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INTEGRATING THE LINGUOCULTURAL COMPONENT IN TEACHING THE RUSSIAN LANGUAGE

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Annotation.

This article examines the key issues related to integrating the linguocultural component into the process of teaching the Russian language. The close interrelation between language and culture is emphasized as a crucial factor in teaching Russian as a second or foreign language. The study explores the theoretical foundations of the linguocultural approach and highlights its role in developing students' communicative and intercultural competence. Particular attention is paid to the use of authentic materials, culture-specific elements, and contextualized language instruction as effective tools for enhancing the quality of Russian language education.

Keywords

Russian language teaching, linguoculturology, intercultural communication, communicative competence, authentic materials

RUS TILINI O'QITISHDA LINGVOKULTUROLOGIK KOMPONENTNI INTEGRATSIYA QILISH

Annotatsiya

Mazkur maqolada rus tilini o'qitish jarayonida lingvokulturologik komponentni integratsiya qilishning dolzarb masalalari tahlil qilinadi. Til va madaniyat o'rtasidagi uzviy bog'liqlik rus tilini ikkinchi yoki xorijiy til sifatida o'rganishda muhim omil hisoblanadi. Tadqiqotda lingvokulturologik yondashuvning nazariy asoslari, uni ta'lim jarayoniga joriy etish yo'llari hamda talabalarda kommunikativ va madaniyatlararo kompetensiyani shakllantirishdagi roli yoritiladi. Shuningdek, autentik materiallardan foydalanish, milliy-madaniy birliklarni o'rgatish va madaniy kontekstda til o'qitishning samaradorligi asoslab beriladi.

Kalit so'zlar

rus tili ta'limi, lingvokulturologiya, madaniyatlararo muloqot, kommunikativ kompetensiya, autentik materiallar

ИНТЕГРАЦИЯ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОГО КОМПОНЕНТА В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ

Аннотация

В статье рассматриваются актуальные вопросы интеграции лингвокультурологического компонента в процесс обучения русскому языку. Подчеркивается неразрывная связь языка и культуры, особенно в условиях преподавания русского языка как второго или иностранного. Анализируются теоретические основы лингвокультурологического подхода, его педагогический потенциал и возможности формирования коммуникативной и межкультурной компетенции обучающихся. Особое внимание уделяется использованию аутентичных материалов, национально-культурных реалий и культурного контекста как эффективных средств повышения качества языкового образования.

Ключевые слова

обучение русскому языку, лингвокультурология, межкультурная коммуникация, коммуникативная компетенция, аутентичные материалы

In the context of globalization and increasing intercultural interaction, foreign language education faces new challenges and objectives. Modern language teaching is no longer limited to

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the transmission of grammatical rules and vocabulary. Instead, it aims at forming a linguistically and culturally competent individual who can effectively participate in intercultural communication. This paradigm shift has led to a growing interest in the linguocultural approach, which emphasizes the inseparable connection between language and culture.

The Russian language, with its rich historical, cultural, and literary heritage, represents a complex system deeply embedded in national traditions, values, and social norms. Teaching Russian as a second or foreign language requires not only linguistic competence but also an understanding of cultural meanings encoded in language units, speech behavior, and communicative conventions. Learners often experience difficulties not because of insufficient grammatical knowledge but due to a lack of cultural awareness, which results in communicative failures.

In this regard, the integration of the linguocultural component into Russian language teaching becomes a crucial pedagogical task. Linguoculturology, as an interdisciplinary field at the intersection of linguistics and cultural studies, provides a theoretical basis for incorporating cultural content into language education. It focuses on the study of cultural concepts, national mentality, value systems, and their reflection in language.

The purpose of this article is to analyze the role of the linguocultural component in teaching the Russian language and to explore effective ways of integrating it into the educational process. The objectives of the study include examining the theoretical foundations of linguoculturology, identifying its pedagogical significance, and highlighting practical strategies for implementing linguocultural content in language instruction.

