Choosing the right materials is also very important. There are stages in choosing technology for English language learners that go along with what they are ready for and introduce the right subject at the right time. It is important for the teacher to recognize where the students are at in the process. When choosing technological material the teacher should consider the students interests and how they already use technology in order to capture their interest.

V. Conclusion. Using digital technology in learning a foreign language has become a real necessity nowadays. This research paper has reviewed briefly how digital technology can be utilized in developing the language skills of the learner. Different methods for using digital technology in improving the four language skills were discussed thoroughly. The questionnaire carried out to estimate the acceptability of some students for the utilization of digital technology to enhance their language skills. We cannot imagine a modern lesson without the use of information digital technology. ICT has become an indispensable tool in improving the students' interest to study the problems and develops visual-figurative thinking. All this leads to a new system of knowledge change of consciousness, a rethinking of the whole picture of the teaching process. It is true that these technologies have proved successful in replacing the traditional teaching. And in the first part different methods are discussed that can effectively integrate digital technology in English language teaching.

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THE ROLE OF LINGUOCULTURAL APPROACH IN TEACHING FOREIGN LANGUAGES

Annotation. *This article is depicted the relationship of culture and linguocultural approach in teaching languages. At the current stage of development of modern society, with the expansion of economic ties and contacts, the world is becoming globalized, bringing peoples closer together and strengthening their intercultural interactions. However, each society has a distinct national culture, which is reflected in its language. Cultural characteristics influence the formation of a person's inner world and determine their national mentality. In order to help students develop a comprehensive grasp of language and culture, it is crucial to take into account the peculiarity of a national worldview both in the process of teaching foreign languages and in translation operations when extracting cultural information from linguistic units.*

Key words: *extralinguistic, social, spiritual, logical, emotional, moral, communicative-cultural, behavioral stereotypes, cross-cultural learning.*

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CHET TILLARNI O 'QITISHDA LINGVOMADANIY YONDASHUVNING O'RNI

Annotatsiya. *Ushbu maqolada tillarni o'qitishda madaniyat va lingvomadaniy yondashuvning o'zaro bog'liqligi tasvirlangan. Zamonaviy jamiyat taraqqiyotining hozirgi bosqichida iqtisodiy aloqalar va aloqalarning kengayishi bilan dunyo globallashib, xalqlarni bir-biriga yaqinlashtirib, ularning madaniyatlararo o'zaro aloqalarini mustahkamlamoqda. Biroq har bir jamiyatning o'ziga xos milliy madaniyati bo'lib, uning tilida o'z ifodasini topadi. Madaniy xususiyatlar shaxsning ichki dunyosining shakllanishiga ta'sir qiladi va uning milliy mentalitetini belgilaydi. O'quvchilarda til va madaniyatni har tomonlama o'z-*

lashtirishga ko'maklashish uchun chet tillarini o'rgatish jarayonida ham, til birliklaridan madaniy ma'lumotlarni ajratib olishda tarjima operatsiyalarida ham milliy dunyoqarashning o'ziga xosligini hisobga olish juda muhimdir.

Kalit so'zlar: *ekstralingvistik, ijtimoiy, ma'naviy, mantiqiy, hissiy, axloqiy, kommunikativ-madaniy, xulq-atvor stereotiplari, madaniyatlararo ta'lim.*

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РОЛЬ ЛИНГВОКУЛЬТУРНОГО ПОДХОДА В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация. *В данной статье рассматривается взаимосвязь культуры и лингвокультурного подхода в преподавании языков. На современном этапе развития современного общества, с расширением экономических связей и контактов, мир становится глобализованным, сближая народы и укрепляя их межкультурное взаимодействие. Однако каждое общество имеет свою уникальную национальную культуру, которая отражается в его языке. Культурные особенности влияют на формирование внутреннего мира человека и определяют его национальное мировоззрение. Для того чтобы помочь студентам развить всестороннее понимание языка и культуры, крайне важно учитывать особенности национального мировоззрения как в процессе преподавания иностранных языков, так и в переводческих операциях при извлечении культурной информации из языковых единиц.*

Ключевые слова: *экстралингвистический, социальный, духовный, логический, эмоциональный, моральный, коммуникативно-культурный, поведенческие стереотипы, межкультурное обучение.*

