



FORMATION OF THE LINGUISTIC IDENTITY OF STUDENTS-NON-PHILOLOGISTS IN THE CONTEXT OF THE LINGUACULTURAL CONCEPT OF EDUCATION

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Abstract. This study examines the formation of linguistic identity among students in technical universities through a linguacultural approach. The research emphasizes the role of teaching Russian language and speech culture, rhetoric, and other humanitarian disciplines in fostering students' communicative competencies. The study highlights the importance of integrating linguistic and cultural components into education to enhance linguistic personality development.

Keywords: *linguistic personality, linguacultural studies, linguacultural concept of education.*

INTRODUCTION

The process of forming a linguistic identity among students in non-humanitarian universities is becoming increasingly relevant in modern linguistic science due to its anthropocentric focus. The relationship between language and culture has become a key subject of linguacultural studies, which serves as an interdisciplinary field integrating linguistics, anthropology, and cultural studies. This research aims to explore how the linguacultural concept of education contributes to shaping students' linguistic identities through the study of Russian language and culture.

The concept of a "*linguistic personality*" involves an individual's ability to communicate effectively, create oral and written texts, and engage in meaningful discourse. Linguistic identity is shaped by cultural and ideological influences, value systems, and behavioral norms. Thus, the integration of linguacultural elements in the educational process enhances students' ability to use language appropriately in diverse communicative settings.

METHODS

This research employs a qualitative methodological approach, focusing on a theoretical analysis of existing literature and pedagogical practices. The study incorporates: A review of relevant linguistic and educational theories, particularly those proposed by E. Sapir and S. G. Vorkachev, to establish the theoretical framework. An analysis of contemporary educational programs and their emphasis on the linguacultural concept in technical universities.

Examination of pedagogical strategies implemented in Russian language and rhetoric courses, including classroom observations and student engagement in cultural and academic activities. A comparative analysis of traditional linguistic education and the linguacultural approach in technical universities to determine the effectiveness of the latter in developing linguistic competence.

RESULTS

The findings indicate that the formation of linguistic identity in students-non-philologists is significantly influenced by the linguacultural concept of education. "Language personality" is understood as a set of features of the verbal behavior of a person using language as a means of communication. In addition, the linguistic personality is considered as a national-cultural prototype of a native speaker of a certain language, formed on the basis of ideological attitudes, value priorities, and behavioral reactions. It can be said that the linguistic personality exists only in the space of culture, which in turn is reflected in consciousness at different levels (scientific, everyday), behavioral stereotypes and norms, in objects of material culture, etc. The main mediator in intercultural communication process is language, and language is also the main expression of the identity of a particular culture. These concepts are inseparable. According to E. Sapir, language, culture, and personality merge into a single whole; language is a "symbolic key to behavior," because experience is largely interpreted through the prism of a specific language and is most clearly manifested in the relationship between language and thinking. E. Sapir also notes that the importance of linguistic data for anthropology and the history of culture has long been a generally recognized fact. The following key results were identified:

Integration of Linguacultural Elements: Courses on Russian language and speech culture that incorporate linguacultural perspectives enhance students' understanding of the relationship between language and culture.

Interdisciplinary Approach: The effectiveness of language education increases when combined with elements from anthropology, psychology, sociology, and philosophy.

Student Engagement in Cultural and Research Activities: Participation in cultural events, scientific conferences, and interdisciplinary projects contributes to the development of students' linguistic personalities.

Impact on Communication Skills: Students who engage with the linguacultural approach demonstrate improved skills in normative, appropriate, and ethical use of language in both academic and professional settings.

Challenges in Implementation: Despite its benefits, the incorporation of linguacultural education faces challenges such as resistance to interdisciplinary teaching, lack of pedagogical resources, and students' varying levels of linguistic proficiency.

Language is, first of all, a product of socio-cultural development and a means of implementing speech communication, and therefore the process of teaching linguistic disciplines should be based on students' understanding that language is a phenomenon of human cultural and historical development. During their studies at the university, students are

maximally involved in socio-cultural activities related to the perception, processing and creation of many texts of different styles and genres. This requires intensive independent work on communicative and speech skills from students. At the same time, the disciplines "Russian Language and Culture of Speech" and "Business Rhetoric" form the basis for the development and formation of the culture of speech and linguistic competence of students, which is the foundation for the formation of a linguistic personality. Of course, this process should occur in a comprehensive manner and in interaction.

M. R. Lvov writes: "The term "culture of speech" should cover a considerable number of its own, speech requirements arising from the personal qualities of speakers, communicating people - not linguistic, but kinetic, intonation and other means of discourse. It is impossible to consider and evaluate the culture of speech outside of discourse, without taking into account the speaker, other participants in the dialogue, the entire situation. It is much more difficult to master this than the rules of the language norm." This once again proves that the most important component of a linguistic personality is a general cultural one, which includes cooperation and mutual respect, activity in speech communication, the ability to listen and hear, knowledge of etiquette in everyday and business communication, the ability to win people over, convince, prove, argue, which allow students to successfully use them in the process of subject teaching.

Speech communication is of a cultural nature, which is certainly reflected in the culture of students' educational activities and largely determines its effectiveness. Very often, students do not pay due attention to this, and meanwhile, speech behavior is the calling card of any person. The culture of speech behavior includes possession of special speech skills and abilities, behavior culture, emotional culture, general speech culture and communication culture. The culture of behavior is formed by the individual in accordance with the ethical standards of society. At the same time, the general culture of speech provides for the norms of speech behavior (for example, self-control, taking into account age characteristics) and requirements for speech in any communication situations.

DISCUSSION

The results confirm the significance of the linguacultural approach in forming linguistic identity among students in non-humanitarian universities. Language, as a primary medium of communication, not only conveys meaning but also embodies cultural and social values. According to Sapir, language, culture, and personality form a unified whole, making linguistic education a vital component in shaping students' worldviews.

Furthermore, the study highlights the necessity for educators to move beyond traditional linguistic instruction and adopt interdisciplinary methods. The combination of linguistic, cultural, and communicative competence fosters a more holistic educational experience. However, successful implementation requires a strategic restructuring of curricula, professional development for educators, and the inclusion of interactive learning methods.

Additionally, speech culture plays a crucial role in students' academic and professional success. As M. R. Lvov emphasizes, speech culture is not limited to linguistic norms but extends

to communication etiquette, discourse strategies, and persuasive abilities. This suggests that the development of linguistic personality is deeply intertwined with socio-cultural awareness and ethical speech practices.

CONCLUSION. The study underscores the importance of the linguacultural concept in higher education, particularly for students in technical universities. The formation of linguistic personality is facilitated through interdisciplinary teaching, cultural engagement, and a focus on communication skills. While challenges remain, the integration of linguacultural principles in language education proves to be an effective means of fostering linguistic competence and cultural awareness. Future research should explore practical strategies for overcoming implementation barriers and further refining linguacultural pedagogical methods.

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