

## PROBLEMS OF LINGUISTIC AND METHODS OF TEACHING A FOREIGN LANGUAGE

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**Abstract:** *This article deals with the problem of intercultural communication, in which background knowledge plays an important role. Referring to our research, we see the solution to this problem in expanding the background knowledge of students, i.e. familiarization of students with the realities, traditions and customs of English-speaking countries.*

**Key words:** *background knowledge, intercultural communication, problem of linguistics, lexeme, articulation, communication skills, equivalent vocabulary, components, cultural aspect, system of speech mechanisms.*

**Introduction.** Methods of linguistic training are constantly being improved, as the formation of communicative and socio-cultural competencies provides the basis for adequate interaction in the framework of international communication and professional situations. At present, the need to learn English is an important and a real factor in functioning in various fields of human activity has become generally accepted. English is taught throughout all years of study, in all specialties. The main task of training is to master students' communication skills in English[1].

**Discussions and results.** As a result of training at a university, a modern foreign language specialist should demonstrate a certain level of bilingual communicative competence, including linguistic, sociolinguistic, sociocultural, discursive in accordance with the common European scale of requirements for all types of speech activity. Speaking, listening, reading and writing know the language of realities associated with the most important historical events, cultural and historical associations, with the peculiarities of socio-political life, state structure, economy, traditions and customs of the countries of the studied language and be able to convey this information to students[2].

The study of special literature led us to the conclusion that the consideration of background knowledge in terms of their structure and thematic content, as well as in the methodological aspect, has not yet been the subject of special studies.

The use of proper names in a figurative sense, as well as, the use of literary material in the form of quotations, allusions and references, require the reader or listener of the text to be able to recognize them, recreate in memory the situation of their primary usage. Restore the typical features of the character, his style of behavior, fate, and sometimes and features of the whole work. Examples of such values: a Mr. Barleycorn - a bottle of gin, the Walter Mitty dream - the "blue dream" of every layman, to do an Oliver Twist in the meaning of "ask for more", the Alice-in-Wonderland quality - an illogical order or property that is contrary to common sense[3].

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Thus, the possession of literary background knowledge is a necessary condition for an adequate understanding of authentic written and oral texts - in full content, meaning and author's intention. This determines their communicative significance.

Teaching experience shows that even at advanced stages of learning, students make a significant number of "mistakes" both when performing exercises and when using substantive constructions in conversational practice. In this regard, we see the need for more detailed equipment on this topic and the development of appropriate recommendations. Another obstacle on the way to solving the communicative problem of linguistics is to correct perception of the spoken form, that is, the perception of what is said by ear.

In many educational institutions for teaching a foreign language, much attention is paid to the elements of linguistic and regional studies. The use of the linguistic and cultural aspect contributes to the formation of learning motivation, which is very important in the context of college education therefore, foreign language communication is not supported by the language environment. In the educational process, it should be taken into account, that the word is both a sign of reality and a unit of language. Introducing students to the culture of English-speaking countries is an integral part of teaching a foreign language. In our practice, we constantly draw students' attention to the cultural aspect, namely, what traditions and customs are in the culture of the country whose language they are learning.

We acquaint students with linguistic units that most clearly reflect the national characteristics of the culture of the people-native speakers and among its existence [4].

Therefore, the new teaching methodology should provide basic knowledge about the linguistic and cultural aspects of the country of the language, which is being studied, its traditions and new trends in the economy, politics and culture. Emphasis is placed on the independent work of the students.

**Conclusion.** Experts believe that, it is impossible to learn a language, it can be taught and it is independently study, which can be the key to the effectiveness of the entire educational process.

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