Linguoculturology emerged as an independent field of research in the late twentieth century, driven by the need to study language as a cultural phenomenon. Unlike traditional linguistics, which primarily focuses on structural aspects of language, linguoculturology examines the interaction between language and culture, exploring how cultural values, beliefs, and traditions are reflected and transmitted through linguistic means.

One of the key concepts of linguoculturology is the notion of the cultural concept. Cultural concepts represent culturally significant ideas and values that are embedded in language and shared by members of a linguistic community. These concepts are manifested in lexical units, phraseological expressions, proverbs, metaphors, and texts. For example, Russian cultural concepts such as *душа* (soul), *судьба* (fate), and *терпение* (patience) carry deep cultural meanings that cannot be fully understood through literal translation.

Another important aspect of linguoculturology is the study of national mentality and worldview. Language reflects the way people perceive reality, categorize experiences, and express emotions. Therefore, learning a language involves acquiring a new worldview and adapting to different patterns of thinking and communication. From this perspective, teaching Russian requires introducing learners to Russian cultural norms, communicative behavior, and speech etiquette.

The linguocultural approach in language teaching is closely related to the communicative and intercultural approaches. While the communicative approach focuses on developing practical language skills, the intercultural approach emphasizes understanding cultural differences and fostering tolerance and empathy. Linguoculturology integrates these approaches by providing cultural content that enhances communicative competence and prepares learners for real-life communication.

The linguocultural component in Russian language teaching refers to the systematic inclusion of cultural knowledge and culturally marked language units in the curriculum. This component aims to develop learners' ability to interpret and use language in culturally appropriate ways.

One of the main objectives of integrating the linguocultural component is the formation of intercultural communicative competence. This competence includes not only linguistic skills but also sociocultural knowledge, pragmatic awareness, and the ability to interact effectively with

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representatives of other cultures. In the context of Russian language teaching, this means familiarizing learners with Russian traditions, customs, social norms, and patterns of communication.

The linguocultural component also contributes to the development of learners' motivation. Cultural content makes language learning more engaging and meaningful, as it allows students to explore the cultural background of the language and understand its real-life use. Studying cultural phenomena through language helps learners perceive Russian not as an abstract system but as a living means of communication.

Furthermore, the linguocultural approach promotes a holistic understanding of language. Grammar and vocabulary are presented in meaningful contexts, enriched with cultural information. This contextualization facilitates deeper comprehension and long-term retention of language material.

Authentic materials play a central role in integrating the linguocultural component into Russian language teaching. Authentic materials are texts and resources created by native speakers for real communicative purposes rather than for instructional use. These include literary works, newspaper articles, advertisements, films, songs, social media content, and everyday conversations.

The use of authentic materials allows learners to encounter language in its natural cultural context. Such materials reflect real-life communication, cultural references, idiomatic expressions, and discourse patterns. They provide valuable insights into the cultural norms and values of Russian-speaking communities.

For example, Russian literary texts offer rich cultural and historical information, while media texts reflect contemporary social issues and public discourse. Proverbs and idioms reveal cultural attitudes and collective wisdom, whereas films and television programs demonstrate non-verbal communication and speech etiquette.

However, the use of authentic materials requires careful selection and methodological adaptation. Teachers should consider learners' language proficiency, cultural background, and learning objectives. Authentic texts may contain complex language structures and culturally specific references that need explanation and contextualization.

Despite these challenges, authentic materials significantly enhance the effectiveness of linguocultural integration. They stimulate learners' interest, encourage critical thinking, and promote active engagement with the language and culture.

Culture-specific language units constitute an essential element of the linguocultural component. These units include words, expressions, and grammatical structures that are closely associated with cultural concepts and practices. In Russian, such units often reflect national traditions, social relations, and historical experiences.

Examples of culture-specific units include forms of address, diminutives, phraseological expressions, and culturally bound vocabulary. For instance, the use of patronymics in Russian names reflects social hierarchy and respect, while diminutives convey emotional nuances and interpersonal relations.

