



METHODOLOGY OF USING THE CULTURAL ASPECT IN TEACHING THE UZBEK LANGUAGE AS A SECOND LANGUAGE IN THE GENERAL SECONDARY EDUCATION SYSTEM

Sobirova Mohlaroyim Adham qizi

2nd year masters

Alisher Navo'i Tashkent State University of the Uzbek Language and Literature

sobirovamohlaroyim993@gmail.com

Article history:	Abstract:
Received: 22 nd March 2023 Accepted: 23 rd April 2023 Published: 24 th May 2023	In the article, how to teach a second language, the stages of students' acquisition of a second language, and the linguo-cultural approach in teaching Uzbek as a second language in the general secondary education system, or clearly defined tasks for teaching culture. The reasons for choosing the appropriate methodology and the six required teaching technologies are presented.
Keywords: linguacultural, second language, culture, authentic materials, non-verbal means.	

How to acquire a second language is clearly an important issue for teachers and language learners, and how to teach a second language is increasing the interest of linguists in the nature of primary linguistic information. From the developmental stages of second language acquisition, teaching according to Stephen Krashen's theory promotes the following strategies: analyzing students' language characteristics, signing classroom contracts, creating a student-centered classroom, setting language goals, integrating theory with practice, and formation of students' motivation.

Understanding second language acquisition can fundamentally improve teachers' ability to serve culturally and linguistically diverse students in their classrooms. Although significant professional development is required to fully understand the theory of second language acquisition, some basic steps, theories, and teaching strategies can be quickly understood and applied in the classroom.

Developmental stages of second language acquisition. One concept favored by many modern theorists is the continuum of learning, that is, the predictable and sequential stages of second language development in which the learner moves from unfamiliarity with the new language to highly proficient native speakers. Moves to a similar qualification level. These theories have led to the identification of several distinct stages of second language development. These stages are often defined as:

First stage: The stage before acceptance or production. This stage can last up to six months. Learners often have up to 500 "receptive" words (words they can understand but may struggle to use in

speech) and learn new words that are made understandable to them can learn.

Second stage: initial production stage. The initial production phase may take an additional six months after the preliminary phase. Learners typically produce about 1,000 receptively active (meaning they can understand and use words) words.

The third stage: the stage of emergence of speech. This stage can last up to another year. Learners typically develop around 3,000 words and can use short phrases and simple sentences to communicate.

The fourth stage: the stage of knowledge of the secondary language. Another year may pass after the emergence of intermediate-level proficiency speech. Students typically develop around 6,000 words and begin to make complex statements, express opinions, ask for clarification, share their thoughts, and speak at length.

The fifth stage: the stage of advanced language skills. Achieving advanced proficiency in a second language typically takes five to seven years. By this stage, students have specialized content-area vocabulary and can participate fully in grade-level activities with occasional extra help.

Based on the above considerations, it is important to choose a linguistic-cultural approach in teaching Uzbek as a second language in the general secondary education system or a methodology that corresponds to clearly defined tasks for teaching culture as well.

It is possible to single out six teaching technologies that require the teaching of culture in second language teaching:

1. Introducing students to authentic materials related to the Uzbek language. Such authentic materials are linguistic units used in everyday life by native speakers. For example, a student walks on the streets of Tashkent, sees the real scenery of the city, observes people. If someone hands him a business card introducing a recently opened teahouse, this paper given to him is natural language material for the student.

Authentic materials are divided into the following types:

- Audio (songs, radio news / talk show / advertising, etc.);
- Visual (pictures and postcards, graphics and diagrams, posters, pictures from magazines, etc.);
- Audio-visual (video, video clips, etc.);
- print (books, newspaper articles, brochures, flyers, etc.).

