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LINGUISTIC AND CULTURAL STUDIES IN TEACHING A FOREIGN LANGUAGE

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In our time, knowledge of a foreign language is necessary and prestigious, but how to keep students' interest in learning it throughout the learning process? An important role in maintaining motives for learning a foreign language is played by the introduction of elements of regional studies in the classroom. The relevance of the connection of regional studies with teaching a foreign language is caused not only by linguistic and regional studies, but also by social reasons. Learning foreign languages helps people of different countries and different cultures get to know each other better, communicate, and understand each other better.

The growing need for learning English is caused by a number of other, purely practical reasons, primarily the achievements of science and technology. In this regard, every day the number of people who want to study English is increasing, in which scientific, technical, cultural and sociological literature is published in large circulation. An equally important reason is a keen interest in English literature. In addition to the fact that we transfer to students the necessary knowledge of English grammar and English literature, it is also necessary to be able to convey to them the correct idea of the past and present, of the life, traditions and customs of the people whose language they are studying.

Countryknowing, obviously, does not belong to new concepts, although today it requires a new approach to itself, new methodological solutions. It begins with the first lessons in the language, with the assimilation of the primary stock of English words, since words not only express the corresponding concepts, but also through the concepts they denote - reflect some aspects of the real life of those who speak a



given language, the peculiarities of their being, their material and spiritual culture. Accordingly, the methodology of teaching foreign languages should take into account not only the creation of skills in speaking, reading and writing, but also the features of material and spiritual life, which are reflected in the language itself. Although English textbooks contain a certain amount of information on regional studies, they still pursue a different goal - teaching grammar. Comparatively more regional geographic information can be found in textbooks and textbooks on literature, but they also obey the requirements of studying literature, not regional studies.

Sometimes in translations of fiction and other literature, the true meaning of the original is distorted, not because the philologist does not have sufficient training, but also because, assimilating foreign words, he gives them completely the content that he is used to investing in the words of the native language corresponding to them. Here you can recall the words of K. Erdman: The generally accepted expressions, which are usually considered translations of foreign words and which are stored in heaps in dictionaries, for the most part are not equivalents of concepts, but words of a close semantic sphere, therefore there is no reason to expect that they contain semantic and emotional shades of the original.

It is difficult to convey by means of another language without any explanation the semantic shades of words such as marshall, attorney, yankee, etc. Lack of relevant information deprives the student of the opportunity to understand the whole gamut of meanings. The lack of necessary comments on certain words and concepts often leads to all sorts of misunderstandings.

The need for social selection and the study of linguistic units, in which the originality of the national culture is most clearly manifested and which cannot be understood the way native speakers understand them, is felt in all cases of communication with foreigners, when reading fiction, journalism, the press, when watching films and videos, when listening to songs, etc.



When ethnic and cultural material is included in the content of teaching a foreign language, adequate means for its assimilation can be, first of all, authentic materials: literary and musical works, objects of reality and their illustrative images, which can most of all bring the student closer to the natural cultural environment. However, the content should be meaningful for students, have a certain novelty, whether it be general information about educational institutions, about the state structure, about the various organizations of the country of the target language, or about the peculiarities of speech behavior and etiquette.

The selection of units with a pronounced national-cultural semantics is the task of those sections of lexicology and phraseology that act as the linguistic basis of linguistic and regional studies and can be called country-oriented linguistics.

The study of culture, history, realities and traditions contributes to the fostering of a positive attitude to a foreign language, the culture of the people who are the native speakers of this language, there is a constant comparison of the elements of culture and life of the native country and the countries of the studied language, the concept of the role of language as an element of the culture of the people and the need to use it is formed as a means of communication.

It is advisable if textbooks and manuals on the English language will systematically present the necessary information about the country and the people whose language they are studying. This should not create an overwhelming student experience; the variety of material taught will make the subject itself more interesting. All information provided to students will help expand their horizons, facilitate the assimilation of literature, not to mention expanding the vocabulary of students. It seems expedient to compile a separate textbook on regional studies, the material of which should contain more information, especially those industries that are directly related to the specialization of a particular educational institution. The regional studies manual should have meaningful, interesting high-quality illustrative material in the form of photographs, slides, figures, tables, diagrams, multimedia



materials, etc. Also, an educational film on country studies can be an ideal addition to the study guide.

A good example of a textbook on countryknowing is the textbook by L.S. Baranovsky. and Kozikis D. D. “Panorama of Great Britain”. This textbook, intended for students of institutes and faculties of foreign languages, can also be used by students and teachers of non-linguistic universities as additional material. It includes information on history, physical and economic geography, state and socio-political structure and culture of modern Great Britain. The tutorial is provided with a chronological table and an index of geographical names and names.

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