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IMPLEMENTATION OF THE LINGUOCULTURAL APPROACH IN TEACHING RUSSIAN AS A MEANS OF EDUCATING AND DEVELOPING A LINGUISTIC PERSONALITY

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Abstract
The linguocultural approach has become an important direction in contemporary language education because it establishes a close relationship between language, culture, national identity, and human communication. Teaching Russian as a foreign or second language requires not only the acquisition of grammatical structures and vocabulary but also an understanding of the cultural meanings, values, traditions, and social conventions reflected in linguistic expressions. This article examines the theoretical and methodological foundations of implementing the linguocultural approach in Russian language teaching as a means of educating and developing a linguistic personality. Particular attention is paid to the relationship between linguistic competence, cultural awareness, communicative behaviour, and intercultural interaction. The study analyzes the role of phraseological units, proverbs, literary texts, cultural concepts, speech etiquette, and national traditions in the formation of students' linguistic personalities. It also proposes practical classroom activities and methodological recommendations for integrating cultural content into language instruction. The article argues that the linguocultural approach contributes to the development of communicatively competent, culturally aware, and socially responsible language users.

Keywords: Linguocultural approach, Russian language teaching, linguistic personality, language and culture, intercultural communication, cultural awareness, phraseology, speech etiquette, national values, language education.

Introduction

Language and culture are closely interconnected phenomena that influence one another throughout the historical development of society. Language serves not only as a means of communication but also as a system through which people preserve, express, and transmit their cultural experience, collective memory, traditions, and worldview. Every language reflects the specific historical and social conditions in which its speakers live.

In contemporary education, foreign and second language teaching increasingly focuses on the development of learners who can use language appropriately in different communicative and cultural contexts. The acquisition of grammatical rules and vocabulary alone is insufficient for successful intercultural communication. Students also need to understand the cultural meanings

of expressions, the social conventions governing communication, and the values reflected in linguistic behaviour.

In this regard, the linguocultural approach has considerable methodological significance. It enables teachers to combine linguistic knowledge with cultural information and to present language as an integral part of national and social life.

Russian language education provides numerous opportunities for implementing this approach. Russian phraseological units, proverbs, literary works, forms of address, speech etiquette, historical references, and cultural concepts can be used to develop both linguistic and cultural competence.

The concept of a linguistic personality is particularly important in this context. A linguistic personality is not merely an individual who knows a language; it is a person who uses linguistic resources to express thoughts, communicate values, interpret cultural meanings, and interact with other members of society.

The purpose of this article is to examine the methodological potential of the linguocultural approach in teaching Russian and to identify its role in educating and developing students' linguistic personalities.

The main objectives are:

to examine the relationship between language and culture;
to analyze the theoretical foundations of the linguocultural approach;
to clarify the concept of linguistic personality;
to identify the role of cultural content in Russian language teaching;
to develop practical exercises for integrating linguocultural materials into lessons;
to propose pedagogical conditions for developing intercultural communicative competence.

2. Theoretical Foundations of the Linguocultural Approach

The linguocultural approach is based on the idea that language and culture should be studied in their close interaction. Linguistic units frequently contain cultural information that cannot be fully understood through literal translation or grammatical analysis alone.

Words, expressions, phraseological units, proverbs, metaphors, and forms of speech etiquette may reflect historical events, social relationships, traditional beliefs, and collective experiences.

One of the important theoretical foundations of this approach is the understanding of language as a means of preserving and transmitting cultural knowledge. Linguistic structures do not simply describe reality; they also reflect the ways in which a particular community interprets the surrounding world.

Wilhelm von Humboldt emphasized the relationship between language and human thought, considering language an active expression of a people's worldview. His ideas contributed to the development of later linguistic and cultural theories.

Edward Sapir and Benjamin Lee Whorf also drew attention to the relationship between linguistic structures and habitual patterns of thought. Although contemporary scholarship does not regard language as completely determining human cognition, the relationship between language, categorization, and cultural experience remains an important field of research.

In Russian linguistics, the works of V. N. Telia, V. V. Vorobyev, and V. A. Maslova have contributed to the development of linguocultural studies. Their approaches demonstrate the importance of examining linguistic units together with the cultural meanings and associations they contain.

The linguocultural approach therefore involves several interconnected dimensions:

Linguistic dimension: the study of vocabulary, grammar, phraseology, and discourse.

Cultural dimension: the interpretation of traditions, values, historical references, and national concepts.

