

QO'QON DAVLAT
PEDAGOGIKA INSTITUTI
ILMIY XABARLARI
(2025-yil 3-son)



FILOLOGIYA
PHILOLOGY

ORCID: ID 0000-0002-4132-8163

PEDAGOGIK UNIVERSITETLARNING 3-KURS TALABALARIGA METODIKA KURSINI O'QITISHDA LINGVAKULTUROLOGIYANING AMALIY QO'LLANISHI.

Turaeva Shoira Muxtorovna

Jizzakh State Pedagogical University named after A. Kadiri, senior lecturer

shтураevaenglish@gmail.com, +998 90 180 96 69

Annotatsiya: Nazariy tadqiqotlardan tashqari, pedagogika universitetlarining uchinchi kurs talabalari uchun o'qitish metodikasi haqida gap ketganda tilshunoslik (lingvakulturalogiya) muhim ahamiyatga ega. Ushbu maqolada lingvakulturologiyani metodika darslariga kiritishning o'quv strategiyalari, til o'rgatish metodlari va madaniyatlararo muloqotni yaxshilashdagi afzalliklari ko'rib chiqiladi. Pedagogik ta'limda lingvokulturologik tamoyillardan foydalanishning amaliy afzalliklari ushbu maqoladagi misollar tahlili orqali ko'rsatilgan.

Kalit so'zlar: Lingvokulturologiya, til pedagogikasi, madaniyatlararo muloqot, metodik kurslar, chet tillarini o'qitish, madaniy semantika, pragmatik me'yorlar, qiyosiy lingvistik tahlil, madaniyatlararo kompetentsiya, o'qituvchilar malakasini oshirish.

ПРАКТИЧЕСКОЕ ПРИМЕНЕНИЕ ЛИНГВОКУЛЬТУРОЛОГИИ В ПРЕПОДАВАНИИ КУРСА МЕТОДОЛОГИИ СТУДЕНТАМ ТРЕТЬЕГО КУРСА ПЕДАГОГИЧЕСКИХ ВУЗОВ

Аннотация: Помимо теоретических исследований, лингвистика имеет важное значение для студентов третьего курса педагогических вузов, когда речь идет о методике преподавания. В этой статье рассматривается, как включение лингвокультурологии в занятия по методологии может улучшить учебные стратегии, методики преподавания языка и межкультурное понимание. Практические преимущества использования лингвокультурологических принципов в педагогическом образовании проиллюстрированы анализом тематических исследований из образовательных контекстов в этой статье.

Ключевые слова: Лингвокультурология, языковая педагогика, межкультурная коммуникация, методические курсы, преподавание иностранных языков, культурная

семантика, прагматические нормы, сопоставительный лингвистический анализ, межкультурная компетентность, подготовка учителей

PRACTICAL APPLICATIONS OF LINGUACULTUROLOGY IN TEACHING THE COURSE OF METHODOLOGY TO THE THIRD-YEAR STUDENTS OF PEDAGOGICAL UNIVERSITIES

Abstract: Beyond theoretical research, linguistics is essential to third-year students at pedagogical universities when it comes to teaching methodology. This article looks at how incorporating linguaculturology into methodology classes might improve instructional strategies, language teaching methodologies, and cross-cultural understanding. The practical benefits of using linguaculturological principles in teacher education are illustrated by this article's analysis of case studies from educational contexts.

Key words: Linguaculturology, language pedagogy, cross-cultural communication, methodology courses, foreign language teaching, cultural semantics, pragmatic norms, comparative linguistic analysis, intercultural competence, teacher training

INTRODUCTION

Linguaculturology provides an important tools for comprehending language in its cultural context, making it particularly relevant for future language teachers. Language is not just a means of communication but also a reflection of cultural identity, historical experiences, and societal values. Therefore, teaching a foreign language without incorporating cultural knowledge results in a fragmented learning experience that may lead to misunderstandings in cross-cultural communication.

