

## THE SIGNIFICANCE OF LINGUISTIC INFORMATION IN THE ENGLISH LANGUAGE CLASSROOM

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### ABSTRACT

The article "The Role and Importance of Linguistic and Cultural Information in the English Language Lessons" is devoted to the relevance of the subject Linguistic and Regional Studies in the methodology of teaching the English language for learners.

In particular, it is indicated that the introduction and intensive teaching of linguistic and regional studies as a separate cultural, historical and behavioral side of the process of language learning has a high degree of efficiency.

It is also noted in the conclusion that, in fact, due to scientific knowledge not only of grammatical and linguistic features, but also due to the expansion of knowledge and skills of the verbal range, learners increase the overall level of knowledge of the cultural characteristics of the country of the language being studied.

**Keywords:** Linguistic and regional studies, cultural and historical features of the language, connotative vocabulary, background vocabulary, methodology, geographical background of the language.

*Language is the road map of a culture.*

*It tells you where its people come from and where they are going.*

Rita Mae Brown

### INTRODUCTION

The acquisition of high results in the study of a foreign language is directly achieved through two main factors. If the first and main factor is the student's personal aspiration, the second important factor is the teacher's methodology. In this particular aspect, the teacher should not only

give the necessary knowledge on the subject, but also form the skills and abilities to use knowledge in practice.

In fact, if the first aspect of language learning, that is the student's desire is an independent variable, the second is a comprehensively developed mechanism for providing the necessary knowledge in the most effective way.

## LITERATURE REVIEW AND METHODOLOGY

In this particular aspect, as well as in order to achieve the task set for him when learning English, the teacher introduces the following conditions into the pedagogical process:

Firstly, a complete and thorough explanation of a particular topic by providing the necessary knowledge using the most effective teaching methods and techniques, in this case *interactive methods*;

Secondly, the involvement in the course of learning the language, indirectly and / or directly related to the topic, *lingo-cultural material*<sup>1</sup>;

Thirdly, the use of *intersubject* communications;

Fourthly, the creation of the most *favorable, relaxed* atmosphere for learners, in order to easily master the material;

Fifth, learning *by example*.

In this case, it should be noted that when the above conditions are introduced into the teaching process, the cognitive activity of the students themselves is also activated, which provides the teacher with partial control over the first aspect of learning a foreign language.

In the 90s of the last century, one of the compulsory subjects in the philological faculties of universities was linguistic and regional studies.

The term "lingua-country studies" comes from a combination of the Latin word "lingua" - "language", and the Russian word "country studies".

The process of language learning is the mastery of a wide range of knowledge from grammatical foundations to individual concepts and the cultural background of the country of the language being studied and does not represent a vacuum environment in which language learning rests only on the language itself. It is for this reason that when mastering the English language, students are required to expand their knowledge in the field of culture, history and modern life of the people of the language being studied and their way of life. This knowledge can be obtained in full through linguistic and cultural studies.

In this particular aspect, ensuring objective competence in matters of interlingual communication through a complete understanding of the interlocutor's speech culture, semantic message and source texts is the main goal set for the subject.

## RESULTS AND DISCUSSION

The introduction of a linguistic and cultural subject into the process of learning a language actually fills in the missing components in the system of learning a foreign language by considering certain aspects, such as jargon, foreign words, terminology, etc. This can also be achieved as a result of systematic conversations about customs, traditions, folklore with foreign learners. In this case, national holidays, customs, events, proverbs, sights of the country of the language are "served" as a fact of the culture of the people.

On the way to achieving this goal, linguistic and regional studies include the solution of the following tasks:

- the study of realities that express everyday objects and phenomena of reality and are found in one culture and absent in another;
- the study of connotative vocabulary<sup>2</sup>, which is based on words that have the same semantic meaning, but represent different associations depending on the cultural and historical characteristics of the language area;
- the study of background vocabulary<sup>3</sup>, the opposite of connotative, which is the designation of objects and phenomena of reality that have analogues in compared cultures, but based on the national characteristics of their functions, types, meanings.

In addition to all of the above, it should be noted that the subject matter is divided into two main areas: linguistic and methodological<sup>4</sup>.

The linguistic direction of the problematics of the subject is based on the analysis of the elements of the language being studied, the task of which is to identify the national and cultural meaning contained in these elements, including: non-equivalent vocabulary (in other words, which has no analogues), means of non-verbal communication (facial expressions, gestures, etc.), background knowledge, aphoristics and phraseological units.

The methodological problematic considers the techniques specific to the English language introduced and fixed as elements of the national-cultural content.

The applied side of the issue of the subject of linguistic and regional studies rests on the direct process of language learning, when, as learners are provided with materials about the structure and lexical material of the language, the topics should be diluted with cultural

and everyday issues and national symbols, and elements of the country of the language being studied.

An example is the construction of a separate lesson according to the structure:

- when introducing lexical material, students are introduced to new words related to the topic, after which interesting facts are given on this material, for example, on the topic "Sights of London", historical facts about Big Ben, the Tower of London, Westminster Abbey can be given;

- further strengthening students' understanding of London, about the sights, you can watch short films on the material of the topic, which in turn will provide an opportunity to take a virtual tour of London.

- the use of examples of English oral folk art in the classroom increases students' interest in the language. In this regard, the lessons will provide information about English folk proverbs, customs, national and religious holidays.

## CONCLUSION

In conclusion, I would like to note that the mandatory introduction of the study of materials of linguistic and regional studies contributes to the overall development of the lexical background and vocabulary of students, helps to obtain rich information about London, which in turn increases their competence as native speakers of a foreign language, in this case English. In particular, the relevance of this knowledge is directly determined by the geographical and cultural-historical background of our country, when the English language has a universal meaning in the matter of communication between our closest border neighbors.

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