Communicative dimension: the appropriate use of language in different social and cultural situations.

Educational dimension: the development of respect for cultural diversity, tolerance, and intercultural understanding.

These dimensions make the linguocultural approach particularly relevant to contemporary language education.

3. The Concept of Linguistic Personality in Language Education

The concept of linguistic personality occupies an important position in modern linguistics and language teaching methodology. It refers to the individual as a language user whose linguistic knowledge, communicative abilities, cultural experience, and personal worldview are reflected in speech activity.

Yuri N. Karaulov's theoretical work on linguistic personality provides an important framework for understanding the relationship between language, cognition, and individual identity.

In his model, linguistic personality is commonly examined through three interconnected levels.

The verbal-semantic level concerns an individual's vocabulary, grammatical knowledge, and ability to construct meaningful linguistic expressions.

The cognitive level involves concepts, ideas, knowledge structures, and the ways in which an individual interprets the world through language.

The pragmatic level concerns communicative intentions, motives, values, attitudes, and the ability to use language appropriately in particular situations.

These levels are closely related to the objectives of Russian language teaching.

For example, a student may know the grammatical structure of a Russian sentence but may not understand whether a particular expression is appropriate when addressing an older person, a teacher, or a close friend. This demonstrates that grammatical knowledge alone does not guarantee successful communication.

The linguocultural approach helps students develop all three levels by combining language practice with cultural interpretation and communicative experience.

The development of linguistic personality should therefore be regarded as a gradual educational process in which students acquire linguistic knowledge, expand their cultural understanding, develop independent opinions, and learn to communicate responsibly.

4. The Relationship between Russian Language and Cultural Identity

Russian language contains numerous linguistic elements that reflect historical experience, cultural traditions, social relationships, and collective values.

One of the most accessible ways of introducing cultural information is through phraseological units and proverbs. These expressions often preserve cultural meanings and demonstrate how particular communities interpret human behaviour, social relationships, and everyday situations.

For example, the Russian expression "Не имей сто рублей, а имей сто друзей" emphasizes the value of friendship and social relationships. Its meaning cannot be understood merely by translating individual words; students need to interpret the cultural and moral message conveyed by the proverb.

Another example is "Без труда не вытащишь и рыбку из пруда." This proverb expresses the idea that achieving a result requires effort and persistence.

Working with such expressions enables students to explore the relationship between language and cultural values.

The comparison of Russian proverbs with Uzbek equivalents can also be particularly productive. For instance, the meaning of "Без труда не вытащишь и рыбку из пруда" can be compared with the Uzbek proverb "Mehnatning tagi rohat." Although their linguistic structures differ, both expressions communicate the importance of effort and hard work.

This type of comparison develops students' ability to identify universal values and culture-specific forms of their expression.

Cultural identity is also reflected in forms of address and speech etiquette. Russian expressions such as "Здравствуйте", "Будьте добры", "Извините", and "Спасибо" demonstrate socially accepted ways of initiating communication, making requests, apologizing, and expressing gratitude.

Students should understand not only the lexical meanings of these expressions but also the situations in which they are appropriate.

Thus, language education becomes more effective when linguistic forms are presented within their cultural and communicative contexts.

5. Main Linguocultural Components in Teaching Russian

The implementation of the linguocultural approach requires the systematic selection of educational materials that represent different aspects of culture.

5.1. Phraseological units and proverbs

Phraseological units provide valuable information about national mentality, historical experience, and traditional values. Their analysis helps students understand figurative meanings and develop their ability to interpret non-literal expressions.

Teachers can organize comparative exercises in which students identify similarities and differences between Russian and Uzbek phraseological units.

5.2. Literary texts

Literary works reflect the cultural, historical, and social environment in which they were created. Short stories, poems, dialogues, and descriptive passages can be used to introduce students to cultural concepts and speech patterns.

For example, selected passages from the works of A. S. Pushkin, L. N. Tolstoy, A. P. Chekhov, and other Russian writers can provide opportunities to analyze everyday communication, social relationships, moral values, and cultural traditions.

The selection of texts should correspond to students' language proficiency and educational objectives.

5.3. Speech etiquette and communicative behaviour

Speech etiquette reflects the social norms that regulate communication. Students need to understand how greetings, requests, apologies, expressions of gratitude, and forms of address function in different situations.

Role-play activities can help learners practice these expressions in realistic communicative contexts.

