



Journal Website:
<https://theusajournals.com/index.php/ajsshr>

Copyright: Original
content from this work
may be used under the
terms of the creative
commons attributes
4.0 licence.

ORGANIZING CULTURAL MATERIALS IN THE TEXTBOOKS

Submission Date: December 10, 2023, Accepted Date: December 15, 2023,

Published Date: December 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-35>

M.S. Nabiyeva

Lecturer, Tashkent State Pedagogical University named after Nizami, Tashkent, Uzbekistan

ABSTRACT

The article aims to explore the organizing of cultural materials, to analyze differences and similarities of cultural aspects and to find the main features of aspects of cultural materials.

KEYWORDS

Intercultural communication, the unit of culture, methodology teaching English.

INTRODUCTION

The analysis of studies in methodology shows that the techniques of presenting sociocultural materials in foreign textbooks are tightly connected with a situational approach and a concentric principle of organizing language units [7: p. 74]. That would probably be insufficient in terms of the “dialogue of culture” which suggests devising explicit and implicit contexts, comparing mentalities, creating emotional incentives. All together these methods are intended to excite real communication among students of the humanities.

In the context of the co-study of languages and cultures, the technology of presenting cultural units in a foreign language (FL) textbook for non-linguistic humanitarian universities is of particular importance. To call interest in further, more thorough study of a foreign language, educational material should be focused not so much on the already achieved level of development personality, as much as to the “zone of proximal development” (L.S. Vygotsky’s term).

The main results and findings

An analysis of the methodological literature shows that a wealth of theoretical experience has been accumulated that allows one to comprehend new techniques and methods of teaching foreign languages. However, in the practice of designing professionally oriented textbooks, these approaches have not been developed.

Text material

As is well known, every text is produced according to a set of rules, and the perception of linguistic personality as knowledge, which is broadly ascribed to the "social memory" of a particular ethnic culture, complies with these rules. This memory interprets data that has been gathered over socio-historical development and is represented in the outcomes of cognitive and practical tasks. The activity of those who teach languages. Social memory, which is passed down through cultural artifacts from one generation to the next, is the foundation of both individual and collective knowledge. We can discuss various approaches to presenting sociocultural knowledge in educational texts since texts serve as the foundation for the process of mastering a particular linguistic culture. They accomplish a range of educational and cognitive tasks. A peculiar classification of such methods are proposed in the materials of the Council of Europe :

1. The typified-imitation method is typical for texts whose topics are common to many textbooks due to

the reflection in them of typical, visual phenomena and life events, such as: "Family", "Housing", "Shopping", "Free time" and others.

2. The normative-documentary method of presentation is aimed at communicating objective information about the foreign language environment. For this purpose, both documentary materials and primary sources containing accurate objective facts, statistical data.

3. With the affirmative-exclamatory method of presentation, we are talking about the disclosure of special phenomena of reality that surprise in their uniqueness. It is characteristic that at the end of each such text, it is imperative expressing unconditional approval of the subject of discussion, you can put an exclamation point.

4. The problem-oriented way of presentation points to real circumstances of specific tasks facing society that encourage trained to make one or another decision. This method reflects the postulate educational reform of the 1970s: to use foreign languages in problematic life situations that require the ability not only to express one's attitude to the world, but also to change the existing state of affairs in your favor.

5. A critically emancipated way of presentation involves contrasting the views of communicating parties in various fields of activity. Events in which the interlocutors become participants, freely or

unwittingly affecting their interests, involve them in discussion and force give a critical assessment of what is happening.

In a number of works by domestic methodologists, the text library of a textbook is understood very broadly - as a list of all materials necessary for educational communication, motivating and stimulating it, containing factual or verbal material for solving communicative problems (CP). According to A.R. Arutyunova, "a text is any fact of culture A foreign language that is appropriate for educational communication and has a sign function" [1: p. 76].

According to L.S. Zhuravlev and M.D. Zinoviev, the following texts reveal sociocultural information more openly because they differentiate between explicit and implicit forms of presentation.:

- information and reference;
- visual-behavioral (descriptive and narrative);
- popular science (about the achievements of science).

If in the mentioned types of texts cognitive plans of information predominate, then in journalistic and artistic texts cognitive information plans are combined with evaluative-emotional and motivating-volitional plans. That is why the regional geographic potential is expressed they are less explicit [5: p. 40–53].

According to G. Neuner, the sociocultural context of textbook elements like audiovisual content and authentic text is either "hidden" or subservient to the prevailing grammatical progression. Textbook compilers use explicit context to explain specific cultural facts because the implicit sociocultural context offers a more flexible interpretation subject of consideration. Simultaneously, implicit contexts facilitate the development of strong emotional ties with foreign cultural realities and the removal of psychological barriers to pedagogical communication, which in turn encourages students to approach memorization of logically-based content with a positive attitude. They very accurately characterize E.M. Vereshchagin and V.G. Kostomarov distinctive features of a successful authentic text, selected according to the laws of association. In such texts it occurs: direct targeting, which allows you to rely on your native culture students in search of both analogies and contrasts; explicitness, which transforms the educational process from the passive accumulation of ready-made information into the active acquisition of knowledge. That's why it's like that it is important to combine review (providing information) and exemplary (illustrating this information) texts: illustration and argumentation are the essence their reliable basis; mnemonicity, leading to the fact that knowledge is consolidated and can later be activated and included in communication [3: p. 117–125].