I. Introduction. In the 1970s, the concept of using a linguacultural approach in education gained popularity in the scientific literature. However, the educator J.A.Komensky brought up the topic of multicultural education as early as the 16th century.J.A.Komensky created the idea of universal education for all people by developing the notion of the human community, their needs, and their goals. Developing children's abilities to respect and love others, live in harmony with others, and fulfill mutual commitments was a crucial component of this idea. The most comprehensive presentation of the theoretical and methodological underpinnings of linguacultural studies in contemporary Russian linguistics may be found in V.V.Vorobyov's "Linguacultural Studies: Theory and Methods."The theoretical foundation of linguistic and regional studies is thought to be linguacultural studies. According to V.V.Vorobyov, it is a complex scientific discipline of a synthetic kind that focuses on contemporary priorities and cultural institutions (system of norms and universal human values) while examining the relationship and interaction of culture and language in its functioning and reflecting this process as a holistic structure of units in the unity of their linguistic and extralinguistic (cultural) content using systemic methods [1;331 p.].

II. Literature review. According to teacher P.F.Kapterev, teaching a foreign language requires the use of a linguacultural approach in order to develop students who have universal human thinking. This requires taking into account the cultures of multiple people and comparing their norms and values. Students will learn to appreciate universal human values by borrowing and enhancing their national ideals with those of other civilizations through such comparisons.

According to M.M.Bakhtin and V.S.Bibler, culture is the culmination of all other human existence meanings, including social, spiritual, logical, emotional, moral, and artistic. According to M.M.Bakhtin, dialogue of cultures is the basis for all other definitions of human existence and a general principle of understanding. As a result, the structure of the foreign language teaching process needs to be raised to a new, better quality level.Students should expand their understanding of the target language country's cultural traits as part of their foreign language studies by investigating and contrasting them with what they already know about their own society [2;42 p.].

According to F.B.Khubieva's research, teaching philological subjects using a linguacultural and communicative-cultural method is beneficial. She points out that pupils' creative thinking develops when they study languages and cultures together.

The realization of the necessity for a new idea in foreign language instruction—namely, the application of a linguacultural method in teaching foreign languages to students majoring in the humanities–determines the primary stances of scientists L.G.Mullagalieva, L.G.Sayakhova, and others. They believe that the foundation of this approach is the development of a linguistic personality, which entails working on the assimilation of the national-cultural component of the meaning of linguistic units, mainly vocabulary, phraseology, and text: the study of text as a cultural phenomenon, the assimilation of words not only as

units of language and speech, but also as concepts of culture.The linguacultural approach's fundamental ideas make clear the variety of ideas that need for in-depth research. L.G.Sayakhova correctly listed the following among them:

Language as a phenomenon of culture:

1. Language-based culture.
2. Linguistic perspective.
3. Linguistic personality.

By directly studying a foreign language, foreign-language culture, and the culture of their home country, a linguacultural method to teaching foreign languages helps students move from ethnocentrism to a dialogue of cultures.[3;p.24]According to E.I.Passov, "A foreign language serves as a means not only of interpersonal, but also of interethnic, interstate, and international communication; with the help of a foreign language, one can learn things that cannot be learned adequately and promptly in one's native language." Since it reveals a different world and makes a person twice as human, a foreign language serves as a protector of another culture and is invaluable to the native language and culture. Respect for other peoples cannot be developed without it [4;184 p.].

The development of the individual as a subject of cultural discourse is the main objective of teaching foreign languages to humanities majors. In order to accomplish this, pupils need to be able to:

1.-recognize that each culture is entitled to exist and can only be evaluated in light of its own norms and values;

2.- acknowledge that they are multicultural individuals who concurrently belong to a variety of ethnic types and variants;

3.- determine their position in the cultural spectrum and recognize and comprehend their function, importance, and role in global human activities;

4.-put oneself in other people's shoes and take the initiative to create and promote intercultural interaction in a peaceful manner within the framework of a cross-cultural discussion;

5.- serve as cultural and historical representatives of their nation, area, province, city, etc.

6.-participate actively and practically in campaigns against cultural aggression, vandalism, prejudice, and inequality.

