



**Нехожина Юлия Сергеевна**

*студентка, факультет иностранных языков, Федеральное государственное бюджетное образовательное учреждение высшего образования «Мордовский государственный педагогический институт им. М. Е. Евсевьева», г. Саранск  
nekhzhina1606@mail.ru*

УДК 372.881.111.1

**LINGUISTIC AND CULTURAL STUDIES AS ONE OF THE MAIN ASPECTS OF ENGLISH LANGUAGE TEACHING**

*This article is devoted to the consideration of Linguistic and Cultural Studies as an important component in the study of the English language. There were analyzed the characteristic features of learning English and it was shown that learning a foreign language must take place in conjunction with the study of the culture of the studied language country. By this way we achieve background knowledge which helps us to plunge into the people culture of the studied language and fully master it. The article touches upon the problem of intercultural interaction and points to the necessity to expand the horizons and communication skills of students. During learning the foreign language, it is very important how the student perceives the culture of the language in order to see the full picture of how this language exists and is used: to immerse himself as much as possible and to touch upon all the aspects of the learning language.*

*Key words: Linguistic and Cultural Studies, English language, background knowledge, interculturalism, communication skills*

*Introduction*

Nowadays teaching of a foreign language allows the student to penetrate into the culture and mentality of the other nations. The study of another culture is associated with the enrichment of the background knowledge, with the formation of a different way of life, other life values, because a person who knows another culture, deeper comprehends and learns his own.

The current situation in the world requires intercultural interaction, so it is necessary to form a wide-scale mind and high communicative culture of the younger generation.



Modern education raises the problem of cultural components integration in the process of teaching foreign languages. Learning language is inseparable from familiarization with the culture and traditions of the country, the peculiarities of the national perception of the world.

### *Language Country Studying Aspect in Education*

The linguistic-cultural approach forms the country-specific competence. It includes skills and abilities of analytical approach to the study of foreign culture in comparison with the culture of your own country. The perception of foreign culture comes through the perception of native one.

There are two approaches to teach the culture in the process of studying a foreign language: Social and Philology. The first one is based on the discipline, traditionally connected with studying any foreign language- Country Studying. This is a complex discipline, including variety information about the country of the target language. The second approach is based on the discipline which contains learning language and gives some information about the country of the target language – Language Country Studying. Since the main object is not the country, but its culture and background knowledge of native speakers, the study of language is taught not separately as a subject, but in language practice classes.

The main goal of Language Country Studying is to provide communicative competence in the acts of intercultural communication. It is very important it is achieved through an adequate perception of the interlocutor's speech and original texts for native speakers. Linguistics aims to study language units the most clearly reflects the national features of culture of the people. The necessity of special selection and studying of linguistic units is felt in cases of communication with foreigners, during reading fiction, watching movies, listening to the music and etc. Because such units most clearly show the national culture and cannot be understood as for native speakers.

Country Studying information should be an obligatory component in the formation of Language Country Studying competence. The Language Country Studying aspect should become an integral part of foreign language lessons. Such classes give wide background knowledge and, as a result, help to enrich vocabulary and show some specific aspects of foreign language culture.

We can see the preconditions for a different perception of language when its learning doesn't seem to be a mechanical process no longer. Language is perceived as information about the peculiarities of mentality. This approach helps to get rid of many difficulties faced by students what prevents the process of getting new language skills.



We have enough reason to believe that the introduction of some elements of Language Country Studying in the educational process is necessary. These can be historical or cultural realities that are significant for a modern native speaker. For example- stable expressions that acquire new or additional meanings in the modern context. Specific information about one or another side of the spiritual life of modern society are presented in a separate section, as if summarizing the lesson. Teacher should carefully select the lesson material. It may include topics that are interesting for this age group in addition to information about the main stereotypes.

### *Realities in Language and Culture*

Realities are words denoting objects and phenomena related to the history, culture, economy and life of the country of the studied language, which differ, in whole or in part, from their meaning corresponding words in student native language. In reality, the closeness between language and culture is most evident.

The hallmark of reality is a close relationship, denoted by the reality, of the subject, notion and phenomena with the people, in comparison with another words. Realities are most closely related to the culture of the country of the studied language, so they quickly respond to all changes in the development of society: you can always distinguish the realities among them – neologisms, historicism and archaisms. For example, ”бунт” of the young generation in the US and the other countries in 50’s–60’s is reflected by appearance of such words as «beatnik» – «битник», beat generation – усталое, разбитое, разочарованное поколение, битники. This reality was first perceived as neologism, then gave way to another notion – «hippie» – молодежь, отрицающая мораль и условности современного общества и выражающая свой протест экстравагантной одеждой и манерой поведения; хиппи».

