

# LINGUISTOCULTURAL APPROACH TO FOREIGN LANGUAGE TEACHING (ON THE EXAMPLE OF SPANISH)

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**Abstract:** The article analyzes the role and importance of the linguacultural approach in teaching foreign languages, the features of the practical application of this approach in teaching the Russian language. The linguacultural approach considers a foreign language not only as a means of communication, but also as a means of learning culture through this language. The article emphasizes that by teaching the cultural richness of the Spanish language, students can master the language more effectively and immerse themselves more deeply in the language environment. The author recommends practical methods, such as the formation of linguistic and cultural competencies, the use of artistic and audiovisual materials. It is noted that this approach is of great importance in the formation of intercultural communication skills in students studying the Russian language.

**Keywords:** teaching foreign languages, linguacultural approach, Spanish language, language and culture, intercultural communication, language competence.

**Аннотация:** В статье анализируется роль и значение лингвокультурологического подхода в обучении иностранным языкам, особенности практического применения данного подхода в обучении русскому языку. Лингвокультурологический подход рассматривает иностранный язык не только как средство общения, но и как средство познания культуры посредством этого языка. В статье подчеркивается, что, обучая культурному богатству испанского языка, студенты могут более эффективно овладевать языком и глубже погружаться в языковую среду. Автор рекомендует практические методы, такие как формирование языковых и культурных компетенций, использование художественных и аудиовизуальных материалов. Отмечено, что данный подход имеет большое значение в формировании навыков межкультурного общения у студентов, изучающих русский язык.

**Ключевые слова:** преподавание иностранных языков, лингвокультурологический подход, испанский язык, язык и культура, межкультурная коммуникация, языковая компетенция.

**INTRODUCTION.** In an era of increasing globalization, teaching foreign languages has become an integral part of the education system. Today, learning a foreign language involves not only mastering the rules and grammatical system of the language, but also understanding the culture, traditions and lifestyle of the people expressed through this language. It is from this perspective that the linguocultural approach to teaching a foreign language is of particular importance. This approach aims to develop students' intercultural competence by harmoniously teaching the linguistic and cultural aspects of the language being studied. Spanish is a language studied in many countries of the world, and its not only linguistic richness, but also cultural features deserve special attention. In the process of teaching Spanish, it is not enough to convey only grammatical and phonetic knowledge, because this language



reflects the rich cultural heritage and history of the people. Therefore, using the linguocultural approach in teaching Spanish as a foreign language allows students to master the language more effectively and deeply. The article extensively discusses the essence of the linguocultural approach, its role and significance in teaching the Spanish language. The main goal of this approach is to form in students not only the skills of grammatically correct use of the language, but also to develop their ability to communicate correctly in a cultural context. To do this, teachers are required to use various methods, interactive methods and materials that explain the specific aspects of the culture of the language being studied. This article examines the theoretical foundations of the linguocultural approach to teaching a foreign language, its application to the educational process and practical examples using the example of the Spanish language. It also discusses in detail the impact of the linguocultural approach on the effectiveness of students' language learning and the level of readiness for cultural communication. A deep study of the significance of this approach will serve to further enrich the methodology of teaching a foreign language.

**LITERATURE ANALYSIS.** After our country gained independence, Uzbekistan began to build a democratic life from the first years of independence. The economy also gained importance. The scale of the reforms implemented increased from year to year, if necessary, day by day. Not only radical reforms, but also many changes took place in other areas, including the education system. In particular, interest in teaching foreign languages has increased and many conditions have been created for young people. The main goal of this is to increase the level of knowledge of young people, to further increase their interest in foreign languages. As our first President Islam Karimov said, "Currently, great importance is attached to teaching foreign languages in our country. Today, for our countries, which are striving to take their rightful place in the world community, for our people, who are building their great future in solidarity and cooperation with our foreign partners, there is no need to overestimate the importance of perfect knowledge of foreign languages." In particular, as a continuation of these ideas, the Presidential Decree "On measures to further improve the system of teaching Foreign Languages" was adopted on December 10, 2012. This resolution further expanded the opportunities for learning foreign languages. Today, the demand for foreign languages is increasing significantly.