III. Research methodology. The linguacultural method to teaching foreign languages upholds the idea of intercultural communication. This word is now widely used in scientific literature, particularly in recent years. A philosophy of intercultural relationships in contemporary multicultural society is dialogue across cultures. A philosophy of intercultural communication in contemporary heterogeneous societies is called "dialogue of cultures." E.I.Passov highlights certain facets of cross-cultural communication: The sociological component, which requires an understanding of the similarities and interdependence of cultures;

-the sociocultural component, wherein each communicator gains the subject's sociocultural status;

- the axiological component, which guarantees an appreciation and comprehension of the values of a different culture;

- the psychological component, which denotes mutual comprehension that results in cooperation, coordination, and emotional interaction.

Learning a foreign language can help achieve dialogue of cultures as a philosophy and communication process, which is a major socio-pedagogical goal of general and professional education. Teaching a foreign language and culture according to the dialogue of cultures and civilizations principle in language pedagogy entails:

In order to use real and partially authentic linguacultural material as didactic content in foreign language curricula and teaching materials based on the idea of broadening the scope of cultures studied, it is necessary to analyze such material;

–emphasizing the growth of pupils' global thinking;

– cultivating critical traits like empathy, tolerance, cultural open-mindedness, preparedness to communicate in a foreign cultural setting, verbal and sociocultural tact, etc.;

– the creation of methodological models that facilitate the development of bilingual sociocultural competence, including each student's awareness of themselves as cultural and historical subjects who are representatives and bearers of several types of cultures at the same time;

– a contrastive study of the native and studied cultures in the context of their direct and indirect historical and cultural mutual influence;

– creation of socio-pedagogical and methodological conditions for preparing students to act as subjects of cultural dialogue or cultural mediators in intercultural communication situations [5;35–36 p.].

IV. Analysis and results. The linguacultural approach promotes the formation of holistic ideas and helps to avoid stereotypes and generalizations. Students can broaden their sociocultural horizons and enhance their global thinking–an awareness of themselves as cultural and historical subjects–by co-studying the cultures of their home and foreign language countries. Therefore, when implementing a linguacultural approach to teaching a foreign language to students majoring in the humanities, which involves teaching the cultures of both the native language and the target language, the principle of cultural conformity proposed by V.V.Safonova becomes particularly relevant.When creating a cultural framework for textbooks and teaching tools, as well as when organizing and carrying out sociocultural enrichment of students' worldviews through a foreign language, this principle ought to serve as a guide for the selection of linguacultural materials for educational purposes [6.17 p.].

V. Conclusion. In conclusion, in order to use a linguacultural approach to teaching foreign languages, it is important to establish suitable pedagogical settings and structure this process according to the principles of cross-cultural learning. It should also be noted that the methodological and pedagogical literature has not yet sufficiently developed specific methods, techniques, and forms for implementing a linguacultural approach in foreign language classes.On the one hand, this presents a major challenge in defining the content of practical classes; on the other, it expands the prospects for finding new methods, including in terms of students' independent creativity.Thus, the implementation of this approach in teaching foreign languages to students in the humanities can contribute to the actualization of students' intercultural linguistic experience and the formation of their didactic and research strategies,aimed at expanding and differentiating knowledge in the field of native and foreign culture, behavioral strategies necessary to ensure adequate behavior in various situations of intercultural contacts.

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THE IMPORTANCE OF PROFESSIONAL MOBILITY AND THE DYNAMICS OF PUBLIC SCRUTINY IN INCREASING LEADERSHIP RESPONSIBILITY

Annotation. *The article mentions that a person is selected and appointed to a leadership position on the basis of a number of parameters, and it is emphasized that the function of such parameters is performed by his qualities and abilities that enhance his social image. Only a person with such qualities can successfully fulfill the functions assigned to the leader. However, this does not mean that the leader's social image is completely unchangeable, on the contrary, it changes, develops, and improves from the moment the person starts to perform the leadership position. Therefore, it has been scientifically analyzed that without identifying these tasks and ensuring their systematic solution, it is impossible to decide on a modern leader who will serve the interests of the country and the Motherland.*

Keywords: *professional mobility, social mobility, modern leader, social image of the leader, ideal leader, democratic management methods, nomenclature of reserve personnel.*