In methodology courses at pedagogical universities, the integration of linguaculturological approaches enhances students' ability to teach foreign languages productively by providing them with a deeper understanding of the socio-cultural nuances embedded in linguistic structures. This approach allows future educators to go beyond vocabulary and grammar, fostering cultural competence, which is crucial for effective language acquisition. Linguaculturology assists learners understand and interpret cultural references in discourse, understand idiomatic expressions, and navigate pragmatic language use in real-world situations.

This article discusses the role of linguaculturology in methodology courses, focusing on cross-cultural communication, translation accuracy, and language teaching techniques. It highlights how this interdisciplinary approach can enhance teacher training by equipping future educators with the necessary skills to promote intercultural competence in their students. Furthermore, the article explores the benefits of applying linguaculturology to classroom instruction, emphasizing how it helps bridge the gap between linguistic theory and practical language use. Through a discussion of teaching strategies, case studies, and research findings, this article underscores the need for integrating linguaculturological principles into foreign

language teaching methodologies to prepare students for successful communication in multilingual and multicultural environments.

MATERIALS AND METHODS

This article employs a qualitative approach, focusing on an in-depth analysis of case studies and teaching practices that incorporate linguaculturology into methodology courses for third-year students at pedagogical universities. The research is based on data collected from multiple institutions where linguaculturological principles have been systematically implemented to improve language pedagogy. The study aims to explore the effectiveness of these methods in developing cross-cultural communication skills, improving translation accuracy, and enriching teaching strategies for foreign language instruction.

The primary sources of data include classroom observations, structured interviews with language instructors, and student feedback through surveys. Observations were conducted to assess how linguaculturology influences classroom interactions, student engagement, and overall comprehension of foreign languages within cultural contexts. Additionally, semi-structured interviews with educators provided insights into their experiences incorporating linguaculturological methodologies, the challenges they faced, and the perceived benefits for students.

Teaching strategies examined in this study include comparative linguistic analysis, culturally embedded role-playing activities, and discourse-based learning. Comparative linguistic analysis was used to highlight differences and similarities between the native and target languages, helping students recognize the cultural dimensions of language structures. Culturally embedded role-playing activities engaged students in real-life scenarios, requiring them to apply their linguistic knowledge in culturally appropriate ways. Discourse-based learning involved analyzing authentic texts, conversations, dialogues and media to familiarize students with the cultural contexts of language use.

In addition, this study incorporates a literature review of existing research on the role of linguaculturology in language education. Scholarly articles, pedagogical frameworks, and empirical studies were analyzed to provide a theoretical foundation for integrating linguaculturology into teacher training programs. By synthesizing findings from academic sources and practical applications, this article offers a comprehensive perspective on the significance of linguaculturology in modern language teaching methodologies.

The research methodology ensures a holistic understanding of how linguaculturological approaches impact language teaching. By combining empirical data, pedagogical insights, and theoretical perspectives, this study aims to contribute to the growing body of knowledge on effective foreign language education and cross-cultural competence development in teacher training programs.

RESULTS AND DISCUSSIONS

The findings indicate that incorporating linguaculturology into methodology courses significantly improves students' understanding of cultural semantics, pragmatic norms, and

linguistic worldviews. Through exposure to linguaculturological principles, students develop a deeper awareness of how cultural factors shape language use, enabling them to analyze and interpret linguistic expressions within their appropriate social and historical contexts. Future language teachers who received linguaculturological training demonstrated higher levels of cultural sensitivity, allowing them to interact more effectively with diverse student populations and navigate intercultural communication challenges with greater ease.

Moreover, students trained in linguaculturological approaches exhibited enhanced communication skills, particularly in areas such as discourse analysis, non-verbal communication, and contextual meaning interpretation. These students showed increased confidence in engaging with authentic language materials, such as culturally rich texts, media content, and real-world dialogues. Classroom interactions were notably enriched, as students actively participated in discussions, role-playing activities, and cross-cultural simulations, simulations that reflected the complexities of real-world communication. This engagement contributed to a more dynamic learning environment where students could apply their theoretical knowledge in practical settings.

