington, where the Capitol building is located, in which the US Congress meets; Honest Abe is the nickname of President Abraham Lincoln. Every American, even for 7-8 years, knows what is sold in the so-called drugstores (drugs, cosmetics, magazines, postage stamps, ice cream, coffee). Schoolchildren should know how the bus fare is paid (the passenger enters only through the front door and puts a pre-prepared amount of money into the cash desk, which is located next to the driver), what is the difference between express trains and local trains (express trains, unlike local trains, only stop at major metro stations).

For an Englishman, as we know, but schoolchildren do not always know, the first floor is the second floor, since in the UK the numbering of floors starts from the second (ground floor - literally the floor at ground level).

Thus, learning to communicate in a foreign language in the true sense of the word implies the acquisition of sociocultural knowledge and skills. Without them, there is no practical mastery of the language.

It follows from this that the linguistic country study orientation of teaching a foreign language ensures the implementation of not only general educational and educational goals, but also practical ones. This is the specificity of the academic discipline "Foreign language".

Unfortunately, the linguistic country study aspect in teaching English language is not yet fully involved, and this is a significant gap.

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