

## Linguoculturology As The Expression Of The National Spirit In The Language

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**Abstract:** The article analyzes the essence, principles and basic concepts of linguoculturology and its role in enhancing students' linguocultural competence. The author emphasizes that culture is a multidimensional phenomenon, a complex process with a communicative nature. Thanks to the linguocultural approach, language learners learn not only the language but also the traditions and customs of the people whose language is being studied.

**Keywords:** culture, linguocultural approach, existence, linguistics, linguoculturology.

Language is the main expression of culture and at the same time plays a central role in intercultural communication. The development of cultural and economic ties between nations and peoples further strengthens the focus on learning foreign languages. Currently one of the most important areas of education development is related to the development of human communication skills, cultural, social and informational skills.

Thanks to the linguistic and cultural approach in teaching, linguists learn not only the language but also the traditions and customs of the people in which the language is being studied, respect the other culture, and begin to respect the beliefs of other peoples through our cultural heritage.

Linguocultural Studies (Linguistics) is the science that emerges from the linguistic and cultural sciences and reflects the culture of the language in which the language is being studied. It was recognized as a new independent linguist in the field of linguistics. Linguocultural Studies is one of the most relevant areas of linguistics today, studying the process of national-cultural organization of speech communication related to psychological or cognitive phenomena of language.

Also, linguistic and cultural studies are the expression of the people's presence as a cultural phenomenon in the language.

If cultural studies study the processes associated with humanity in nature, society, art, history, and other social and cultural processes, linguistics explores the worldview in language as cognitive models of the linguistic landscape of the world. The main research topic of linguistics is language and culture, which are constantly interconnected.

Culture is a multifaceted event, and it is a complex process with a communicative nature. Culture also defines a unique role of humanity in the process of creating, presenting and using material values. Culture is a special activity that enables mankind to carry out their activities in existence. It is worth noting that all the activities that a person does in his life are reflected in society through culture. Consequently, the cultural activities of a person who is a representative of society are directly related to it, and therefore culture is an integral part of society, and the process of its study is in itself linked to the study of society.

Since the 90s of the XX century the linguistic and cultural sciences are being studied as a separate direction. It is a little difficult to determine the periods of formation on the basis of clear and consistent criteria: firstly, there was not much time for the emergence of science; it does not produce an objective result even if it reflects the researcher's views.

The development of linguocultural science can be divided into two periods: the first period - the prerequisites for the development of science - V. Humboldt, A. Potebni, E. Sapir et al., The second period is the formation of linguistic and cultural science as an independent field of research. The dynamics of science development allow us to predict the emergence of yet another third phase, in our present context, of fundamental disciplinary science foculture.

Scientists of the country also contributed to the development and improvement of this field of science, such as the development of intercultural communication through teaching speech materials and language materials in teaching foreign languages by J.J. Jalolov, T.K. Sattorov, M. Jusupov, J. Yakubov, R.R. Rakhimov, M.S.Dadakhodjaeva G.T. Makhkamova, D. Ashurova have done their research in this area and their students continue this process.

Also, scholars Barishnikov V.N., Galskova N.D., Milrud R.P., Maltseva G.D., Passov E.I., Safonova V.V., have done their research on improving the intercultural communication competence of future foreign language teachers.

While learning something about culture, you need to understand the realities of the language. Language is not just about culture: it develops within it and expresses it. Language simultaneously reflects and develops the culture, and is the main means for the preservation of the culture as a whole.

The cultural analysis of language units has led to a number of new challenges for linguistics. Linguocultural science, as an independent field of knowledge, solves specific tasks and answers a number of questions:

- Participation in the development of language concepts as culture;
- which part of the sign is given "cultural meaning";
- The process is understood by both the speaker and the audience, and how they affect the speech strategy;
- whether the language linguistic and cultural competence of the language owner is present, and what texts are used by the language owner in the cultural context.

The above list of tasks is not exhaustive as the process of overcoming them will be the next. R.M. Frumkina considers these phenomena to be common epistemological tasks for all disciplines, but there are also some problems such as translation problems, language teaching, and compilation of dictionaries related to the accounting of cultural information [3].

An important feature that poses additional challenges in studying this problem is that the cultural information of linguistic characters is implicit and hidden in linguistic content.

Today, linguistics cannot work without linguistic phenomena. Failure to do so violates the ethnics of the scientific community (even in the form of justified refusal). Because there are unique cultural factors that influence the lives and behavior of each nation.

D. Ashurova also notes that one of the most important tasks of linguistics is to define methodological conditions, to elaborate the rules of scientific research and systematize and classify language units [4].