In comparing languages and cultures, the following can be distinguished:

1) the reality is peculiar only to one language group, and in another one is absent, for example: “drugstore” translated into Russian as “аптека/закусочная”, in Russian there is no such analogue;

2) similar functions are realized by different realities in different societies, for example: “sponge” in English is translated into Russian as “губка”, but in Russian language it’s named “мочалка, вбане/ванной”;

3) similar realities have different meanings in different countries, for example: cuckoo’ s call- the cuckoo in Americans beliefs predicts how many years left the girl before the wedding, and in Russian – how many years to live.



### *Conclusion*

Currently, Language Country Studying approach in teaching of foreign language occupies a major place in Pedagogy. Modern teaching AIDS in modern English should have a practical orientation, the ability to develop skills of oral and written communication.

The content of lessons in English language manuals should include all the important points that characterize life in English-speaking countries. Using additional material on country studies and non-standard forms of lessons, we increase interest to the subject, promote better assimilation of the program material.

### *Список использованных источников*

1. Азимов Э. Л., Щукин А. И. Словарь методических терминов (теория и практика преподавания языков). СПб. : Златоуст, 1999. 472 с.
2. Бахтин М. В., Большаков В. П. История мировой культуры : учебник. М. : ВНИИгеосистем, 2013. 768 с.
3. Гальскова Н. Д. Современная методика обучения иностранным языкам – М. : Аркти-Глосса, 2000. 333 с.
4. Елизарова Г. В. Культура и обучение иностранным языкам. СПб. : КАРО, 2005. 351 с.
5. Караулов Ю. Н. Русский язык и языковая личность. Изд. 7-е. М. : ЛКИ, 2010. С. 76–80.
6. Кулахметова Н. Н. Формы реализации страноведческого и лингвострановедческого компонентов на уроке английского языка в средней школе // Иностранные языки в школе. 2005. № 5. С. 22–25.
7. Кузовлев В. П., Лапа Н. М., Перегудова Э. Ш. Happy English = Счастливый английский : учебник для 7 кл. Кн. 2. М. : Просвещение, 1994. С. 24–25.
8. Маслова В. А. Лингвокультурология. М. : Академия, 2001. 183 с.



ISSN: 2500-4212. Свидетельство о регистрации СМИ: Эл № ФС 77 - 67083 от 15.09.2016  
Научное обозрение. Раздел III. Слово молодым ученым. 2019. № 2. ID 170

### **Nechozhina Julia**

*student, faculty of foreign languages, Federal state budgetary educational institution of higher education «M. E. Evsejev Mordovian state pedagogical Institute», Saransk*

© АНО СНОЛД «Партнёр», 2019

© Нехожина Ю. С., 2019

#### **Учредитель и издатель журнала:**

Автономная некоммерческая организация содействие научно-образовательной и литературной деятельности «Партнёр»  
ОГРН 1161300050130 ИНН/КПП 1328012707/132801001

#### **Адрес редакции:**

430027, Республика Мордовия, г. Саранск, ул. Ульянова, д.22 Д, пом. 1  
тел./факс: (8342) 32-47-56; тел. общ.: +79271931888;  
E-mail: [redactor@anopartner.ru](mailto:redactor@anopartner.ru)



#### **О журнале**

- ✓ Журнал имеет государственную регистрацию СМИ и ему присвоен международный стандартный серийный номер ISSN.
- ✓ Материалы журнала включаются в библиографическую базу данных научных публикаций российских учёных Российский индекс научного цитирования (РИНЦ).
- ✓ Журнал является официальным изданием. Ссылки на него учитываются так же, как и на печатный труд.
- ✓ Редакция осуществляет рецензирование всех поступающих материалов, соответствующих тематике издания, с целью их экспертной оценки.
- ✓ Журнал выходит на компакт-дисках. Обязательный экземпляр каждого выпуска проходит регистрацию в Научно-техническом центре «Информрегистр».
- ✓ Журнал находится в свободном доступе в сети Интернет по адресу: [www.srjournal.ru](http://www.srjournal.ru). Пользователи могут бесплатно читать, загружать, копировать, распространять, использовать в образовательном процессе все статьи.

**Прием заявок на публикацию статей и текстов статей, оплата статей осуществляется через функционал Личного кабинета сайта издательства "Партнёр" ([www.anopartner.ru](http://www.anopartner.ru)) и не требует посещения офиса.**