

The development of linguacultural competence

Seit-Asan Feride Ernestovna, the 2nd year student of Romance-Germanic philology faculty
Umaraliyev Fazliddin Faxritdin o'g'li, the 2nd year student
of Romance-Germanic philology faculty
Uzbek State World Languages University, Uzbekistan, Tashkent
Usarov Faxriddin Umaraliyevich, PhD, scientific supervisor,
teacher of the Department of History of Uzbekistan
Tashkent Chemical Technological Institute, Uzbekistan, Tashkent

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Linguacultural competence refers to an ability to interact effectively with people of different cultures. It is comprised of four components: awareness of one's own cultural worldview, attitude towards cultural differences, knowledge of different cultural practices and worldviews, and cross-cultural skills. Developing this competence results in an ability to understand, communicate with, and effectively interact with people across cultures.

Let's stop at the basic stages of self-study work with the language material. We will consider them in connection with work on the lexical part of speech. The lexical level represents the greatest difficulties as, on the one hand, lexical means provide that it is accepted to name «richness of language and speech», and on the other hand, the correctness of speech behavior, correctness of performance of a communicative problem essentially depends on an adequate choice of lexical means, skill to transfer shades of values, exact understanding and realization of value of language means. During self-accumulation of language means it is possible to mark out following basic stages: 1) selection of a language material in a source (an oral or written context); 2) selection and fixing of the «primary» information on language unit; 3) information processing; 4) creating notes (as result of processing collected linguistic information); 5) reorganization of help records according to the purpose of subsequent use of the information on language means and their direct use.

Formation of linguacultural competence is based on three main aspects: reading, listening and writing. During the studying of foreign language learner uses in self-study work art, publicist, newspaper texts which are considered as a source not only substantial, but also linguistic and philological (in a broad sense) information. The text is a material of such important kind of self-study activity on the development of language and culture, as philological reading.

Philological reading – a special kind of reading, characteristic for educational activity on language development of the culture directed for processing of philological information, containing in the text. Based on such understanding of a role of the text and considering the text as the material of philological reading, it is obviously possible to emphasize two aspects: cultural (in modern interpretation – linguacultural) and linguistic. The difference of these two interrelated aspects of philological reading consists in an orientation of attention of the analysis reading on various objects and interpretations of the text.

In the first case we will name this kind of reading actually philological. The object of the analysis and interpretation here is cultural information. The purpose of reading is to experience the nation's culture through studying its language presented in the text as a linguacultural product. Linguistic reading is directed on studying actually language through the profound study of texts in this language. Object of the analysis and interpretation in this case is the text as speech product – a product of speech communication and features of using language means for the solution of the communicative problems.

Let's emphasize, that use of the text during philological reading combines in itself practical and educational aspects of language and culture development, that is mastery of language and knowledge of language and culture. In other words, processing linguistic and philological information of the text assumes mastering and use of practical language and speech skills and the skills connected to understanding the text and development of a wide layer of the background knowledge referred to studied language and its culture, and also correlation of these data with the native language and culture. In this sense, philological reading is the means of formation of the cultural competence.

The basic object of studying linguacultural component in self-study work on language is the text in a broad sense (both heard, and printed). Philological reading is, first of all reading of the art and publicist literature, as in the text of this genre, are shown cultural and regional geographic aspects of language. Cultural and linguacultural information contained in the text, is realized mainly at a lexical level as the basic carrier of the national-cultural information is considered the lexicon. Philological and linguistic reading can be considered as the purpose of self-study work and simultaneously means of formation of the «deep» attitude and style of work on foreign language. Such attitude forms student's educational competence in the field of foreign language. Learner associate self-study work on language means with the organization of language means for the subsequent use, that provides their mastery.

The role of reading in self-study work is difficult to overestimate. Reading is one of the basic spheres of foreign language communication in self-study work. Reading in foreign language acts as leading means of self-study work. This function, similar to reading in the native language, assumes special attention to de-

velopment of the competence of reading in foreign language.

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