

LINGUO-CULTURAL MODEL OF THE CONCEPT OF EDUCATION

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Abstract

This article provides a comprehensive analysis of the linguocultural aspects of the concept of education. The phenomenon of education is analyzed as a complex phenomenon in the harmony of language, culture, thinking, and social factors. A linguoculturological model of the concept of education has also been developed, and its main components (linguistic, cultural, cognitive, and social) are explained. The results of the research play an important role in the development of the intercultural approach in the modern education system.

Keywords: Education, linguoculturology, culture, language, concept, cognitive model, socialization, intercultural communication.

Introduction

The modern education system is being updated in close connection with globalization, the development of information technologies, and the changing needs of society. In particular, the need to transition from traditional approaches to innovative pedagogical technologies in teaching the humanities is increasing. This is because these subjects serve not only to impart knowledge but also to shape students' worldview, social consciousness, and communication skills.

Through the humanities, students understand historical processes, analyze social phenomena, and learn to think independently. Therefore, the use of modern pedagogical technologies in their effective teaching is of great importance. The use of innovative approaches in the educational process increases students' interest in the lesson and contributes to the firm assimilation of knowledge.

Scientific research conducted in the field of linguoculturology shows that the concept of education is multifaceted. In particular, representatives of cognitive linguistics have substantiated the formation of human thinking and worldview through language.

Furthermore, research within the framework of intercultural communication emphasizes the importance of intercultural competence in the educational process. This approach considers education not only as the transfer of academic knowledge but also as a means of transmitting cultural values.

Methodology

The following methods were used in this study: descriptive method, conceptual analysis, linguocultural interpretation, and comparative analysis.

With the help of these methods, various layers of the concept of "education" were comprehensively studied.

Body

Education is the object of research in various fields of knowledge: philosophy, pedagogy, sociology, economics, law, and others. Representatives of these disciplines have proposed doctrinal definitions of education and teaching that differ significantly from one another (even within the same field of knowledge). For example, in pedagogy, some authors understand education as the process and result of a person's acquisition of social experience, a system of knowledge, skills, and abilities necessary for life in society, while education is defined as the joint activity of a student and a teacher aimed at achieving educational goals and acquiring knowledge, skills, and abilities defined in curricula and programs.

demonstrates the need to form competence. As a result, this model serves as an important methodological basis for increasing the effectiveness of education and the comprehensive development of the individual.

Linguoculturological essence of the concept of education. From a linguoculturological perspective, education is not merely a process of imparting knowledge, but a means of transmitting cultural experience from generation to generation. Linguoculturology studies culture through language. Therefore, the concept of education is closely linked to the historical experience, national values, mentality, and social norms of each nation. In every society, the concept of education has its own semantic and conceptual content. For example, in the Uzbek language, the concept of "education" is often used in close connection with "upbringing." This demonstrates the priority of moral values in national culture.

The linguocultural model of the concept of education consists of the following main components:

a) Linguistic component lexical units related to education (science, knowledge, teacher)

phraseological units and proverbs, metaphorical expressions

b) Cultural component: the system of national values, customs and traditions, and teacher-student relationships

c) Cognitive component is the process of receiving and processing knowledge, the formation of thinking and a conceptual system of worldview

d) The social component is the socialization of the individual, their role in the development of society, and a factor in professional development

Conceptual representation of the model

The linguocultural model of the concept of education is expressed by the following formula:

EDUCATION = Language + Culture + Thinking + Society

This model demonstrates that education is a complex and multi-layered system.

This model is of great importance in the following areas: improvement of foreign language teaching methodology development of curricula development of intercultural competence improving the effectiveness of education

Conclusion

The linguoculturological model of the concept of education shows that it is a complex and multifaceted phenomenon. This approach allows for the interpretation of education in an integral connection with language, culture, thinking, and society. Within the framework of linguoculturology, education serves not only an individual's knowledge but also their cultural and social development. The model substantiates the important role of national values and traditions in the educational process. It also demonstrates the necessity of forming intercultural competence within the modern education system. As a result, this model serves as an important methodological basis for increasing the effectiveness of education and the comprehensive development of the individual.

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