



Linguoculturological Study of the French Language

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ABSTRACT

This article discusses a comprehensive study of the lexical and grammatical features of the French language, which allows us to describe the originality and originality of the linguoculture we study, reflected at the appropriate levels of the language system, as well as the implementation of linguoculturological teaching of a foreign language to students and a significant change in the organization of the educational process.

Keywords:

linguoculturological component, linguistic research, various aspects, language and culture, integral phenomenon, regional studies lexicography, cultural conceptology

I. Introduction

In the modern world, where there is a constant expansion of international contacts in all spheres of human life, the level of migration is growing, new means of communication are emerging and a common information space is being formed, where political, economic and social conflicts periodically escalate and new hotbeds of tension arise, science is faced with the need to study reasons that contribute to/hinder people from understanding each other, including factors due to the specifics of a particular culture.

Language, as the leading tool for the implementation of the dialogue of cultures, becomes the object of close study in order to identify cultural facts in it that affect the success / failure in communication [9]. At the same time, the language itself is seen as a product and an integral part of culture, as the main form of its expression and existence. In addition, there comes an awareness of the role of man in the dialogue of cultures. He ceases to be considered only as a passive native speaker, but is recognized as its active user; the success of communication depends not least on how a

particular person handles the language in a particular situation. Linguistic research in recent decades is thus characterized by direct contacts with scientific disciplines that study various aspects of human life and activity, the exchange of research methods and the emergence of new interdisciplinary scientific directions. T.E. Evsyukova, noting the impossibility of studying a person outside his language, calls the concept of "language and culture" a cross-cutting idea that destroys the boundaries between anthropological disciplines [2].

II. Methods

Linguoculturology is an avant-garde direction that has emerged in line with the anthropological paradigm, which studies the interaction of two semiotic areas – language and culture; in linguoculturology, language and culture are understood as forms of consciousness reflecting a person's worldview, and are described in synthesis as an integral phenomenon. The central figure in linguoculturological research is "a polyphonic native speaker who is, as it were, "inside" the

cognitive-linguistic systems of interpretive processing, conceptualization and linguocreative used by him <... > processing of information belonging to the subject area of culture, but embodied in the forms of language signs" [8].

Linguoculturology is aimed at studying the "sleeping" and life-giving cultural meanings embodied in the semantics of language signs [7]. Linguoculturological analysis in scientific research moves either from the top down: from the signs of natural language – to their semantic origins, cultural roots, or from the bottom up: from the study of the basic layers of culture, its archaic foundations, through various temporal, historical, social layers – to language as a means of preserving culture, as a form of its being.

Linguoculturology is closely connected with such disciplines as linguistics, ethnolinguistics, psycholinguistics, cognitivism [4]. When studying culturally marked vocabulary in linguoculturology, various approaches are used, depending on the goals. In this article, we rely on the principles and concepts developed in the following areas:

1. Linguistic and regional studies lexicography
2. Linguocultural lexicography
3. Linguistic and cultural conceptology
4. Dialect linguoculturology [5]

III. Results

Nowadays, the linguocultural approach in teaching the French language reflects the main development in the field of foreign language education, in particular, the shift of goals, switching the interest of the French language as familiarization with a different culture, mastering new sociocultural content.

Increasingly, in the interpretation of the models of a modern specialist, the emphasis is on the formation of the specialist's ability to comprehend, as well as the acceptance of cultural values that differ from his own [3]. Therefore, together with linguistic knowledge, it is necessary to form speech skills and determine a set of cultural knowledge that will allow a specialist in any field to use the French language for intercultural and professional

communication with native speakers of the language being studied. The implementation of this approach should be ongoing. To master the linguoculturological component, students should form linguoculturological knowledge: tongue twisters, phraseological units, proverbs and sayings, nursery rhymes, limericks [6].

The implementation of the linguoculturological approach in teaching the French language should be carried out through the subject content of the discipline, which is presented in the form of cognitive-linguocultural complexes in the learning process. The component composition of such cognitive-linguocultural complexes is represented by the communicative sphere, reflecting the content of this level of education; a set of speech topics and subtopics of communication that implement each of the presented areas; typical communication situations [10].

IV. Discussion

Nowadays, the linguocultural approach in teaching the French language reflects the main development in the field of foreign language education, in particular, the shift of goals, switching the interest of the French language as familiarization with a different culture, mastering new sociocultural content.

Effective teaching of culture in the process of teaching a foreign language, that is, a linguoculturological approach, expands the horizons of students as much as possible, forms intercultural professional and communicative competence, which in general is of great educational and educational importance [1].

The diagnostics of the lesson included watching popular films recommended for beginners to advanced learners of French. It was held on the basis of frequently visited Internet resources, absorbing materials for learning French.

In our opinion, the choice of a fragment of culture for students to study, as well as the selection of cultural knowledge itself, should be carried out in accordance with the principle of cultural conformity proposed by V. V. Safonova, i.e. the selection of linguoculturological material for educational purposes can be

carried out taking into account the following provisions:

- determination of the value meaning and significance of the selected material. The used linguocultural material should form undistorted ideas about foreign cultural reality;
- determining to what extent the material used stimulates students to gain knowledge about the key concepts of culture, such as: "cultural heritage", "cultural diversity", "dialogue of cultures", "cultural aggression", "multicultural personality", etc.;
- taking into account the age and intellectual abilities of students in the selection of linguoculturological material [11].

VI. Conclusion

Thus, it should be noted that in most of the existing studies, the problem of teaching foreign languages to students of non-linguistic specialties of universities is considered from the standpoint of the methodology of teaching French. At the same time, the design of a foreign language vocational education requires a comprehensive study, taking into account the specifics of the discipline, and analyzing the features of the professional training of a future specialist.

The importance of linguoculturology and linguoculturological teaching of foreign languages in our country is associated with the development of the methodology of foreign language education, with special attention to languages and cultures. The implementation of linguoculturological teaching of a foreign language to students should significantly change the practice of organizing the educational process and requires a clear modeling of the language educational process.

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