**DISCUSSION AND RESULTS.** Currently, a lot of work is being done not only on teaching a foreign language, but also on finding and testing new methods of teaching and learning in all subjects. This is one of the most important problems that need to be solved in order to improve the educational process today. If earlier teaching a foreign language was considered as studying this language system, then in recent years the main goal of teaching has been to develop students' foreign language speech. It should be noted that these goals in learning a foreign language are not set by themselves or by other people or individuals, but are closely related to changes in linguistics and psychology and the social development of society. For example: Let's take the audiolingual method. The emergence of this method was influenced by changes in linguistics, namely the structural trend. It includes the following factors:

- Teaching a foreign language should first begin with teaching oral speech;
- Language learning is carried out on the basis of various structures, speech patterns;
- Exercises also require that language-based exercises require repeated repetition of language material;



- The choice of grammatical patterns and vocabulary should depend on the results of comparing the foreign language with the native language.

- Great attention is required to pronunciation. The main disadvantage of this method is the abundance of mechanical exercises and the lack of real speech exercises. The founders of this method are methodologists Ch. Friz and R. Lado. For example: Ch. Fris says that the main content of the initial stage should be the study of structures. It is appropriate that the formation of grammar skills should also be based on this.

Learning a foreign language is a multifaceted education, in which a person undergoes complex psychological changes. In particular, a process of comparing the native language with a foreign language occurs. Various teaching methods and technologies are used in this process. Using modern pedagogical technologies, teaching a foreign language by comparing the native language with a foreign language gives effective results. Teaching a foreign language requires knowledge of its methodology. Methodology and technologies play an important role in the process of learning a foreign language. There are various methods of methodological science in organizing a lesson. The methods widely used in the methodology of teaching a foreign language are: the method of communicative didactics, the method of organizing intercultural dialogue, and the method of organizing exercises. In modern society, foreign languages are becoming an important component of professional education. Since specialists in various fields have a high rate of cooperation with foreign partners, they are in high demand for language learning. Currently, foreign languages are taught in schools, colleges, lyceums, and higher educational institutions. There are innovative types of educational materials for those who want to have different levels of language knowledge. Perfect knowledge of a foreign language and obtaining a certain level also depends on the practical methods and qualifications of teachers. The ability to use information technologies and modern teaching methods helps to quickly understand new materials. By combining different methods, the teacher will be able to solve specific educational programs. In this regard, teachers and students should familiarize themselves with modern methods of teaching foreign languages. As a result, the skills of choosing the most effective methods to achieve their goals are formed. In this case, the use of several methods of teaching and learning gives good results. As time progresses, innovations are increasing in every field.

In teaching a foreign language, step-by-step teaching based on the learner's potential and age gives good results. In this case, students are divided into groups based on

1. teaching at the elementary level,
2. teaching at the intermediate level,
3. teaching at the advanced level.

For each stage, a special active program is developed by the teacher. Active teaching methods not only help to motivate students to think actively and engage in practical activities during the learning process, but also help to form positive learning motivation, reveal and develop creative abilities, and help to master the educational material with high efficiency. For each stage of the lesson, it is necessary to use active methods that are effective not only for the teacher, but also for students. I advise you to familiarize yourself with some of them, we would like to emphasize that almost all techniques are mobile and can be used not only in foreign language lessons, but also in other academic subjects. The card is passed along the chain until it returns to the teacher. Each student has the opportunity to express his thoughts at a rapid pace. At this stage, students “remember” the material passed. To develop speaking skills, the



principle of “Intellectual Warm-up” can be used during the lesson. As a rule, the lexical bases of such exercises are located on the board, especially at the initial stage. The growth of the “snowball” can proceed in two directions: with an increase in vocabulary and / or with an increase in the complexity of grammar. Working with signal cards This is a presentation of the passed material in the form of cards. This technique helps to structure the material, restore students' attention.

**CONCLUSION.** In conclusion, as a result of the use of innovative methods in Spanish lessons, students' logical thinking skills develop, their speech becomes fluent, and the ability to respond quickly and correctly is formed. Such methods and games instill in the student a desire for knowledge. The student strives to thoroughly prepare for lessons. This turns students into subjects of the educational process. The use of various tables in the process of teaching a foreign language is also highly effective. Using tables in the educational process, students can use a certain grammatical rule, for example, tenses, to form sentences, and place new words. In an era when the need for learning a foreign language is high, the effective use of modern information technologies and innovative educational technologies in the educational process has made this process effective. The effectiveness of innovative educational technologies is when they are used correctly and effectively in the educational process.

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