

Specific Features of Applying a Culturological Approach in Teaching English

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Annotation

This article discusses the advantages of teaching foreign languages based on a culturological approach. Incorporating cultural components into language instruction and developing the ability to communicate in the target language are essential for achieving practical goals. Learning to communicate in a foreign language while understanding the true meaning of words requires sufficient mastery of socio-cultural knowledge and skills. The culturological approach fulfills five key functions: developmental, educational, pedagogical, cognitive, and professional. Teaching a foreign language within the framework of this approach involves the joint efforts of teachers and students. Teachers focus on forming knowledge, skills, and competencies in learners, while students aim to acquire and apply them. As a social process, this approach incorporates socio-economic experiences and aligns with the developmental needs of society. However, in Uzbekistans academic literature, there is a lack of comprehensive research on applying the culturological approach to teaching English to university students in the context of modern virtual learning environments. This highlights the relevance of the present study.

Keywords: culture, activity, professional competence, culturological approach, triad, cognitive function, linguistic approach, communicative approach, educational function, developmental function.



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INTRODUCTION

In the context of modern education, the role of cultural awareness in language teaching has become increasingly important. Language and culture are deeply intertwined, and a thorough understanding of cultural nuances is essential for effective communication. This is particularly relevant in the teaching of foreign languages, such as English, where learners not only acquire linguistic skills but also gain insight into the customs, traditions, and values of English-speaking communities. The application of a culturological approach in teaching English offers a comprehensive framework for integrating cultural elements into the language learning process. By emphasizing the connection between language and culture, this approach encourages learners to develop both their language proficiency and their cultural competence. This article explores the key features and benefits of applying a culturological approach in English language education,

highlighting its impact on enhancing communication skills, fostering intercultural understanding, and enriching the overall learning experience.

LITERATURE REVIEW

In recent years, the practice of teaching foreign languages in Uzbekistan and abroad has seen significant progress, emphasizing the integrated study of language and culture. This approach focuses on removing stereotypes about countries where the target language is spoken and fostering individuals prepared for intercultural communication. The culturological approach to education has been extensively elaborated in the works of L.White and E.Sapir. In Russia, this topic has been explored by N.S.Trubetskoy, V.F.Sidorenko, and A.S.Zapesotskiy. Scholars like E.M.Vereshchagin, V.G.Kostomarov, L.Bloomfield, V.A.Maslova, V.V.Safonova, M.A.Suvorov, G.V.Elizarova, V.M.Shaklein, A.T.Khrolenko, V.P.Furmanov, and V.N.Telia have also contributed to research on the culturological approach in foreign language teaching. Education is one of the most vital tools for enhancing society's social progress, adaptability, and socio-cultural development potential. The key socio-cultural functions of education include:

- Socialization and cultural enrichment of individuals by transmitting general and specific social experiences accumulated by humanity and society.
- Introducing individuals to the norms and rules of social and cultural compatibility within society.

RESEARCH METHODOLOGY

Theoretical Analysis - examination of the key concepts, definitions, and theoretical foundations of the culturological approach, drawing on the works of L. White, E.Sapir, V.V.Safonova, and others. Study of international practices in integrating cultural components into English language teaching. Comparative Method - comparison of methods that incorporate the culturological approach with traditional methods of English language instruction. Identification of distinctive features in the teaching practices of Uzbekistan and other countries. Pedagogical Observation - observation of English lessons where elements of the culturological approach are applied. Analysis of exercises and techniques aimed at developing cultural and linguistic competence in students. Experimental Method - conducting practical sessions with students to implement the culturological approach and assess its effectiveness. Analysis of experimental results to determine changes in students' linguistic and intercultural competencies. Surveys and Interviews - conducting surveys and interviews with English teachers and students to gather insights on their attitudes toward and experiences with the culturological approach. Exploring teachers experiences in incorporating cultural elements into English language lessons. Statistical Analysis - analysis of data collected during the experiment to evaluate the effectiveness of the approach using statistical methods. Measuring students' progress in comprehension and application of linguistic and cultural knowledge through the culturological approach.

ANALYSIS AND RESULTS

The processes of shaping a person's upbringing and internalizing their norms and values regulate the joint life of team members and maintain the level of social cohesion, while the integrity of the cultural system leads to the direct social production of society. The processes of socialization, which involve internalizing norms and technologies to perform a specific social role, aim to preserve the state of adaptability through the implementation of those roles in constantly changing historical conditions. It also aims to develop necessary activities, knowledge, technologies, and tools, preparing qualified personnel. An approach to education from a cultural perspective not only involves fundamental and practical knowledge and skills in specific subjects but also principles corresponding to professional culture - social acceptability criteria, which are important for the execution of such activities. This includes labor ethics, professional interaction, real status,