Choosing flexible materials is an important factor in improving students' comprehension. Authentic target language materials should be selected, especially dialogues, as it is more reliable and reflects the cultural behavior of the speakers. Teachers should explain the cultural factors found in the material. It is now easier for students to use visual aids such as movies and videos. Dialogue is a large part of the actual listening material. It presents a wide range of culture such as traditions, customs, social manners, and lifestyle. Therefore, it is essential that teachers provide input to help students better understand native speakers and their culture.

2. Comparing students' own culture with Uzbek culture. Students can make memorable comparisons between their own culture and Uzbek culture. The point is that even the absence of a cultural equivalent can be used to juxtapose vocabulary, and the absence of an equivalent can become a memorable lesson and engage students. For example, in Uzbek, when something is praised, we use sentences like excellent, excellent and excellent. But the Kazakhs, the brotherly people, react to this situation as a joke. However, this word is used derogatorily for a stage play or show prepared for public display in the Uzbek language.

3. Introducing students to live native speakers. There is nothing more rewarding for students than having a native speaker stand in front of them and talk about their culture. The teacher himself may be a native speaker, but for the students, every visitor or visitor attracts attention. A fluent Uzbek speaker has a "halo" effect, and in the process, everything he says can be information worth gold to readers.

R.L. Oxford defines education as concrete actions taken by the student to make learning easier, faster

and more interesting and his ability to apply these actions in new situations.

4. Teaching national and modern songs composed in Uzbek language. It is known from world experience that songs are good mnemonic devices for learning any language. Also, songs are a good way to teach culture. Therefore, students can easily memorize hundreds of songs, even if not consciously.

Karen Ludk, a professor at Edge Hill University in London, says that when conveying linguistic and cultural units to the reader through a song, first of all, it is necessary to determine the style of the chosen song, as well as whether this song can show cultural differences in the place where this language is spoken. States that it should be and shows the implementation of this process in 4 steps:

Stage 1: 5 minutes	To provide information about the style of music, its h songwriter using the language being taught.
Stage 2: 5 minutes	Provide context by making comparisons with the stude or another culture the students are familiar with.
Stage 3: 5 minutes	Explain any important idiom, vocabulary, or grammatic that helps readers understand the message of the song
Stage 4: 5 minutes	Presenting the song to readers with a video and l possible.

Lyrics can be viewed as a living and ever-expanding resource for language and cultural learning. In the text of the song, the main moral values of the people, stereotypes related to the consciousness of a certain historical stage of development are expressed in an artistic form. Thus, listening, learning, singing, translating and discussing foreign songs will help students understand foreigners not only linguistically, but also culturally.

5. To introduce students to the original materials of Uzbek national literature. Referring to the benefits of using literature in language learning, Colley and Slater state that there are four reasons for using literature in the classroom: valuable authentic material, cultural enrichment, language enrichment, and personal involvement. In addition, Heaz states that "Literature is unrivalled for natural repetition, reflection on language and how it works, and attention to audience response on the part of readers".

Recent research shows that literature can play a positive role in second language learning. Students show increased vocabulary and significant gains in reading comprehension. In addition, literature provides second language learners with a combination of enjoyable and comprehensible texts that help students develop positive attitudes toward learning in a second language. This positive attitudinal change can lead to independent reading, which can be beneficial for their language acquisition.

Rich cultural information is included in the literature. Children's literature is a powerful tool for teaching children about their culture, themselves, the world, and others. Through literature, they can appreciate the similarities and differences between their own culture and other cultures. They argue that "there is no single right way to think and feel, and no society can claim to have all the right answers; we each gain perspective and understanding of our world by studying the perspectives of other societies and cultures.

6. Introducing students to non-verbal means. Non-verbal communication is an integral part of everyday communication. Non-verbal communication helps us emphasize the exact meaning of the message, as well as make some assumptions in the mind of the interlocutor. There are different types of student speech, and the two main types of student speech are:

- Speech in the classroom - when the teacher and students come from different countries,
- Speech outside the classroom - when students meet speakers of the target language in everyday situations.

