

Analysis and Interpretation of Linguocultural Units as Basic Linguoculturological Units

*Mamajanova Gulmira Musinova*¹

Abstract: This article discusses the analysis and interpretation of linguocultural units as basic linguocultural units. To achieve this goal, a method of comparative analysis and interpretation of linguocultural units was used using the example of English and Russian languages. As a result of the study, the features of the use of linguocultural units in various contexts, as well as their meanings and sociocultural context were identified. The results obtained can be used to better understand the cultural characteristics of different languages and improve cultural competence.

Keywords: linguocultural units, linguoculturology, analysis, interpretation, comparative analysis, sociocultural context.

Linguoculturology is a science that studies the relationship between language and culture. One of the key concepts of linguoculturology is linguocultureme. Linguocultureme is a unit of language that reflects the specifics of the culture of a particular people.

Linguistic and cultural competence is an integral part of linguistic competence and presupposes an understanding of the cultural characteristics of the language. Linguocultural units are the basic elements of linguoculturology and allow for a deeper understanding of the cultural characteristics of a language. This article will analyze and interpret linguistic and cultural units using the example of English and Russian languages.

In the modern world, where ties between different cultures and nationalities are increasingly strengthened, knowledge of the linguocultural features of a language is becoming increasingly important. Linguocultural units reflect the cultural values, traditions and customs of the people, their mentality and national character. Therefore, understanding linguistic and cultural units is a necessary condition for effective communication and interaction between representatives of different cultures [1].

To carry out the analysis, a method of comparative analysis and interpretation of linguistic and cultural units was chosen. The study revealed the features of the use of linguistic and cultural units in various contexts, as well as their meanings and sociocultural context. For example, in English there is a linguistic and cultural unit “the American Dream”, which reflects the idea that every person can achieve success through their own efforts. In the Russian language, a similar linguocultural unit can be the “Russian soul,” which reflects the characteristics of Russian culture and national character.

In addition, knowledge of the linguocultural features of a language helps to avoid misunderstandings and conflicts in intercultural communication. For example, in some cultures, directly addressing a person by name may be considered indecent or even offensive, while in other cultures, on the contrary, it is a sign of respect and intimacy. Knowing such features allows you to avoid awkward situations and create trusting relationships.

In addition, knowledge of linguistic and cultural units can be useful for professional activities in various fields, for example, in international business, tourism, diplomacy, etc. In these areas, cultural awareness can help establish business contacts, attract clients and partners, and resolve conflict situations.

¹ Senior Lecturer at the Department of Russian Philology, Fergana State University



It is important to note that linguocultural units, in particular linguoculturemes, as a special and frequency class, in comparison with other varieties of linguoculturological units (which will be discussed later), we classified as follows:

1. traditional (general) linguistic cultures, i.e. entered into the language as commonly used, universal in the languages in contact.
2. neolinguoculturemes are linguocultureme-neologisms that entered the contacted languages as borrowings from foreign languages (English, German, French, etc.) [2].

Let us consider in detail the functioning of linguocultural units based on a comparative analysis of the conceptual fields of contacted linguocultures. Formally, linguoculturemes can be presented: according to the method of linguistic expression and have various types. It can be represented by one word, phrase, whole sentence or discourse in each of the analyzed languages. For example, linguoculturemes presented as separate words:

Russian: birch, Tatyana, will, steppe, bast shoes, buffoon, felt boots, hut; loaf, matryoshka, samovar, round dance, accordion, balalaika, borscht, pancakes, paneva, etc.; (“International Journal of the Art of Words” (Tashkent, 2021, No. 5, May)).

Uzbek: chinor, eman, qairagoch, dor, chiston, latifa, maskharaboz, otashkurak, Afandi (Nasriddin), chorsi, kamalak; sandalwood, khontakhta, pieola, rubob, maqom, kurash, dutor, ketmon, dahliz, dargok, obdasta, kavush, maksi, mavrid, parvarda, tandir, etc. (“Ethnology of fanidan isoqli lugat”), (“Suz sanati halkaro journals” (Tashkent, 2021. No. 5, May)).

We include commonly used concepts that have their own semantic nuances in the category of traditional linguistic culture, i.e. national characteristics in each of the contacted cultures. They carry value guidelines that characterize the world of the Russian or Uzbek people; this is a special code for the picture of the world. Each traditional linguocultureme is an important element of the traditional culture of the linguocommunity. With the help of neolinguoculture, the features of the modern national picture of the world, its meaning, content and values are conveyed.