traditions, reputation, and the integration of specialists in this field into production. Historically, one of the priority directions in education in Uzbekistan has been directing the development of students' general cultural growth. This is reflected in the modern "Law on Education" of the Republic of Uzbekistan, where general education programs are aimed at solving the problems of forming a person's overall culture and adapting them to society. Simultaneously, vocational education programs focus on progressively improving the existing educational level. In other words, ensuring the formation and development of general culture and strengthening it is a common goal for the entire Uzbek education system, demonstrating its continuous value. Culture is a decisive condition for realizing the creative potential of an individual and society, securing the uniqueness of the people and the foundation of the nation's spiritual health. It serves as a guideline for human and civilization development. This illustrates the connection between education and culture. V.F. Sidorenko writes that education and culture together form a "great breath" creating a rhythmic motion similar to inhaling and exhaling: "For a person, education is a symbol of culture, for culture - its formation, or more precisely, its increase through education, and for society, it is its 'lungs'." In "breathing" education attracts culture, giving rise to content and themes for creative production, and becomes a unique form and appearance of culture. In "exhaling," culture is recreated and gives society cultural forms and opportunities. Many modern documents regulating education define the educational system as a continuation of a person's upbringing after the family, the acceptance of the main content of culture, and its internalization by students. The introduction of foreign culture manifests in the inner environment and spirit of society. According to A.S. Zapesotskiy, there exists "big knowledge" in the educational space. V.P. Zinchenko highlights that "a person can either be part of culture or be detached from it, having a place within its framework or passing through without leaving a trace." The cultural approach to education concerns the purposeful, motivational, and culturally structured nature of human activity, its unique foundations, values, standards (goals, norms, criteria), and assessment methods. This aspect of the cultural approach considers organizing an educational process that ensures the study and formation of personal value principles. Sustainable, unchanging forms of moral consciousness, along with the key ideas and concepts that express the ethical meaning of human existence, reflect the essence of the cultural approach. Another aspect of the cultural approach is the understanding of culture as an inherent part of human activity. It is a universal form of activity, and the historical connection between the concepts of "culture" and "activity" is significant. To ensure the adequate development of culture, it is sufficient to observe the evolution of human activity, its differentiation (stratification), and integration. Culture, in turn, serves as a universal manifestation of activity, defining its direction, typological characteristics, and results. Thus, the assimilation of culture by a person involves adopting practical activities or, conversely, learning through them. The cultural approach is characterized by the objective connection between a person and culture. A person is the bearer of culture, developing not only based on its objective essence but also introducing something fundamentally new, thus becoming a historical subject of creativity. In this context, the personal-creative aspect of the cultural approach implies that the development of culture involves transforming oneself and forming a person as a creative individual. According to V.P. Zinchenko, "The power of culture lies in its internal existence and continuous development, its creative and innovative possibilities..." This clearly reflects the importance of education, especially higher professional education, in maintaining the continuity of culture within society. The task is to form professional skills through the development of students' general culture. The cultural approach to teaching foreign languages at universities involves considering the individual needs and value orientations of students. It ensures that teaching methods respond to the interconnectedness of educational components such as goals, content, methods, tools, and teacher-student interaction. In summary, teaching foreign languages in a cultural approach encompasses various levels, including basic communication needs, personal interaction, and professional communication. It helps develop linguistic abilities, cognitive skills,

and specific knowledge needed for future professional success. Let me know if you need further adjustments or if you'd like more sections translated.

CONCLUSION

This research presents some suggestions and results to help English language teachers develop more effective practices for integrating cultural awareness into their classrooms. Sometimes, teachers' misconceptions or views about culture can influence culture-based lessons. Therefore, teachers need to be aware of their assumptions and misconceptions. School counselors can assist in this matter by organizing workshops to help teachers understand themselves better. Additionally, linking goals with students' cultural backgrounds is an important step in teaching culture. Teachers need to adopt culturally enriched practices. This can be achieved by creating an equal classroom environment, respecting diversity, and embracing differences. Teachers should help students develop sensitivity and respect for each unique individual in their EFL (English as a Foreign Language) and ESP (English for Specific Purposes) classrooms. The most important aspect of this research is that the studies being investigated do not include processes for application and impact on the classroom environment. Moreover, this research analyzes the limited amount of studies on cultural awareness. There is substantial work on cultural and intercultural awareness that opens the way for a multicultural and multilingual curriculum in EFL/ESP classrooms, especially in relation to CEFR (Common European Framework of Reference) and intercultural studies. Cultural awareness in EFL/ESP classrooms does not only involve awareness of cultural components. However, there are other components involved in developing cultural consciousness, such as critical thinking, collaboration, and empathy. Therefore, further research should be conducted in this field, incorporating other components of cultural consciousness to enhance both teachers' and students' cultural awareness skills.

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