5.4. Cultural concepts and national symbols

Concepts such as family, friendship, home, hospitality, respect, work, and nature frequently appear in language and literature.

Their analysis helps students recognize the relationship between vocabulary and cultural meanings. Teachers can encourage learners to compare how similar concepts are represented in Russian and Uzbek linguistic traditions.

5.5. Historical and social context

Historical events, traditions, holidays, and social practices influence the development of language. Introducing relevant cultural background helps students understand references and expressions that might otherwise remain unclear.

For example, discussing Russian holidays, literary traditions, or historical events can provide the necessary context for interpreting particular texts and expressions.

6. Methodological Approaches to Implementing the Linguocultural Approach

The linguocultural approach should be integrated into the educational process through a systematic combination of linguistic analysis, cultural interpretation, and communicative practice.

A four-stage methodological model can be proposed.

Stage 1. Linguistic familiarization

At this stage, students become familiar with new words, expressions, phraseological units, and grammatical structures.

The teacher introduces the linguistic material through short texts, illustrations, dialogues, and contextual examples.

Stage 2. Cultural interpretation

Students investigate the cultural meanings of the selected linguistic units. They discuss the historical, social, and traditional associations connected with particular expressions.

For example, when studying the Russian word "дом", students may explore its literal meaning and its broader associations with family, security, belonging, and personal identity.

Stage 3. Comparative analysis

Students compare Russian linguistic and cultural expressions with their equivalents or functional analogues in Uzbek.

This activity helps learners identify universal concepts and culture-specific features without assuming that different languages always express identical meanings.

Stage 4. Communicative application and reflection

Students apply the acquired knowledge in dialogues, discussions, presentations, written assignments, and role-play situations.

At the end of the activity, they reflect on what they have learned about the language and culture and how this knowledge influences their communicative behaviour.

The proposed model integrates linguistic knowledge, cultural awareness, comparative thinking, and practical communication.

7. Practical Classroom Activities for Developing Linguistic Personality

The following exercises demonstrate how the linguocultural approach can be applied in Russian language lessons.

Activity 1. "Proverbs Across Cultures"

Educational objective: to develop phraseological competence and intercultural awareness.

Students receive several Russian proverbs and search for their Uzbek equivalents or functional analogues.

Examples:

Russian: "Без труда не вытащишь и рыбку из пруда."

Uzbek: "Mehnatning tagi rohat."

Russian: "Не имей сто рублей, а имей сто друзей."

Uzbek: "Do‘st achitib gapirar, dushman kuldirib."

Students discuss the shared values and differences in the imagery and wording of these expressions.

Activity 2. "Cultural Meaning of Words"

Educational objective: to identify cultural associations connected with common vocabulary.

Students analyze words such as "дом", "семья", "гостеприимство", "дружба", and "уважение".

They explain their meanings, provide examples, and compare the associations of these words in Russian and Uzbek.

The teacher encourages students to distinguish dictionary meaning from cultural connotation.

Activity 3. "Speech Etiquette in Different Situations"
Educational objective: to develop sociolinguistic competence.
Students receive communicative situations and select appropriate Russian expressions.

Examples:
greeting a teacher;
asking a stranger for directions;
thanking a colleague;
apologizing for being late;
making a polite request.
Students then perform short dialogues and discuss why particular expressions are appropriate.

Activity 4. "Literature and National Character"
Educational objective: to develop cultural interpretation through literary texts.
Students read a short passage from a Russian literary work and identify linguistic expressions that reflect social relationships, values, or cultural traditions.
They discuss the characters' behaviour and explain how language contributes to the representation of personality and social context.

Activity 5. "Cultural Comparison Project"
Educational objective: to develop independent research and presentation skills.
Students select a cultural topic, such as family traditions, hospitality, holidays, education, or friendship.
They prepare a short presentation comparing Russian and Uzbek cultural representations of the selected concept.
The project may include examples from proverbs, literature, everyday communication, and other cultural materials.
These activities help students move from passive knowledge of cultural information to its active use in communication.

8. The Role of the Teacher in Developing a Linguistic Personality
The teacher plays a central role in implementing the linguocultural approach. The effectiveness of this methodology depends on the teacher's ability to select appropriate materials, explain cultural meanings, organize comparative activities, and create a respectful learning environment.
Alaudinova's research on communicative competence and oral communication provides a relevant methodological perspective for this process. In her article "Communicative Competence in the Language Learning System" (2025), she addresses the importance of communicative competence in language education. This perspective supports the use of culturally meaningful tasks that require students to understand messages, express their opinions, and interact appropriately.

