



Linguacultural Aspects of Studying the Russian Language in Non-Language Faculties of Higher Educational Institutions

Babayeva Anjella Axatovna

Jizzakh state pedagogical university
Department of Russian language and methodology of its teaching

ABSTRACT

The article analyzes and defines the study of culture in the educational process of students studying the Russian language at non-linguistic faculties of pedagogical higher educational institutions. The importance of studying foreign language culture by future teachers is shown. Linguistic and cultural material is described. Motivational factors of extracurricular educational activities of students are identified and some forms of this activity are described. cultural studies; Russian language; training based on virtual excursions; non-linguistic faculties; motivation; pedagogical condition

Keywords:

Language, the linguocultural, communicative, Teaching Russian, virtual excursions

The study of the Russian language in non-linguistic departments should be focused on developing students' communicative abilities (reading, writing, listening, translating and speaking), as well as ensuring a sufficiently broad knowledge of culture. Communicative competence is the main goal in the classroom, and this is impossible without studying the culture of the country whose language is being studied.

Teaching culture in the process of studying the Russian language at non-linguistic faculties is based on the assimilation of linguocultural material.

The linguocultural approach determines the content of the educational process in Russian as a foreign language. For example, it is fundamental to overcoming language difficulties for students in non-language departments in using closely related words in different contexts. With this approach, the teacher takes into account the native culture of students, paying attention to: the presence in textbooks of linguistic and cultural commentary in an intermediary language or in Russian, the inclusion of realities close to the realities of the

students' surrounding world, taking into account the student's background knowledge. It should be noted that the constant characteristic of a word or phrase belonging to linguocultural material remains that it has a national-cultural component or semantic fractions that do not exist in other languages. At the same time, the boundaries of foreign language linguistic and cultural material may vary depending on the native language of the students.

According to thematic content, G.D. Tomakhin classifies realities as the following: 1) ethnographic (s) and everyday realities (clothing, shoes, food, drinks, household establishments, transport, recreation, pastime, sports, games, traditions and customs, money, plants and animals, environmental protection); 2) social and political realities (government, armed forces); 3) realities of the education system and upbringing of children and youth; 4) charity; 5) cultural realities (literature, cinema and theater, painting, music, mass media).

Particular attention, especially at the beginning of the Russian language, is to the study of linguistic and cultural material, including "facts" about the subject of culture. The emphasis was

on knowledge, which was primarily about "shallow, obvious" culture (eg food, pastimes, clothing) rather than "deep" culture (eg values, history, beliefs).

The importance of studying culture by future teachers is obviously enormous. Cultural training involves solving complex problems in the study of national stereotypes of behavior, thinking, value orientations, and thereby actualizing the need to master the cultural context, primarily by students of non-linguistic faculties of pedagogical institutes.

Linguistic and cultural communicative competence ensures: 1) high-quality mastery of a foreign language; 2) expansion of ideological and general cultural knowledge; 3) development of such personal qualities as intellectual curiosity, broad outlook, worldview, tolerance, skills of coexistence with other people, one's own cultural self-awareness; 4) developing in future teachers the ability to express their thoughts accurately and correctly in their native language, thereby facilitating the acquisition of oral and written communication cultures. In addition, in the context of studying the Russian language at non-linguistic faculties, cultural studies have great motivational potential.

Development of student motivation in the process of studying the Russian language for general and linguocultural material, since this repository of culture is necessary in non-linguistic faculties. Cultural training has great motivational potential.

The integration of classroom studies and extracurricular (extracurricular) studies is considered as the main pedagogical mechanism for the formation of the Russian language, the motivation for teaching culture in teaching the Russian language in non-linguistic faculties. Pointing to this pedagogical condition, we proceeded from the specific nature of the process of teaching the Russian language in non-linguistic faculties, such as the lack of teaching time allocated to the subject, different levels of proficiency and knowledge of the language by the same group of students, a large number of students in group groups (sometimes up to 20 people) and others.

The motivation and attitude of students towards learning a language is determined not only by the emotional experience of its effectiveness, but also depends on procedural motivation, satisfaction with the communication process and positive motivation for learning a foreign culture. Positive motivation for high-quality Russian language acquisition is included in the general structure of social goals, needs and motives of a modern specialist.

