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The linguistic component concept and meaning of the English learning

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Abstract

The article deals with the issue of including cultural aspect in teaching a foreign language as a school subject. Also, this article describes the main basics of linguistic studies.

Key words: linguistic studies, introduction, language teaching, vocabulary basis, background knowledge.

At the present time there is an increase in the importance of teaching not only a foreign language as a school subject but also culture of native speakers. Teaching a foreign language without a cultural aspect is impossible, and therefore introduction to the life of the country of the target language is of particular importance.

The content of teaching includes information related to geography, literature, history, presented in the language material as texts for listening and reading. Such a methodical position was defined with the term “linguistic and cultural studies”, which was first used by Vereshchagin E. M. and Kostomarov V. G. According to the authors, “this term should be understood as arrangement of language learning, when students acquaint with the present and past of the people, with their national culture the process of mastering a language” [2, c. 7].

Linguistic studies explore the ways of introduction learners to a new culture for them. Culture from scientific point of view is “a set of any social activity results and processes that does not depend on person conditions of its existence. Thus, a life around any person is given in the shape of nature and culture” [2, c. 24].

A broad cultural background promotes both the development of linguistic skills and abilities (vocabulary enrichment, translation skills) and introduces the learner to specific aspects of a foreign language culture. This period allows overcoming any difficulties while learning.

If two national cultures are compared, it can be concluded that they never coincide completely. Hence, each culture includes national and international elements. Moreover, the amount of these elements is different [5, c.24].

Exploration of language and culture at the same time allows to successfully combining the elements of information about a country with language phenomena, which exist not only as a means of communication, but also as a way to acquaint students with a new reality for them. This point of view is confirmed by the words of Russian linguists Vereshchagin E. M. and Kostomarov V. G. that “while learning a language, a person enters a new national culture and receives tremendous spiritual wealth stored by the language being studied” [2, c.4]. Such approach to teaching a foreign language at school provides not only a more effective solution of practical, general educational, developmental tasks, but also contains tremendous

opportunities to create and support the learning motivation. Minyar- Beloruchev R.K in his research proved that the linguistic and cultural material should include not only general knowledge of the country but also a certain vocabulary basis of national phenomena and culture [4, с.11–12].

Bim I.B. also pays specific attention to the linguistic approach to her studies and emphasizes the means of teaching a foreign language, referring to them the following:

1) Language and speech material of a different level (from a word to a sounding text) and the rules of building and using them (“linguistic” information), elements of “linguistic culture”;

2) Subject content transmitted through specific units within the topic, in relation to the situation of communication (extralinguistic information — thoughts, values) as components of social experience and culture;

3) Subject and mental actions with foreign language material, on the basis of which knowledge, skills and abilities are organized in line with the main types of speech activity [1, с. 61].

In modern educational and methodical systems, the linguistic-cultural aspect is found in primary and secondary aims of teaching a foreign language since the initial stage. Therefore, it is believed that the shaping of background cross-cultural knowledge should be carried out from the very early stage of language learning. Tomakhin G.D. believes that “linguistic and cultural studies are a purely linguistic subject, since linguistic studies deal with the facts of language, presenting the characteristics of national culture. Culture is studied through language and linguistic methods are used for selecting, describing and transferring linguistic and cultural material” [8, с. 30].

Huge changes in the educational system and the development of teaching methods are aimed at developing and maintaining students’ interest in learning a foreign language, implementing a person -centered approach, and ensuring the possibility of dialogue, overcoming precisionism in organizing the educational process. Linguistic information and background knowledge make it. Hence teachers need to engage additional regional and geographic material, encouraging students to search for such materials themselves, organize work with authentic sources, and create a positive psychological atmosphere for educational information perception. In other words, according to. Slastenin V. A, “learning should be most informative in order to increase the impact on the student’s personality by means of a school subject, develop not only point of view, but also the world perception” [6, с. 154].

Thus, one of the most important motivational reasons for learning a foreign language is the desire to expand the general outlook of students, and the leading role is played by intention to learn about a country, with its geography, way of life, history and to participate in communication with its carriers. A foreign language undoubtedly makes a special contribution to the aggravation of the general educational horizon of students. Its role can be enhanced by more consistent and broad realization of the linguistic and cultural aspect, which is a special case of interdisciplinary connections. The subject of a foreign language has a connection with many school subjects and, above all, it motivates to get additional knowledge of literature, history, geography, etc. Therefore, it is significant in this way to build training so that students have the ability to use a foreign language to expand their knowledge in other disciplines.

One of the ways to achieve planned results in teaching a foreign language is to create a situation in which students comprehend a practical knowledge of a foreign language. Indeed, according to Gez N. I., “the theory of teaching foreign languages, based on the achievements of science, shows the best ways of reaching the goal. Practice, however, is not supported by theory, seldom achieves specified goals at the appointed time” [3, с. 4]. Particularly important is the organization of such practical activities, implying communication in a foreign language. Such events can be organized both at the school and at the inter-school level. These can be class hours, foreign language weeks, lesson design work, etc. The use of such work forms

allows motivating students for advanced learning of a foreign language and is the realization of the linguistic and cultural aspect in school education. [3, с. 33].

When students explore linguistic material, they comprehend linguistic cultural competence which is defined as an integral system of ideas about national traditions, customs and realities of the country, making it possible to obtain the same information from its speakers and carries out full-fledged communication. It follows that the assimilation of linguistic knowledge is a prerequisite for the formation of student's communicative competence.

So, linguistic and cultural studies are an aspect of the teaching method a foreign language, which deals with the methods of introducing students to a new culture by learning a language. The surrounding reality is represented in the form of culture and nature.

Thus, a broad cultural background allows developing linguistic skills that entail enriching the vocabulary basis, and also introduces students to certain aspects of a foreign language culture (studying and using background knowledge, developing a positive attitude to traditions, life, mentality of other people, etc.).

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Culture-oriented linguistics as a tool for motivation to learn English

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Abstract

the article reveals the specific of culture-oriented linguistics while teaching a foreign language at school. Also, it emphasizes cultural issues within the process of language basis building.

Key words: a foreign language, culture-oriented linguistics, native culture.

Teaching a foreign language is to transfer of a foreign culture, which is the part of people's mind and is able to give a person the very process of learning a foreign language. This opinion is supported by many linguists and methodologists, among whom are: Galskova N. D., Solovova E. N., Koryakovtseva N. F., etc. They are inclined to believe that learning a foreign language is impossible without its cultural component. The researchers argue that the effectiveness of learning depends not only on the level of students' language knowledge, but