At the same time, it is not enough to just include texts containing descriptions of regional studies objects in the textbook. It is necessary to supplement them with dialogue, interviews between imaginary participants in intercultural interaction so that they contain an element of the unfamiliar, provide stimuli that provoke an emotional reaction of the future specialist, his the need for comparison of co-studied cultures. According to the apt saying T.M. Dridze, "by informing, the text teaches, forms ideas and images, develops values and attitudes, programs an activity strategy, reinforces behavioral skills, leads to the formation of certain sociocultural guidelines" [4: p. 200].

In a foreign language textbook, the title of the text often allows one to predict the content of the text to be expanded. At the same time, associations that reinforce the formation of sociocultural stereotypes and contribute to the development linguistic consciousness of the individual are formed both by similarity and by contrast. Characterizing the comparative analysis of various aspects of a specific topic in co-learned languages, V.P. Furmanov's statements -gives a fair idea that comparison of a foreign cultural stereotype with one's own, as well as the inclusion of the experience of another culture into one's own world, focuses on establishing and maintaining a certain image in intercultural communication . "National culture is potentially multidimensional, we read from M.M. Bakhtin, -

therefore only in the eyes of another culture, it reveals itself more fully and deeply" [2: p. 354].

Thus, providing intercultural communication with topics and subjects of speech, authentic text

- acts as a way of presenting extralinguistic knowledge, with the help of which a full disclosure of the meanings of words is achieved;
- can be considered as a national-cultural standard for formulating typical communicative intentions that arise among speakers during socially significant communication.

As is known, explication of educational material includes presentation, semantization and primary assimilation of knowledge. Semantization of the word content plan is a listing of semantic parts included in the background of the semantized word, which is carried out in metalinguistic communication [8: p. 57]. Since authentic texts contain lexical units that reflect unique sociocultural phenomena inherent in the reality of the country, whose language is studied, educational materials are introduced and reinforced on a differential basis. This means that during semantization and training of lexical units, components that distinguish native and foreign languages and cultures co-learned with them [9: p. 27-30]. In language teaching, semantization refers to such information and techniques their presentations, thanks to which the learner can perceive figurative the

meaning of a linguistic unit or a gesture unit, if for some reason they are difficult to understand. Let us emphasize that the national-cultural specifics of realities can only be revealed in comparison and that only open comparison of linguistic cultures, reliance on the culture of the recipient's native language gives a stimulus for understanding the basic semantic images of the vocabulary being studied.

CONCLUSION

The culture of the people appears most clearly and prominently in the non-equivalent vocabulary denoting realities - everyday information that is relevant in the mass everyday consciousness of native speakers, but unknown to representatives of other cultures. For example, Americans know from Westerns that characters are endowed with the image of a positive hero, a good guy in a white hat - white hat; villains wear black hats; Rose Garden is the name of the small lawn near the White House, where the windows of the office of the American president overlook; teach-in means a debate-seminar on important social and political issues obvious, that when presenting educational materials, it is necessary to take into account the building units of the language with the sociocultural component of semantics, so that the student can not only recognize them in the speech stream but also respond to the connotative, emotional and symbolic meaning of words formed within the framework of a given national culture. In this regard, among the

compositional techniques for the systematic presentation of speech material in foreign language textbooks, it is necessary to provide not only technology comparisons of languages and cultures, but also a concentric presentation of similar according to the form of units of organization of presentation materials - in accordance with the specific section of the textbook. The principle of concentricism is reflected in the fact that as introducing new sociocultural information while limiting the number of keywords, their meanings gradually expand and deepen.

REFERENCES

1. Arutyunov A. R. Theory and practice of creating a Russian language textbook for foreigners. – M.: Russian language, 1990.
2. Bakhtin M. M. Aesthetics of verbal creativity. – M.: Art, 1986.
3. Vereshchagin E. M., Kostomarov V. G. Educational texts on regional studies in teaching Russian as a foreign language: considerations for increasing the effectiveness of their perception // Russian language for foreign students: Collection. method. articles. – No. 25. – M.: Higher School, 1988. P. 117–125.
4. Dridze T. M. Language and social psychology. – M.: Higher School, 1980.
5. Zhuravleva L. S., Zinovyeva M. D. The importance of regional studies and linguistic and cultural preparedness of students for the reception of

works of art // Regional linguistics and text:
Collection. articles. – M.: Russian language, 1987. P.
40–53.

7. Kryukov A. N. Background knowledge and
language communication // Ethnopsycholinguistics: Sat. articles. – M.: Nauka,
1988. P. 19–34.
8. Maqsudova G.O. (2022). SOME ISSUES OF
IMPROVING STUDENTS' FOREIGN LANGUAGE
READINESS. Oriental Journal of Phylology, pp 74.
9. Sharipova M. E. (2023). Innovative technologies of
formation of communicative competence in
teaching English in primary education.
International Conference on Advance Research in
Humanities, Science and Education, pp 57.
10. Qizi, E. D. B., & Khayatovna, A. M. (2023).
Expressing Wish at the Lexical Level of the English
and Uzbek Languages. Vital Annex: International
Journal of Novel Research in Advanced Sciences,
2(3), 27-30.

OSCAR
PUBLISHING SERVICES