It is known that in most non-linguistic universities, both teachers and students consider the Russian language course to be unimportant, at best as an auxiliary discipline that helps future specialists better master special disciplines.

It is necessary to convince students of non-linguistic faculties that the Russian language is a mandatory element of professional training and is part of the factor of general cultural development of the individual. Possessing a general picture of the world, a person is absorbed in a narrow field of knowledge. And yet, such clarification of knowledge is good for a performer, but is hardly typical for a teacher.

The development of motivation for language learning as a dynamic process goes through several stages: from unconscious motives caused by external motivations to conscious motives caused by self-regulation. In this case, various forms of extracurricular educational activities of students, along with classroom work, acquire special importance. It has been empirically proven that significant reserves for increasing motivation for Russian language learning lie in a rational combination of classroom and extracurricular activities.

There are several key theoretical criticisms of the audience as a medium for the study of culture.

Teaching Russian in the classroom is somewhat different from comparison with a foreign environment. It's more formal and structured, so it's much less natural and motivated.

When a new word is taught without translation, the following statements are presented:

- understand the meaning of the word;
- translate;
- use in a sentence.

Familiarity with the meaning of a lexical unit is the first educational step towards its study. Studying the features of a new phrase requires a special second step. At this stage, words are repeated and exercises for live speech are performed. Interference is the effect of one language on another language. Vocabulary is developed through the use of new words when learning through virtual excursions or changing locations on the spot.

Virtual excursions have a number of advantages, the main one being accessibility. The whole world opens up before you without material or time costs. You can visit museums without leaving your home and do not waste time on the road to get to the site. You have the opportunity to view the object multiple times at any time of the day.

Virtual excursions have a strong emotional impact on students and have a beneficial effect on increasing motivation to study the subject. In addition, methodically well-thought-out classes using this technology develop the attention and memory of schoolchildren and students, and promote long-term memorization of the presented information.

A study was conducted to evaluate students' knowledge of the Russian language when using virtual excursions in the educational process. This is a case study, the article diagnoses the shortcomings and limitations. Current traditional tools for learning the Russian language, and concludes with certain suggestions and recommendations. The introduction of information and communication technologies (ICT) in education creates new learning paradigms [Babaeva, 2022, No. 2].

Taking into account the specifics of studying the Russian language in non-linguistic faculties, abilities and shortcomings in the classroom compared to the natural environment, we note extracurricular work as a necessary part of the educational process.

Among the effective forms of extracurricular work are teaching roles, plays and projects. Role-playing games, such as educational role-playing games, group competition role-playing games, integrating (complex) role-playing games with improvisational elements, etc.

A virtual excursion, of course, does not replace personal presence; the use of new information technologies in teaching the Russian language helps to form sociocultural knowledge, improve the educational process, make the lesson more interesting, and also allows you to work more effectively with information, paying more attention to the development of intellectual, grammatical, linguistic, auditory, oral-speech skills and abilities of students. Such excursions are, of course, quite interesting and effective. But they can only be done if you have an Internet connection.

In a word, a "virtual tour" is a new effective presentation tool that can be used to visually and entertainingly demonstrate any real place. Unlike the usual photo albums, pictures, videos and so on. However, the possibilities of virtual excursions to achieve the main goal - the development of students' communicative competence - have not yet been fully studied. Project topics are developed by teachers ("History of Bukhara", "Excursion to Samarkand", "Education system in Uzbekistan", "Customs and traditions of Uzbekistan", etc.) or chosen by students individually.

The results of such activities are manifested in different ways, for example: collage, album, poster, report, magazine, etc. Next, a new form of extracurricular work is introduced into the process - teaching culture. Students will have to communicate with European students through social networks and various platforms that exist on the Internet. The result of these contacts should be printed in fragments.

Listening to the radio and watching TV shows is a fairly effective method of extracurricular work for students of non-linguistic departments. The goal is not to provide a literal or even literary translation. Students should catch the main idea and understand the general meaning.

The possibility of studying Russian as a foreign language by students of non-philological faculties with the help of online lectures during the learning process. You should also pay attention to extracurricular activities.

This study of cultural studies in Russian language teaching will be able to provide additional information for a better understanding of the current situation and

realistic views on the situation of Russian language teaching in non-language departments of teacher training institutes in this country.

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