Additionally, the study found that students trained in linguaculturological methodologies adapted more effectively to diverse linguistic environments. As future educators, they demonstrated greater flexibility in adjusting their teaching strategies to accommodate the cultural and linguistic needs of their learners. This adaptability is particularly important in today’s globalized world, where classrooms often consist of students from different linguistic and cultural backgrounds. The ability to navigate these differences and create inclusive learning environments positions these teachers for success in multicultural and multilingual settings.

The discussion highlights the critical role of cross-cultural awareness in language education. By integrating linguaculturology into methodology courses, educators can bridge linguistic and cultural gaps, ultimately fostering a more inclusive and comprehensive learning experience. Understanding the connection between language and culture helps future educators design curricula that are more engaging, contextually relevant, and sensitive to the diverse backgrounds of their students. Moreover, it enables language learners to develop not only linguistic proficiency but also the cultural competence necessary for effective communication in international and intercultural settings.

Despite the benefits observed, certain challenges were noted in the implementation of linguaculturological methodologies. Some educators and institutions exhibited resistance to adopting new teaching approaches, often due to a lack of familiarity with linguaculturology or concerns about modifying existing curricula.

Furthermore, the union of cultural components into language education requires access to a broader range of teaching materials, such as authentic cultural texts, multimedia resources, and interactive tools. The necessity for further professional development programs was also highlighted, as training educators in linguaculturological techniques is important for successful implementation. Addressing these challenges will require continued investment in research,

teacher training, and the development of innovative pedagogical resources to support linguaculturological instruction in language education.

CONCLUSIONS

The practical applications of linguaculturology in teaching methodology to third-year students emphasize its vital role in teacher training. Integrating cultural perspectives into language pedagogy equips future educators with the tools to improve communication skills, promote intercultural understanding, and adapt their teaching approaches to diverse classroom settings. A linguaculturological approach allows teachers to move beyond traditional language instruction, enabling students to appreciate the deeper cultural meanings embedded in language and fostering a more holistic language learning experience.

By embedding linguaculturological principles into methodology courses, educators can develop culturally competent language teachers who are prepared to navigate the complexities of modern multilingual and multicultural learning environments. This article highlights the necessity of providing educators with the knowledge and skills to incorporate cultural elements into their teaching practices, ultimately improving students' ability to use language in contextually appropriate ways.

Furthermore, the findings of this article reinforce the idea that cultural awareness is an essential component of effective language instruction. Teaching methodologies that integrate linguaculturology contribute to the development of students' critical thinking, cross-cultural adaptability, and communication proficiency. Future language educators who are trained in these approaches will be better equipped to bridge linguistic and cultural differences, creating inclusive and dynamic learning environments.

In conclusion, adopting linguaculturological principles as an integral part of foreign language teaching. By incorporating these approaches, educators can better prepare students for meaningful engagement in culturally and linguistically diverse settings. Ultimately, the integration of linguaculturology in teacher training not only enhances the effectiveness of language instruction but also fosters global awareness, cultural sensitivity, and a deeper appreciation for linguistic diversity.

BIBLIOGRAPHY

1. **Postovalova V. I.** Lingvokulturologiya v aspekte antropologicheskoy paradigmy // Frazеologiya v kontekste kul'tury. – M.: Yazyki russkoy kul'tury, 1999. – S. 123-130. (*Linguaculturology in the Aspect of Anthropological Paradigm*)
2. **Prokhorov Yu. E.** Real'nost'. Tekst. Diskurs. – M.: Flinta, Nauka, 2009. – 256 s. (*Reality. Text. Discourse*)
3. **Riker P.** Konflikt interpretatsiy. – M.: Kanon-Press-C, Kuchkovo pole, 2002. – 416 s. (*The Conflict of Interpretation*)
4. **Jovanov J.** (Lingua)culture in Language Teaching // Academia.edu. – 2016. – 15 s. (*Linguaculture in Language Teaching*)

