



Barno KARIMOVA

Associated professor, PhD

Uzbekistan State University of World Languages

barno_b03@rambler.ru

THE ROLE OF LINGUO-COUNTRY STUDIES IN TEACHING ENGLISH

Инглиз тили ва бошқа чет тилларни ўрганиш жараёнида тили ўрганилаётган мамлакат маданиятини ўрганиш ҳам муҳим эканлигини ёдда тутиш лозим. В.Костомаров ва Е.Верещагин томонидан яратилган лингвомамлакатшунослик илмий йўналиши ўз ичига тил муаммоларини ва тили ўрганилаётган мамлакат маданиятини билиш масалаларини ўз ичига олган. Ушбу мақолада идиомалар инглиз тилини маданиятшунослик нуқтаи назаридан ўрганишнинг намунаси сифатида кўриб чиқилган.

При изучении английского языка как и любого другого иностранного языка необходимо помнить о важности изучения культуры и самобытности страны изучаемого языка. Научная дисциплина лингвострановедение, основоположниками которой стали В. Костомаров и Е. Верещагин, – это научное направление, включающее в себя обучение языку и дающее определённые сведения о стране изучаемого языка для ознакомления учащихся с новой для них культурой. В статье рассмотрены идиомы как живой пример культурологического аспекта английского языка.

The process of studying English or any other foreign language should include studying culture and identity of the country. Scientific discipline Linguo-country studies, which was founded by V. Kostomarov and E. Vereshchagin, approaches covering studying language on one hand and information about country and culture on the other hand. Idioms were used in the article as vivid examples of cultural aspect of English.

Калит сўзлар: лингвомамлакатшунослик, идиома, маданият, чет тили ўргатиш жараёни, феномен.

Ключевые слова: лингвострановедение, идиома, культура, процесс преподавания иностранного языка, образное значение, феномен.

Key words: linguo-country studies, idiom, culture, the process of teaching foreign language, figurative meaning, phenomenon.

Intensification of integration processes covering economics, politics, culture, science and education is specific feature of modern society at the age of globalization. The

fact of globalization demands increased attention to heritage and culture of every nation in order to preserve unique traditions of different cultural and historical types of society.

Language was always the significant indicator of any society. It symbolizes the cultures where individuals interact and communicate. Studying languages of other cultures became an essential part of modern person. The most popular among them is English. According to Wikipedia: “English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca. It is an official language of almost 60 sovereign states and the most commonly spoken language in sovereign states including the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations. It is the third-most-common native language in the world, after Mandarin and Spanish. It is widely learned as a second language and is an official language of the European Union and of the United Nations, as well as of many world organizations”.

There are many approaches nowadays in teaching English and many methodologists came to conclusion that the process of studying any foreign language should include not only language itself but culture to make learning process more convenient, reliable and productive. In 1971 the term and scientific approach linguo-country studies was first adopted by significant linguists V.Kostomarov and E. Vereshagin and since that time this term became an essential part of studying any foreign language. According to the theory of linguo-country studies the problems of studying language can be divided into two parts. First is linguistic problems refer to cultural peculiarities which cover non-equivalent vocabulary, non-verbal means of communication (actions conveyed by facial expressions, gestures different from the uses in native language), specific background knowledge providing verbal communication such as proverbs, sayings and idioms as bright reflection of any nation and culture. Second is methodology used to fix all given material. Thus studying English as any other language is a long process of studying not only language form, language meaning, and language in context but cultural background and peculiarities.

One of the most interesting and complicated at same time phenomenon of English language is idiom. Idiom is a special fixed phrase with figurative meaning which is not only part of English culture but very useful part of communication. According to Wikipedia : “It is estimated that there are at least twenty-five thousand idiomatic expressions in the English language with at least two meanings: a literal meaning and a figurative meaning”. Idioms occupy huge layer in the structure of English. They can be heard in daily talk, friendly chats, and discussions and during business meetings. Also they can be met in literature, newspapers, magazines, TV programs. Idioms make language bright, emotional and natural. It is really important to know and use idioms but sometimes it is big problem to remember them because of their figurative meaning. This problem can be easily solved by the means of linguo-country studies. Linguistics helps to study vocabulary, grammatical structure and pronunciation and country studies gives

opportunity to plunge into history to comprehend the etymology of phrase for better understanding and memorization.

Let us discuss some examples of idioms with plunging into history:

1. A white elephant – which means something very expensive and bulky. The origin of this idiom comes from the legend of ancient Siam (modern Thailand). According to the legend, the governor of Siam used to give white elephants to people whom he did not respect. White elephants were considered as inviolable sacred animals. The maintenance of such elephant costed very much due to food and permanent access to an animal by the people worshipping to "shrine". As it was impossible to get rid of an animal as it was the gift of the king it was real tragedy for recipient's life.

2. To be dressed to kill- which means to be dressed very smart. This phrase is a good compliment for both women and men who look very attractive and smart. The origin of this idiom comes from the favorite hobby of rich people of 18th century – hunting. Their dresses were luxurious and smart and the reason why there were dressed so was killing. Since that time this phrase can be used about people dressed very smart.

3. Dog and pony show- which means something that was announced as unique and interesting but turned round as something old and banal. This phrase first appeared in 19th century when circus- chapiteaus were very popular. There were a big rivalry among them and they tried to attract people by announcing exotic animals. But rare animals were very expensive and spectators could see only trained dogs and ponies shouting dissatisfied that it was dog and pony show.

As you can see from given examples, the origin of idioms as unique as idioms themselves. Teaching language through history and culture will make lessons more interactive and meaningful. This sort of vocabulary will be effective addition to fluency and coherence. Idiomatic expressions and their correct usage can make language more vivid and their users more informed.

REFERENCE

1. Dainty Peter. Timesaver: Phrasal Verbs & Idioms (Pre-Intermediate – Advanced). – Mary Glasgow Magazine (Scholastic Inc.), 2000.
2. D'Arcy Adrian-Vallance. Really Useful English Idioms. – L.: Longman., 2001.
3. Prohorov Yu. Linguo-country Studies. Cultural Studies. Country Studies. Лингвострановедение. – М., 1996.
4. Vereshagin E. M., Kostomarov V. G. Linguistic Problems of Country Studies in Teaching Russian for Foreigners. – М.: Russkiy yazik., 1971.
5. Vinareva L., Yanson V. English Idioms. – К.: "Logos-M" Ltd., 2008.