Teaching culture-specific units requires a comparative approach, where learners analyze similarities and differences between their native culture and Russian culture. This comparison helps prevent negative transfer and misunderstandings. It also fosters intercultural awareness and sensitivity.

In addition, teachers should encourage learners to explore the pragmatic functions of language units. Understanding when and how to use certain expressions is as important as knowing their literal meanings. Pragmatic competence is crucial for successful communication and is closely linked to cultural knowledge.

Communicative competence is a multifaceted concept that includes linguistic, sociolinguistic, discourse, and strategic components. The linguocultural component directly

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contributes to the development of sociolinguistic and pragmatic competence by providing cultural context and norms of language use.

In Russian language teaching, communicative competence involves the ability to participate in various communicative situations, such as formal and informal conversations, academic discourse, and professional communication. Each of these contexts has specific cultural conventions that learners need to master.

Integrating the linguocultural component helps learners understand implicit meanings, humor, irony, and emotional expression in Russian speech. It also enables them to interpret non-verbal cues and adapt their behavior to different communicative situations.

Moreover, the linguocultural approach supports the development of discourse competence by exposing learners to different text genres and discourse types. Analyzing culturally marked texts helps learners recognize discourse patterns and rhetorical strategies characteristic of Russian communication.

Despite its pedagogical advantages, integrating the linguocultural component into Russian language teaching presents several challenges. One of the main difficulties is the lack of adequate teaching materials that systematically incorporate cultural content. Many textbooks focus primarily on linguistic aspects and provide limited cultural information.

Another challenge is teachers' preparedness. Effective implementation of the linguocultural approach requires teachers to possess not only linguistic expertise but also cultural knowledge and methodological skills. Teacher training programs should address this need by including courses on linguoculturology and intercultural communication.

Time constraints also pose a problem, as language curricula are often overloaded with grammatical and lexical content. Integrating cultural material requires careful planning and curriculum design to ensure balance and coherence.

Additionally, learners' cultural background and attitudes may influence their perception of cultural content. Teachers should adopt a flexible and inclusive approach, encouraging open discussion and reflection on cultural differences.

To effectively integrate the linguocultural component into Russian language teaching, several pedagogical strategies can be employed. One approach is the use of thematic modules that combine linguistic and cultural objectives. Each module focuses on a specific cultural theme, such as family, education, traditions, or social norms, and incorporates relevant language material.

Project-based learning is another effective strategy. Projects encourage learners to исследовать cultural topics, analyze authentic materials, and present their findings in Russian. This approach promotes learner autonomy, collaboration, and deeper cultural understanding.

Role-playing and simulation activities provide opportunities for practicing culturally appropriate communication in realistic scenarios. These activities help learners develop pragmatic competence and confidence in using the language.

Finally, reflective tasks, such as cultural diaries and discussions, encourage learners to analyze their learning experiences and cultural perceptions. Reflection enhances intercultural awareness and personal growth.

The integration of the linguocultural component in teaching the Russian language is a vital aspect of modern language education. It reflects the understanding that language and culture are inseparable and that effective communication requires cultural competence alongside linguistic skills.

The linguocultural approach enriches the learning process by providing meaningful contexts, enhancing motivation, and fostering intercultural communicative competence. Through the use of authentic materials, culture-specific language units, and innovative pedagogical strategies, teachers can create a dynamic and culturally informed learning environment.

Despite existing challenges, such as limited resources and teacher preparedness, the benefits of linguocultural integration outweigh the difficulties. Systematic incorporation of cultural

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content contributes to the formation of a holistic language personality capable of navigating intercultural interactions.

In conclusion, integrating the linguocultural component into Russian language teaching is not an optional enhancement but a pedagogical necessity in today's multicultural and globalized world. Future research should focus on developing methodological frameworks, teaching materials, and assessment tools that support the effective implementation of the linguocultural approach.

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