Intercultural communication can be said to occur when at least two people of "different cultural backgrounds" exchange information or ideas. In order to communicate effectively in other cultural contexts, one must become familiar with the use of non-verbal communication within a given culture. Some instances of nonverbal communication in one culture may be similar to those in another culture, but differ in meaning and thus may be ambiguous. With regard to intercultural communication, teachers whose students represent a culture different from their own and who are not aware of the difference in their students' nonverbal signal codes may misunderstand the intended message of their students or may give the wrong impression about the attitude of the students towards the lessons.

Based on the requirements and needs of the language learner and the purpose of language learning, it will be useful to teach national cuisine, government management system, economic identity, social and cultural values, and table manners. As it was mentioned above, since the culture creates a huge concept sphere, the language learner himself determines when what should be taught in what order based on the real process.

The methodology of the linguistic-cultural approach to teaching Uzbek as a second language requires the development of modern teaching techniques. Providing students with cultural knowledge in Uzbek language classes is a multi-stage process, this process requires students to compare their own culture with Uzbek culture, to read and understand

original literary sources, to It includes learning linguo-cultures through songs created in Uzbek language, being able to analyze them, easily memorizing new words and phrases, and increasing the ability to listen and understand. Also, one of the main goals of second language education is to bring students to a real cultural environment, introduce them to real authentic materials, and provide them with the necessary knowledge through various situations.

REFERENCES:

1. Banks, J. A. (1989). Multicultural education: Issues and perspectives. Boston: Allyn & Bacon.
2. Collie, J. and S. Slater. 1990. Literature in the Language Classroom: A Resource Book of Ideas and Activities. Cambridge: CUP.
3. Hancock, M.R. (2000). A celebration of literature and response: Children, books, and teachers in K-8 classrooms. Upper Saddle River, NJ: Merrill/Prentice Hall.
4. Heath, S. (1996). Re-creating literature in the ESL classroom. TESOL Quarterly, 30, 4, 776-778.
5. Holden, W. (2003). Student attitudes toward graded reading: A preliminary investigation. Bulletin of Hokuriku University, 27, 145-158.
6. Isroilov D. O'zbek tilini xorijiy til sifatida o'qitishda madaniyat aspektidan foydalanish metodikasini takomillashtirish.
7. Karen Ludke. Teaching foreign languages through songs. University of Edinburgh. 2009.
8. Kim, M. (2004). Literature discussions in adult L2 learning. Language and Education, 18, 2, 145-166.
9. Kingsbury, R. Longman Proficiency Skills. Longman. Pearson English Language Teaching. 1989.
10. Kovaleva O., Stakhova K. Lyrics of popular foreign songs as a source of linguocultural knowledge for a foreign language immersion. General and Professional Education. 4/2014.
11. Leahy, A. and Lo, D.E. (1997). Exploring multiculturalism through children's literature: The Batchelder Award winners. New Advocate, 10, 3, 215-28.
12. Lili Dai. Practical Techniques for Cultural-based Language Teaching in the EFL Classroom. Journal of Language Teaching and Research, Vol. 2, No. 5, pp. 1031-1036, September 2011.
13. R. L. Oxford, Language Learning Strategies: What Every Teacher Should Know, New York: Newbury House Publishers (1990).



14. Richards, J.C. & Schmidt, R. (eds). 2010. Longman dictionary of language teaching and applied linguistics.(4th ed.). Harlow, UK: Pearson Education Limited.
15. Samovar, L. A., Porter, R. E. & McDaniel, E. R. 2007. Communication between cultures (7th ed.), Wadsworth, CA: Cengage Learning, 243–284.
16. Stephen Krashen. (1988). Second language acquisition and second language learning. Prentice-Hall International.
17. Strong, G. (1996). Using literature for language teaching in ESOL. *Thought Currents in English Literature*, 69, 291- 305.
18. Volodina N.V. Concepts, universals, stereotypes in the study of literature. Moscow, 2010, pp. 53– 54