Lingvocultures include words, phrases, phrases, phrases, parables, complex syntactic wholeness, texts, and other words that represent a part of culture. Lingvoculturema has a content and expression plan, the expression plan is the units above, and the content plan is the semantics of those units. So linguoculture is different from concept to having its own content and expression plan. ” Professor According to U.Q.Yusupov, linguistic culture is the main task of linguistic representation of national culture. In his view, the notion of “linguoculture” is useful for comparative linguistics because “language is a cultural fact, a component of the culture we inherit, and at the same time a weapon. Folk culture is interspersed with language, which is the language that engages the basic concepts of culture and expresses them in the form of symbols, that is, through words [6].

Telia V.N. and other linguistics searched the relationship between language and culture”[7].

Linguocultural competence helps ensure that students can freely apply their knowledge and skills in foreign languages in their professional and research activities. The main objective of the cross-cultural approach is to integrate the knowledge and communication skills required for students to master C1 at a foreign language according to internationally recognized standards.

Linguocultural competence, international cultural competence, the importance of cultural differences in language learning and learning, extrathological aspects of linguocultural competence (worldview, rituals, customs, language (gestures), taboos, stereotypes, role of society, image, image) the proper use of cultural features (greeting, ways of expression, ways of addressing, idioms, etc.) in the formation of linguistic and cultural competence; It helps to develop the learning materials for teaching specific aspects, to analyze the existing ones, to acquire the skills of adaptation.

Such lessons require the use of a personalized learning method and a communicative approach to teaching a foreign language. In addition to textbooks and study guides, the use of authentic materials: audio, video, newspapers and magazines, internet resources, brainstorming, case studies, project preparation, role-playing, debates and presentations using interactive methods.

They develop the skills of comparing the cultures of their country of origin and their own cultures. Increase their understanding of the impact of the cultural environment on language use. They form an understanding of other cultures and their tolerance for it.

The development of linguistic competence also develops the skills needed for real life.

Work on skills for building linguistic competence, such as: - observation and identification - comparison and analysis - content analysis - elimination of uncertainty and positive approach - correct interpretation of data, prevention of misunderstandings - promoting one's point of view with respect - Recognition of differences.

Depending on the type of English language that the students are learning, the teacher must begin the subject with English or American culture, and then move on to other English cultures during the lessons. This means that students are introduced to other English cultures as well. English language books can be of

great help at this stage, as they usually contain very light details (typical topics include English cuisine, Cyrillic family, and tourist centers). For this reason, the teacher should not only use the book, but also prepare additional lessons. Every real data is a powerful motivator for students.

The third stage - the final stage - is one of the examples of cross-cultural education. At the same time, students expand their knowledge by learning about all the cultures in the world). This stage is naturally the longest and most difficult. However, by analyzing their own cultures and other cultures, students will be able to identify and discover different cultural traits.

Rarely do foreign language books contain information on world cultures. Their main achievement is the level of language skills of the students. The disadvantage is that they present cultural information to students without first training (foreign culture is used as an introduction tool to teach a particular language aspect, such as counseling). At the same time, cultural information is artificially transmitted to it. As a result, students receive such information for interest, not as important information. Therefore, textbooks can only be used as an additional source of cross-cultural learning.

The teacher can effectively use the student exchange program to teach intercultural knowledge. Students who are being sent abroad must know some of the characteristics of this country's culture. In turn, students are required to report cultural features that they have learned when they come back to complement these features. In addition, student e-mail exchanges with foreigners have a great impact on the study of cross-cultural cultures. At the same time, the cultural organization of the projects is very helpful for students in-depth study, analysis and presentation of this analysis.

The characteristics and definitions pre-attached to a given culture may hinder the development of cross-cultural education. The teacher's main task is to explain and show students that these cultures can perform not only these characteristics but

also different practices. The main task of the teacher is not to impart to one culture, but to teach students how to get acquainted with different cultures, because knowledge and skills are an integral part of successful linguistic and cultural competence development.

In conclusion, we can state that the effectiveness of the linguistic and cultural competence of the future foreign language specialist in higher education is due to the creation of the necessary conditions for self-development, self-development and cultural and educational development of the university. depends on the

Formation of linguistic and cultural competence of students implies that different approaches to language learning need to be taken to develop vital knowledge and skills. It requires from students to know the language culture they are learning. Given the fact that knowing a foreign language but not being aware of the culture of the speakers can cause some discomfort while speaking, it is essential for students who are learning English as a foreign language to have a strong knowledge of different cultures and to compare it with their own culture.

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