Her work "Theoretical Approach of Oral Communication Competency" (2022) is also relevant to the development of students' speaking abilities. The linguocultural approach can extend oral communication practice by incorporating cultural context, speech etiquette, and the interpretation of culturally significant expressions.

For effective implementation, teachers should develop the following professional abilities:

selecting authentic linguistic and cultural materials;

explaining the cultural meaning of linguistic expressions;

organizing intercultural discussions and comparative analysis;

developing students' oral and written communication;

encouraging respect for cultural diversity;

evaluating both linguistic accuracy and communicative appropriateness.

Teachers should also avoid presenting culture as a fixed or homogeneous system. Cultural traditions and communication practices may vary across generations, regions, social groups, and individual experiences.

Therefore, cultural education should encourage critical understanding rather than stereotypes.

9. Assessment of Linguistic and Cultural Development

Assessment within the linguocultural approach should include both linguistic and cultural dimensions.

Traditional language assessment often focuses on grammar, vocabulary, pronunciation, and writing accuracy. However, the development of a linguistic personality requires broader criteria.

The following assessment dimensions may be used:

Linguistic competence: the ability to understand and use vocabulary, grammar, phraseological units, and coherent discourse.

Cultural awareness: the ability to recognize cultural meanings and interpret culturally significant expressions.

Sociolinguistic competence: the ability to select appropriate language according to the communicative situation and social relationships.

Intercultural communication: the ability to compare cultural perspectives respectfully and interact with representatives of different linguistic communities.

Independent expression: the ability to formulate personal opinions, explain cultural observations, and support interpretations with examples.

Assessment may involve presentations, comparative essays, dialogues, project work, reflective journals, and classroom discussions.

For example, students may be asked to explain the meaning of a Russian proverb, identify its cultural implications, compare it with an Uzbek equivalent, and use it in an appropriate communicative situation.

This approach provides a more comprehensive understanding of students' linguistic and cultural development.

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10. Challenges and Pedagogical Conditions

The implementation of the linguocultural approach may involve several methodological difficulties.

Limited cultural knowledge. Students may understand individual words but lack sufficient background information to interpret their cultural meanings. Teachers should provide clear explanations and contextual examples.

Linguistic complexity. Phraseological units, literary expressions, and historical references may be difficult for learners with limited language proficiency. Materials should be selected according to students' levels.

Cultural differences. Direct translation may not always preserve the cultural meaning of an expression. Teachers should encourage contextual interpretation rather than word-for-word translation.

Stereotyping. Oversimplified descriptions of national cultures may lead to inaccurate generalizations. Cultural materials should demonstrate diversity and variation within linguistic communities.

Insufficient instructional time. Teachers may find it difficult to include extensive cultural analysis in lessons focused on grammatical content. Linguocultural elements should therefore be integrated into existing reading, speaking, vocabulary, and writing activities.

The following pedagogical conditions are essential:

Systematic integration of linguistic and cultural content.

Selection of authentic and age-appropriate educational materials.

Combination of individual, pair, and group activities.

Use of comparative and communicative methods.

Development of respect for cultural diversity.

Assessment of linguistic accuracy and cultural appropriateness.

Creation of an inclusive environment for intercultural dialogue.

11. Conclusion

The linguocultural approach represents an important methodological direction in contemporary Russian language education. It establishes a relationship between language learning, cultural knowledge, social interaction, and personal development.

The analysis demonstrates that linguistic personality develops through the interaction of verbal-semantic, cognitive, and pragmatic dimensions. Students need not only to acquire grammatical structures and vocabulary but also to understand the cultural meanings of linguistic expressions and use them appropriately in communicative situations.

Phraseological units, proverbs, literary texts, speech etiquette, cultural concepts, and historical materials provide valuable opportunities for integrating linguistic and cultural education.

The proposed four-stage model—linguistic familiarization, cultural interpretation, comparative analysis, and communicative application—offers a practical framework for implementing the linguocultural approach in Russian language lessons.

Furthermore, the integration of Russian and Uzbek cultural materials can strengthen intercultural understanding and help students recognize both shared human values and the distinctive ways in which different cultures express them.

In conclusion, the linguocultural approach contributes to the formation of linguistically competent, culturally aware, independent, and socially responsible individuals. Its systematic application can make Russian language education more meaningful by connecting linguistic knowledge with real-life communication and cultural experience.

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