

Language and Culture as a Basis for Development of Competence

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ABSTRACT

The article says that language is one of the main ways by which you can get information about the outside world. Knowledge of any non-native language expands the scope of a person's activity, helps her to understand her native language more deeply, which remains an unshakable foundation for mastering any other language. A person who does not speak another language, except for his native (Uzbek), remains closed exclusively in one culture. It is also important that the culture of the modern language in any state is a mirror of its social and spiritual life.

KEYWORDS: *language, information about the outside world, sphere of personality activity, native language, culture, spiritual life.*

The spiritual and cultural component of the perception of the surrounding reality is a product of the spiritual and cultural development of the world by native speakers of a given language (M.M. Makovsky, V.I. Postovalova, etc.). And this product is broadcast, first of all, through the language. Being an integral part of culture, developing and functioning as a form of many types of art, language contributes to the enrichment of national cultures. That is why language and culture are inextricably and multilaterally linked with each other. Knowledge of culture also expands the horizons of students, sharpens their curiosity and, accordingly, deepens interest in the studied and native languages. Therefore, we consider the interconnected study of language and culture as a necessary factor in the harmonious upbringing of the individual, the intellectual development of the "man of culture", the increase in general humanitarian training and the strengthening of motivation in the process of learning languages.

The question of the interconnected study of language and culture is the most relevant in the studies of recent decades and is the methodological basis of sociolinguistic competence. The desire to integrate language and culture while teaching a non-native language has been reflected in the works of scholars in various ways. This issue attracted the attention of such well-known scientists (Yu.D. Apresyan, G.Kh. Bakiyeva, M.D. Dzhusupov, R.P. Milrud, E.D. Hirsch, D. Hymes, etc.)

Language is one of the main ways in which information about the outside world can be obtained. Knowledge of any non-native language expands the scope of a person's activity, helps her to understand her native language more deeply, which remains an unshakable foundation for mastering any other language. A person who does not speak another language, except for his native (Uzbek), remains closed exclusively in one culture. It is also important that the culture of the modern language in any state is a mirror of its social and spiritual life.

The study of culture is not only an understanding of cultural knowledge, but also knowledge, which includes the principle of priority of universal human values and national culture, the basis of education, national, historical and cultural traditions, the moral experience of the Uzbek people and representatives of other peoples living on the territory of the republic, who carried out with the help of available language tools. In addition, the non-native (Russian) language is studied under the

conditions of the native (Uzbek) culture of students, which provides a dialogue of cultures in the educational process that helps understanding and striving to get to know each other better.

A positive result of teaching a non-native (Russian) language to foreign-speaking students is determined by the characteristics of another language and culture, as well as the ability to cooperate with representatives of the country of study. In other words, the correct knowledge of a non-native (Russian) language is not possible without studying the culture.

We offer the most famous models of interconnected learning of language and culture, proposed by Russian and foreign scientists.

The ethnographic model of the interrelated study of language and culture by D. Hymes (D. Hymes) [3] consists in immersing students in the culture of the language being studied and identifying socio-cultural realities (immersion teaching method). Classes can also be held here outside the classroom - reading, listening, watching videos, excursions, etc. Students can then present an oral report on what they have learned about the culture from their interviews / research. For this learning model, we offer the task: Make up a short dialogue using the constructions of the Russian language being studied: You are exploring the history of your native land. Find out why the products of folk artisans are considered valuable?

E. Hirsch E.D.'s model of interrelated learning of language and culture [4] is a reflection of the idea of "cultural literacy" (Cultural Literacy), this concept was shown in a dictionary-reference book to increase the level of culture of American youth. For schoolchildren, the thematic content of this reference dictionary is very important, which helps to communicate in a non-native language. Students can be divided into several groups to facilitate socialization. Cultural modeling of any situation, both social and everyday communication, and professional is being formed. We recommend the following task. Write a short story using the constructions being studied (6-7 sentences), based on the following situation: The Youth of Uzbekistan newspaper is holding a competition for the best story. The theme of the story is "A person whose communication left a deep mark on my life." Who would you like to talk about and why? Each group describes different people.

Model of interrelated study of language and culture V.V.Vorobyeva. [2] The main distinguishing quality of this model of education is the presence of artifacts, a systematic description of culture and modern data about the country of study (linguo-cultural studies). The value for the education of students according to this model is the thematic content of socio-cultural vocabulary focused on this culture. At the same time, the thematic consistency is ensured through a single cross-cutting cultural theme.

VV Vorobyov sees the main goal of teaching a non-native language in mastering the national culture by students. It should be especially noted that the model of the interconnected study of language and culture by V.V. Vorobyov formed the basis of the linguoculturological approach to teaching a non-native (foreign) language. For this learning model, we offer the following task: On this topic "Russian and Uzbek holidays, history, traditions", make a comparison. Describe your favorite holiday of the Uzbek and Russian people. How are these holidays similar and how are they different? In the story, use special country-specific vocabulary and grammatical means of expressing comparison and comparison in Russian and Uzbek.

Thus, the theoretical approaches we have considered to the interrelated study of language and culture are the structure of the sociolinguistic component and allow us to conclude that when teaching a non-native (Russian) language at the stage of school education, it is necessary to pay special attention to understanding and taking into account the differences in the surrounding reality between representatives of different linguistic cultures, since the dialogue of cultures is one of the basic principles of the interconnected study of language and culture, aimed at the formation and

development of a student's multicultural linguistic personality.

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