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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doi 10.18411/sciencepublic-04-08-2019-09

idsp sciencepublic-04-08-2019-09

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

on their ideas of etiquette rules, the conditions of communication, background information, non-verbal forms of expression. All this makes it necessary to study not only the actual language (grammar and vocabulary), but also the world of its speakers, their lifestyle, culture, character and mentality [9].

The allocation of the cultural component in teaching a foreign language is of particular importance from the point of the competence approach, which, according to Khutorskoy A. V., involves students not learning knowledge and skills separately but mastering a complex procedure, in which for each selected direction there is a corresponding set of educational components that have a specific character [4, стр.78].

Culture-oriented linguistics competence is presented as a base ensuring the readiness of an individual for such a phenomenon as a foreign language culture. The problem of building linguistic and cultural competence in secondary schools makes it especially important to understand the importance of linguistic cultural competence for successful integration into society, as well as the need to learn a language in accordance with country-specific differences between the foreign language and native culture [8].

Learning that reveals the particular culture of the country, its history, shows the similarities and differences in the customs and traditions and circumstances in another culture contributes to effective linguistic competence building.

Culture-oriented linguistics competence includes knowledge of the main country's features and socio-cultural development and the ability to communicate in accordance with them [7, стр. 10]. It also has a certain knowledge (language and cultural studies), as well as skills and abilities (speech and non-speech behavior). Culture-oriented material includes various types of vocabulary: nonequivalent, which denotes national realities, background, and also connotative words [5, стр.19]. As Tomakhin G.D. notes, culture-oriented studies are aimed at "providing native speakers (foreigners) with background knowledge in terms of content approaching the background knowledge of native speakers" [10, стр. 6].

Vocabulary units with national cultural specificity (they are also commonly called non-equivalent vocabulary) are divided into:

1) National realities are a special category of expression means including words and phrases that call objects related to life, culture and history of people [2, стр. 75]. In national realities the connection between language and culture is most obvious. Appearance of new realities leads to the emergence of reality in the language. They are characterized by a national and historical features. These are objects of spiritual and material culture: the American — a spongebath — wiping the body with a wet sponge (there is no Russian equivalent); a samovar is a metal device for boiling water with a firebox inside, filled with coal (there is no English equivalent).

When comparing language and culture it is revealed that reality can be peculiar to only one linguistic group. For example, in Russian there is no equivalent to the English word "earworm" — a song that constantly rotates in the head. Moreover, there are realities that may be present in both languages, but in one of them have additional meaning. In English, the word "hand", in addition to its direct meaning - the hand, has an additional - hand of the clock, while in Russian the word "hand" is used only in its direct meaning.

When learning a foreign language, such concepts as toponyms and anthroponyms, which themselves are also the realities of the language, are met. Toponyms include the names of geographical objects, streets and squares (Thames, Scotland, Wall Street). Anthroponyms are the names of famous cultural and political figures, historical persons (Henry VII).

2) Connotative vocabulary — words that coincide in basic meaning but differ in cultural-historical associations and stylistic that distinguishes them from the corresponding units in a native language. The connotation of a word reflects such a property of the object designated by it, which is consistently combined with the designated object in the minds of native speakers, although it does not constitute the necessary condition for the application of this word. Davletbaeva R. G. also emphasizes national specificity in connotative vocabulary

and relates it to a linguistic and cultural unit that has, in addition to lexical meaning, various kinds of emotional-expressive, metaphorical, symbolic, and mythological concepts, a characteristic feature of which is directly connected with worldview of a native speaker .

3) Background knowledge is “mutual knowledge of speakers and listeners realities, which is the basis of communication” [1, стр. 498]. The main prerequisite for adequate communication is the availability of common knowledge, especially when speakers belong to different cultural communities. During learning students must master a certain amount of background knowledge [6]. Cultural background knowledge is not just all knowledge about a country, as they are sometimes understood, but one, which belongs to residents of a particular country only. For example, Madison Avenue is a street in New York and a symbol of American advertising, Niagara Falls, the “capital of newlyweds”, Hancock, a Boston merchant, Chairman of the Continental Congress, etc.

Building and development of linguistic and cultural competence is facilitated by the use of various authentic sources that make up knowledge of the ethno-psychological characteristics and the ability to use them in the communication. In the course of intercultural communication, communication between representatives of different cultures takes place. In their behavior, participants of intercultural communication are supposed to use knowledge about the acquired cultural norms of a language.

When teaching a foreign language, it is necessary to create a so-called new national picture of the world for the correct perception of a foreign culture and a foreign language text. Therefore, it is of great importance to appeal to the culture and art of the country of the language being studied. The selected material is considered as a source of extra-linguistic information, which causes a motive and incentive to master national-marked vocabulary and improve various types of speech activity in a foreign language.

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