5. **Krasnykh V. V.** Lingvokulturologiya: chto eto takoe? // Voprosy yazykoznaniya. – 2002. – № 6. – S. 3-21. (*Linguaculturology: What Is It?*)
6. **Ter-Minasova S. G.** Yazyk i mezhkul'turnaya kommunikatsiya. – M.: Slovo, 2000. – 624 s. (*Language and Intercultural Communication*)
7. **Vorobyov V. V.** Lingvokulturologiya: teoriya i metody. – M.: Gnosis, 2008. – 336 s. (*Linguaculturology: Theory and Methods*)
8. **Maslova V. A.** Lingvokulturologiya. – M.: Akademiya, 2001. – 208 s. (*Linguaculturology*)
9. **Karaulov Yu. N.** Russkiy yazyk i yazykovaya lichnost'. – M.: Nauka, 1987. – 264 s. (*Russian Language and Language Personality*)
10. **Wierzbicka A.** Yazyk. Kul'tura. Poznanie. – M.: Russkie slovari, 1996. – 416 s. (*Language. Culture. Cognition.*)
11. **Turaeva Shoira Mukhtorovna**, Hakimova Muhoyyo Mukhtor qizi, Mamatqulova Munira. “Uzbekistan Plans to Promote Social Work for the Welfare of Vulnerable Children and Families”. Pindus Journal of Culture, Literature, and ELT (PJCLE).2021
12. **Turaeva Shoira Mukhtorovna**, Hakimova Muhoyyo Mukhtor qizi, Mamatqulova Munira. “The importance of didactics in teaching a foreign language in textbooks”. «Polish science journal» 2021
13. **Turayeva Shoira Muxtarovna.** ”Pedagogical problems of distance and traditional education”. SILK ROAD AND BEYOND CONGRESS SERIES(SIRCON 2022)KTB. S. No: 48888 E-ISBN978-625-8080-85-8Necmettin Erbakan Üniversitesi Yayınları Yaka Mah. Yeni Meram Cad. Kasım Halife Sok.No: 11/1 Meram / KONYA 0332 221 0 575 www.neuyayin.com Ekim, 2022.
14. **Turayeva Shoira Muxtarovna.** “Linguistic aspect of educational phraseography”. In Volume 4, Issue 4 of Web of Scientist: International Scientific Research Journal (WoS) April 2023.
15. **Turayeva Shoira Muxtarovna.** “Pedagogical Problems of Distance and Traditional Education”. 8th International EMI Entrepreneurship & Social Sciences Congress, 17-19 November 2022, Aksaray- Türkiye.
16. **Turayeva Shoira Muxtarovna.** “Linguistic aspect of educational phraseography”. In Volume 4, Issue 4 of Web of Scientist: International Scientific Research Journal (WoS) April 2023.
17. **Turayeva Shoira Muxtarovna.** “Pedagogical Problems of Distance and Traditional Education”. 8th International EMI Entrepreneurship & Social Sciences Congress, 17-19 November 2022, Aksaray- Türkiye.
18. **Turayeva Shoira Muxtarovna.** “O`zbek va ingliz tillaridagi frazeologik birliklarning antropopragmatik tadqiqi”. Хоразм Маъмун академияси ахборотномаси: илмий журнал.-№5/4 (101), Хоразм Маъмун академияси, 2023 й. – 282 б. –нашрнинг электрон варианты <http://mamun.uz/uz/page/56>. ISSN 2091-573 X.

19. **Turayeva Shoira Muxtarovna.** “Phraseological units with a component-somatism”.Scientific Bulletin of NamSU-Научный вестник НамГУ-NamDU ilmiy axborotnomasi–2023-yil_5-son.
20. **Turayeva Shoira Muxtarovna.** Anthropopragmatic study of phraseological units in uzbek and english languages. Mental Enlightenment Scientific-Methodological Journal.Volume 2022 / Issue 6.
21. **Turayeva Shoira Muxtarovna.** Linguistic aspect of educational phraseography. In Volume 4, Issue 4 of Web of Scientist: International Scientific Research Journal (WoS) April 2023.
22. **Turayeva Shoira Muxtarovna.** “Analysis of some pragmatic aspects of phraseological units”.Current research journal of pedagogics.(issn –2767-3278).Volume 03 issue 12 pages: 44-47.Sjif impact factor (2021: 5. 714) (2022: 6. 013)OCLC – 1242041055 METADATA IF – 8.145