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Theoretical and Methodological Foundations of the Linguo-Cultural Approach in Teaching the Russian Language: Its Essence, Tasks and Practical Application

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Abstract: This article examines the theoretical and methodological foundations of the linguo-cultural approach in teaching the Russian language. It explores the essence of this approach, emphasizing the integration of language learning with cultural understanding to enhance communicative competence. The article outlines key tasks such as developing students' intercultural awareness, fostering respect for cultural diversity, and improving language skills through authentic cultural contexts. Practical applications in classroom settings are discussed, highlighting effective teaching strategies and materials. Overall, the study demonstrates how the linguo-cultural approach enriches language education by bridging linguistic proficiency and cultural insight, preparing learners for real-world communication.

Keys words: linguocultural approach, personality, spiritual values, linguistic heritage, lexicon, phraseology, intercultural dialogue, mentality, nation, upbringing.

Introduction. The essence and strategic goals of the linguocultural component. The Linguocultural Approach (LCP) in modern education goes beyond simply mastering language norms. Its mission is to form a holistic cultural personality of the student, possessing deep cultural orientations [1]. This presupposes:

Interiorization of cultural values: The assimilation of basic aesthetic, moral, and (in the context of cultural studies) religious norms and behavioral patterns fixed in language. Mastering cultural practices: Forming the ability for cultural activity - not only passive perception, but also conscious creation (for example, creative works), preservation (understanding and respecting heritage) and use of spiritual values in communication [2].

Development of cultural reflection: The formation of a conscious, value-based attitude towards culture as a system, its creations, artifacts, and internal connections within the cultural space.

Methodology. Language within the framework of the LPR is becoming a key tool of cultural education. The study of the Russian language is aimed at the formation of a linguistic personality - a personality whose speech and thinking reflect the national mentality and culture. Such a person is capable of full-fledged intercultural dialogue, spiritual communication, and cooperation. The basis of the approach is the inseparable triad "language - culture - personality," which determines the content, methods, and forms of education [3,4].

Concept	| Main representatives	The essence applies to LKP	| Methodological potential
Descriptive	| Z. Freud	Culture as a set of phenomena: norms, traditions, customs, types of activity, ideals.	Systematization of cultural facts presented in language.
Valuable	M. Heidegger	The level of culture is determined by the formation of ideas about spiritual/material values reflected in history.	Formation of a scale of cultural values, analysis of historical contexts of words.
Activity	B. Malinovsky, Yu. Sorokin, E. Tarasov	Personality culture is manifested in behavior and motives of activity.	Role-playing/business games, project activities, modeling of cultural situations.
Functional		Culture performs key functions: socialization, informational, communicative, regulatory, etc.	Development of meta-subject competencies (communication, analysis, regulation).
Hermeneutic	| Yu. Lotman	Culture is assimilated through texts as sources of information, dialogues with authors, reflections of identity, and concepts.	Key in school! Text analysis, dialogic reading, concept identification.
Normative	B. Uspensky, Yu. Lotman	Culture is based on collective memory, expressed in a system of prescriptions and prohibitions (traditions, taboos, etiquette).	Study of speech etiquette, cultural prohibitions (taboo vocabulary, topics).
Spiritual	L. Kertman	Culture is the core of the spiritual life of society: ideas, creativity, heritage, continuity of traditions.	Analysis of literary texts, familiarization with cultural heritage.
Dialogic	V. Bibler, S. Averintsev, B. Uspensky	The culture of a nation exists in dialogue (externally - with other cultures; internally - with	Key! Comparative analysis of cultures, research activities, interdisciplinary connections

		subcultures).	(literature, history, MXK).
Information and communication		Culture is accumulated and stored in symbolic systems ("codes" of cultural programs).	Analysis of cultural codes in language (symbols, archetypes), working with different types of texts.
Symbolic		Culture - "symbolic universe," saturated with ethnic symbols (birch, matryoshka; drainage; yurt, etc.).	Study of culturally marked vocabulary, symbolism of folklore and literature
Typological	M. Mamardashvili, S. Averintsev	Emphasis on the uniqueness of cultural traditions, norms of behavior, gender relations (rituals, greetings, eating).	Comparison of cultural practices, analysis of stereotypes, development of cultural tolerance

The multiplicity of approaches emphasizes the dynamism and multidimensionality of culture, combining the preservation of traditions with constant development. For building an effective model of linguocultural education, the following are most relevant [5]:

Normative concept (socialization through the assimilation of cultural norms and prohibitions reflected in language).

