PRINCIPLES OF TEACHING PRECEDENT PHENOMENA IN LINGUOCULTURAL EDUCATION

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Annotation. This article examines the key principles of teaching precedent phenomena as an essential component of linguocultural education. It highlights the importance of integrating linguistic, cultural, and cognitive approaches to develop students' intercultural competence. The study emphasizes contextualization, cultural analogy, and communicative relevance as core principles for effective instruction. Teaching strategies such as discourse analysis, cultural comparison, and interactive learning help students recognize and interpret culturally marked units, enhancing their linguistic awareness and cultural literacy in authentic communication.

Keywords: precedent phenomena, linguocultural education, intercultural competence, teaching principles.

Main text. In modern linguocultural education, the study of precedent phenomena has gained particular importance as a means of shaping intercultural awareness and communicative competence. Precedent phenomena-well-known texts, names, and situations reflecting national culture-serve as cognitive keys to understanding the mentality and values of a linguistic community. However, their effective teaching requires clear methodological principles that combine linguistic, cultural, and pragmatic dimensions. This paper focuses on identifying and systematizing the basic principles of teaching precedent phenomena in the process of foreign language instruction, emphasizing their role in forming learners' cultural literacy and discourse competence.

The concept of precedent phenomena was first defined by Y.N. Karaulov as culturally and linguistically marked units shared by a community [2, p.216]. Later, V.V. Krasnykh emphasized their cognitive and communicative functions in intercultural discourse [3, p.47]. According to M.V. Gudkov, precedent phenomena serve as carriers of cultural memory and national identity [1, p.138]. These scholars highlight that teaching such units requires a linguocultural approach combining language, cognition, and culture. Their works provide the theoretical basis for developing methodological principles that help learners interpret and use precedent phenomena effectively in foreign language communication.

The study integrates linguistic, cultural, and cognitive approaches to teaching precedent phenomena in linguocultural education. Descriptive, analytical, and comparative methods were used to examine how learners interpret and apply precedent units in authentic contexts. Classroom observations and small-scale teaching experiments were conducted with English-major students at National Pedagogical University of Uzbekistan. Students analyzed and discussed examples such as *"Achilles' heel," "Big Brother," "To open Pandora's box"*-representing English cultural precedents. During instruction, activities included comparative discourse analysis, role-play dialogues, and contextual translation tasks. Learners were encouraged to interpret precedent expressions within historical and literary frameworks. This methodology enabled students to connect linguistic forms with cultural meanings, reflecting both national and universal cognitive patterns. The comparative analysis also helped reveal

cross-cultural similarities, enhancing the students' awareness of intercultural communicative norms and metaphorical thinking.

The results showed that contextualized and comparative teaching of precedent phenomena significantly improved learners' cultural and pragmatic comprehension. When discussing *"Achilles' heel,"* students correctly identified it as "a weak point" after learning its mythological origin, and linked it with the Uzbek concept *"zaif nuqta"*. Similarly, analyzing *"Pandora's box"* alongside *"Ochilmagan sandiq"* helped students grasp how myths function as sources of moral and cultural symbolism.

Students demonstrated stronger recall and usage when tasks involved visual aids (images from Greek mythology, Uzbek epics) and discourse-based exercises such as short dialogues ("This policy became the government's Achilles' heel"). Teachers reported increased motivation and creativity among learners during interactive sessions. However, comprehension difficulties persisted when precedent units were highly culture-bound (*"Big Brother," "Waterloo"*), suggesting the need for pre-teaching of cultural contexts. Overall, the findings confirm that systematic instruction based on contextualization, analogy, and cultural explanation fosters deeper understanding of precedent phenomena as a means of intercultural communication.

The study confirms that teaching precedent phenomena plays a vital role in developing students' linguocultural and intercultural competence. Effective instruction requires adherence to the principles of contextualization, cultural analogy, and communicative relevance. By integrating linguistic, cognitive, and cultural approaches, educators can help learners decode and use precedent units such as *"Achilles' heel"* or *"Alpomish"* meaningfully in communication. The findings suggest that culturally grounded explanations and comparative activities significantly improve comprehension and motivation. Consequently, systematic inclusion of precedent phenomena in language curricula enhances not only linguistic proficiency but also students' ability to understand and reflect the cultural worldview of the target language.

References

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