

Besides, certain functions of Zoom are significantly appealing to teachers to keep students engaged. One of these features is the ability to divide students in groups with the assistance of breakout rooms. The idea is to continue using all traditional classroom activities online. It might be discussion, collaborative writing task, warm-up, project and any other type of activity which requires teamwork. For instance, a teacher might assign a task “From A to Z” which requires students to find one word for each letter of the alphabet to a particular theme as an ice-breaker almost to any topic such as Travelling, Education, Business, etc. The procedure of the task and instructions are explained during the main session and then a teacher divides learners into teams. It can be done randomly by the program or an educator can assign each student to a particular team. One of the benefits of such function is that it helps to manage time in the most effective way as the host of the conference can end breakout rooms for all teams and require them to return to the main session to share to results of the given assignment. It is also possible to monitor the working process of each team by entering each group one by one and checking their progress, although an obstacle might be that a teacher cannot control other teams simultaneously which can lead to switching to L1 by the students. Nevertheless, it is an effective way to make students communicate and interact with each other.

The implication of this study is that online tools such as Kahoot, Quizizz, Padlet and Zoom can create an effective environment for interactive online lessons an encourage students to participate in the class as enthusiastically as it would be in the traditional face-to-face lesson using modern methods and approaches to teaching ESL.

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#### LINGUOCULTURAL APPROACH IN MODERN FOREIGN LANGUAGE EDUCATION

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**Abstract:** The article highlights peculiar features and aspects of developing the linguocultural approach in Foreign language teaching (Flt) to students of non-linguistic specialties of pedagogical universities in the framework of the cognitive-linguocultural methodology which serves as the universal conceptual basis for the theory of modern Foreign language education (Fle) and multilingual education in the Republic of Karakalpakstan.

**Key words:** intercultural communication; intercultural and professional communicative competence; linguocultural studies; linguocultural approach.

Today, the linguoculturological approach to teaching foreign languages (hereinafter referred to as FL) reflects the main trend in the field of foreign language education, mainly the shift of target accents, the switching of interest from the formation of knowledge, abilities and skills to the development of a FL as familiarization with a different culture, mastering new socio-cultural content.

Increasingly, in interpreting the models of a modern specialist, the emphasis is not only on mastering a foreign language by a graduate, but also on developing the ability of such a specialist to comprehend and accept cultural values that differ from his own. Therefore, along with linguistic knowledge, the formation of speech skills and abilities, it is necessary to determine a set of cultural

knowledge that will allow a future specialist in any field to use a foreign language in order to carry out intercultural and professional communication with native speakers of the studied foreign language.

The effectiveness of the linguocultural approach for the most complete study of a foreign language and the formation of intercultural professional and communicative competence among students of non-linguistic specialties is beyond doubt in the didactic scientific environment. According to M. Byram, teaching culture in the process of teaching the language expands the horizons of students, which in general is of great educational and educational importance [Byram 1989, p. 4].

*Implementation of a linguoculturological approach in teaching a foreign language to students of non-linguistic specialties.*

Based on the experience of working with students of non-linguistic specialties, we can say that the teaching of a foreign language as an aspect of a foreign language culture at non-linguistic faculties in universities of the Republic of Karakalpakstan is not sufficiently developed. Despite the understanding of the need to include a foreign language culture in the process of teaching a foreign language, in most cases students are introduced to individual fragments of the regional and cultural plan. On the other hand, there is an acute problem of purposeful selection of the most suitable educational material and work with texts of a professional orientation. Constant changes, the importance of tracking the timely reflection in educational materials of innovations in the chosen professional field require not only a formed secondary language, but also cognitive consciousness, both from the teacher and the student. And although the development of the Uzbek methodology of foreign language education is beyond doubt, at present it is necessary to develop, theoretically substantiate and practically test a methodology that would contribute to introducing the student to a foreign language picture of the world.

In the process of foreign language learning, students must acquire a given amount of background knowledge, defined in modern methodology as a “frame presupposition” [Furmanova 1993]. I. I. Khaleeva considers frame presuppositions as a necessary condition that forms the cognitive consciousness of a secondary linguistic personality. The author also believes that in the absence of a formed national-culturally colored network of frames, the understanding of foreign language texts becomes impossible [Khaleeva 1989]. O. L. Digina notes that in order to study the systems of linguocultural units, one should resort to the method of the linguocultural field, which is methodically implemented through the consideration of cross-cutting cultural topics. “When using the linguocultural field, the emphasis is on the reflection in the language of a certain representative block of national culture, establishing hierarchical subject relationships between concepts within this block and between blocks” [Digina 2009, p. 100–101]. As the author further notes, the learning process should be based on specially selected texts containing frame presuppositions [Digina 2009].

As you can see, frame presuppositions are defined by Russian scientists as important, accumulated background knowledge that allows students to form the most complete foreign picture of the world. At the same time, the so-called “knowledge background” in the perception of texts by a student (potential secondary language personality) should be provided with a purposeful system of learning tasks.

Thus, the implementation of the linguocultural approach in teaching a foreign language to students of non-linguistic specialties of universities of the Republic of Karakalpakstan should be carried out through the subject content of the discipline “Foreign Language”, which at each level of education is presented in the form of CLC (or, cognitive-linguocultural complexes). The component composition of such CLC is represented by the communicative sphere, reflecting the content of this level of education; a set of speech topics and subtopics of communication that implement each of the presented areas; typical situations of communication.

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