Dialogic concept (formation of one's own cultural identity through conscious interaction with "other" cultures).

Hermeneutic concept (text as the main source of cultural knowledge and a field for dialogue).

3. Linguoculturology as a scientific and methodological basis of the approach.

Linguoculturology (formed in the 90s). XX century) - an integrative science that studies the interpenetration of language and culture, the reflection of objects of material and spiritual culture of the people in linguistic units. It synthesizes the achievements of related disciplines:

Ethnolinguistics studies the connection between language, ethnic culture, and psychology. The focus is on the lexicon reflecting the specifics of material/spiritual life, the reconstruction of the historical picture of the world of the ethnos.

Ethnopsycholinguistics studies speech activity in the ethnocultural context: norms of speech behavior, ethnic features of verbal/nonverbal communication, etiquette, problems of intercultural communication (leading method - associative experiment).

Sociolinguistics analyzes the connection of language with society (social structure, history, ethnic composition) in a synchronous context.

Linguocultural studies studies the national-cultural semantics of a language, primarily through non-equivalent vocabulary (realia) and background knowledge reflecting the history and modern life of the country.

Result and discussion. The subject area of linguoculturology is the study of linguistic mechanisms of fixation, storage, and transmission of culturally significant information in diachrony (historical development) and synchrony (modern state) in the context of mentality and spiritual culture. Language acts as a "memory of culture."

Directions of Linguoculturology:

1. Linguoculturology in itself: The study of the language and culture of a certain group in a specific historical period.

2. Diachronic linguoculturology: Analysis of changes in the linguistic reflection of the culture of the ethnos over the course of history.

3. Comparative linguoculturology: The study of linguocultural features of historically related ethnic groups (for example, East Slavic).

4. Comparative linguoculturology: Analysis of two or more linguocultures from the perspective of the native speaker of the Russian language/culture.

(Level): 1. Philosophical level: Application of the laws of dialectics (unity and struggle of opposites - interaction of language and culture; the transition of quantity to quality - accumulation of cultural meanings; negation - development and change of cultural paradigms). 2. General scientific level: Use of universal methods: observation, experiment (especially psycholinguistic), modeling (linguistic personality, cultural concept), interpretation (texts, symbols), description, comparison. 3. Specific scientific (linguistic-didactic) level:

Content analysis: Identifying and systematizing culturally significant units in texts.

Frame Analysis: The study of stereotypical situations and their linguistic formatting (e.g., the "Holiday" frame).

Linguistic reconstruction: Restoring elements of the historical picture of the world based on linguistic data.

Linguocultural analysis of a text: The purposeful identification and interpretation of linguistic means expressing cultural meanings, concepts, and symbols within the framework of the hermeneutic paradigm (understanding through dialogue with the text).

Comparative analysis: Identifying similarities and differences in the reflection of cultural phenomena in different languages.

Associative experiment: Identifying culturally determined reactions to stimulus words.

4. Practical implications for school education: from theory to lesson

Analysis of the theoretical and methodological foundations of LSP allows us to formulate specific ways to strengthen it in the practice of teaching the Russian language:

Conclusion. The linguocultural approach, based on the deep integration of linguistics and cultural studies and relying on the achievements of linguoculturology as a science, represents not just a methodological approach, but a strategic basis for modern humanitarian education. It transforms the study of the Russian language from the process of mastering formal rules to the path of forming a person's general cultural competence. Such an approach allows us to educate a person who is able not only to speak and write competently, but also to deeply understand the cultural codes embedded in the native language, to critically comprehend the cultural heritage, to effectively interact in the multicultural world, and to consciously form their own cultural identity through words. The realization of its potential requires systematic work to update the content, methods, and interdisciplinary connections in school practice.

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