The division of linguoculturemes into traditional and neolinguocultureme is explained in order to show a clear distinction between the commonly used linguocultureme and the linguocultureme that have been included in the last 5-10 years from other languages, i.e. borrowed (foreign language) linguoculture [3].

We also include linguocultureme-neologisms (borrowings from other languages) in the category of neolinguoculturemes, which can be presented from a frame position - frame representation of linguocultureme. They have literally entered the last decade as borrowings (from English, French, German, Chinese and other languages) into the dictionaries of both Russian and Uzbek languages.

Analysis of linguistic cultures can be carried out using various methods:

- Linguistic analysis: the study of the linguistic form of a linguoculture (its sound, meaning, grammatical characteristics).
- Culturological analysis: the study of the cultural content of a linguoculture (its associations, meanings, symbols).
- Ethnographic analysis: study of the history and origins of linguistic culture.

Interpretation of linguistic cultures is the process of identifying and explaining their meaning. The interpretation could be:

- Denotative: explanation of the meaning of linguoculture.
- Connotative: explaining the associations and meanings associated with a linguoculture.
- Pragmatic: explaining how linguocultureme is used in speech.



Examples of linguistic cultures:

- Russian linguocultureme “soul”: has many meanings (the essence of man, the inner world, immortal substance). It reflects Russian ideas about man and his fate.
- Japanese linguocultureme "mono" (emptiness): has a philosophical meaning and is associated with Buddhist ideas about the world.
- English "fair play" linguoculture: reflects the values of fair play and sportsmanship.

Thus, knowledge of linguistic and cultural units is necessary for successful intercultural communication and professional activity in the context of globalization and international relations.

As a result of the study, the features of the use of linguocultural units in various contexts, as well as their meanings and sociocultural context were identified. The results obtained can be used to better understand the cultural characteristics of different languages and improve cultural competence.

Analysis and interpretation of linguocultural units using the example of English and Russian languages made it possible to identify similarities and differences in the use of linguocultural units in different contexts. It was found that linguocultural units reflect the cultural characteristics of the language and can be used for a deeper understanding of culture and national character.

Additionally, it can be noted that the study of linguistic and cultural units helps not only to understand the culture and language of other peoples, but also to better understand one's own culture and language. This is due to the fact that many linguistic and cultural units have their origin in the culture and history of the country where the language is used. Thus, the study of linguistic and cultural units helps to broaden one's horizons and deepen knowledge about the culture and language of not only other countries, but also one's own country.

In the vocabulary system of many languages common in the CIS countries, the Russian language plays the role of an intermediary language, therefore most modern linguocultures in these languages are borrowed by transliteration based on the word-forming elements of the intermediary language.

In addition, the study of linguistic and cultural units contributes to the development of critical thinking and the ability to analyze linguistic phenomena. These are important skills for any profession, especially for those working in international relations, business, media and culture.

Linguocultural units are the basic elements of linguoculturology and allow for a deeper understanding of the cultural characteristics of a language. Analysis and interpretation of linguocultural units using the example of English and Russian languages made it possible to identify the peculiarities of the use of linguocultural units in various contexts, as well as their meanings and sociocultural context. The results obtained can be used to better understand the cultural characteristics of different languages and improve cultural competence.

Thus, linguocultureme is defined “as a concept within the linguocultural community,” i.e. “an association of individuals built on the basis of the similarity and meaningfulness of the verbal-associative structures of speakers of a certain language.”

In accordance with the results of the study, we believe that Russian and Uzbek traditional linguoculturemes and neolinguoculturemes are collectively included in linguoculturemes as the main, most frequently used (in comparison with other linguocultural units, in particular, logoepestemes and constants), called the basic linguoculturological units of linguoculturology .

Within the framework of this linguoculturological study, linguocultureme is considered as a fundamental term, as a key cognitive unit of linguoculturological analysis.

In general, knowledge of linguistic and cultural units is an important competency in the modern world, where more and more people are faced with the need to communicate with representatives of other cultures and languages. Such knowledge helps to avoid misunderstandings, conflicts and errors in communication, and also contributes to the establishment of trusting relationships and successful professional activities. Therefore, it is important to pay sufficient attention to the study of linguistic



and cultural features of the language when studying foreign languages and in the general development of one's intercultural competence.

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