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## LINGUOCULTURAL APPROACH IN FOREIGN LANGUAGE TEACHING

Ladyka O.V., Levchyk N.S.

Associate professor, PhD in Philology, Associate professor,  
PhD in Pedagogy Ternopil Volodymyr Hnatiuk National Pedagogical University

**Keywords:** linguoculturology, linguocultural approach, teaching, foreign language (FL).

Foreign language (FL) learning through the prism of culture is the basis of linguocultural approach. Linguocultural approach reflects the modern requirements of FL teaching and enables students to master linguistic knowledge and communicative skills together with a whole set of cultural knowledge.

The linguoculturological approach emerged as a result of language starting to be viewed as a cultural phenomenon. Based on this approach, language is not a speaker's activity but a readymade product that they assimilate in a passive manner. It is something specific amongst the inhomogeneous diversity of facts of verbal activity. Language exists thanks to an agreement between members of a team. Each team, each group, and each people has its own language, which reflects its character, traditions, customs, etc. Language orders the total experience of all members of a certain language community. These views were formulated by American linguist B.L. Whorf, who advocated the idea that our speech reflects our vision of the world – a prism through which speakers see it [2, 14].

It is evident, that language, mentality and culture have strong bonds. According to M.K. Golovanivska strong ties between

mentality and language formation lie in what mentality is. It is the sum of images and explaining models (the way of establishing cause-and-effect relations between phenomena accepted in the culture) and the system of ethnos' phenomena is inseparable from the language system the ethnos uses in oral and written forms [1, 55].

Many scholars agree that language is not only a means of communication, but the main instrument of demonstration and sharing the values of other peoples to those who study foreign languages. R.U. Choudhury [4, 56], for instance, asserts that language without culture is unthinkable, so is human culture without language. Doubtless, language serves an important component for understanding foreign culture.

To be able to speak a foreign language fluently and without any problems learners need not only the knowledge of linguistic material (lexical, grammatical, phonetic), they require information about national customs and traditions of the foreign society. X. Wang asserts that "foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers" [7, 49].

Foreign culture learning can contribute to the success in language learning, as

Y.-H. Tseng puts it: "success in language learning is conditional upon the acquisition of cultural knowledge: language learners acquire cultural background knowledge in order to communicate, and to increase their comprehension in the target language" [6, 13].

FL learning through the prism of culture is the basis of linguocultural approach. Linguocultural approach reflects the modern requirements of FL teaching and enables students to master linguistic knowledge and communicative skills together with a whole set of cultural knowledge. Within this approach the culture becomes the object of study and language is used as an additional mean of getting information. Learning the culture of another country helps to overcome communicative barriers, be tolerant towards the attitudes and beliefs of other peoples, and understand clearly the socio-cultural norms and foundations of intercultural communication [5]. Linguocultural approach involves the formation of linguocultural competence that is a system of both knowledge and skills about the culture and the ability to use them in a particular communicative situation. This competence is usually formed on the basis of a text that not only preserves and passes the information from one generation to another, but is also the product of a particular historical epoch and the form of existence of national culture and mentality. Another effective mean of FL teaching within linguocultural approach is the use of video and audio materials that can demonstrate linguocultural reality. Using of linguocultural approach in foreign lan-

guage teaching allows students to interpret the cultural phenomenon of their own nation in foreign cultures' reflection which is a necessary prerequisite of the specialist outlook formation.

Fostering intercultural competence during the process of learning a FL facilitates the cultivation of the practical skills of communicating with representatives of other cultures, which helps minimize the chances of the feelings of representatives of other cultures getting hurt and lay the groundwork for partnership and mutual understanding [3, 52].

Intercultural communication is a specific process that involves active interaction between people who represent different cultures and languages. The process of interaction between two or more partners representing various linguocultures may be complicated by a set of obstacles – physiological, linguistic, behavioral, psychological, and culturological. These obstacles are governed by the differences in mentality and national character, cultural stereotypes, axiological orientations, humor, and forms and means of non-verbal communication used in different cultures.

Linguocultural approach plays a significant role in the determination of ways and tendencies of the development of cross-cultural competence of learners. Talking about this approach as theoretical and practical appliances in the sphere of language pedagogy, it gains some additional social pedagogical functions. Firstly, linguocultural approach provides the study of the general theoretical foundations of the development of the multicul-

tural language personality of the student in the process of simultaneous study of languages, cultures and civilizations. Secondly, it concentrates attention on value-oriented content of education by means of languages which are learnt. It also investigated the range of socializing influence of foreign language communication of students. Thirdly, it enables to define the principles of cultural education by means of the languages being studied, with taking into account the sociocultural context of their study. Fourthly, applying linguocultural approach educators can address to the problems of the selection of cultural material for educational purposes, its structuring for various educational contexts and the development of technology for expert assessment of the cultural content of educational literature.

Consequently, the definite strengths of the linguoculturological approach are that it helps expand students' cultural ken, familiarize them with the target nation's traditions and etiquette, promote the interlinked learning of all linguistic aspects, foster an aspiration toward dialogue across cultures, cultivate a sense of tolerance and respect toward other nations, explore the interrelationship between a

language and the character and culture of its native speakers, and focus on the creative, informative, and problem-based nature of FL instruction.

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