
The Role of Foreign Culture in Learning of Foreign Language

Zamira Zakirovna Kodirova, Teacher,
Department of Intensive Teaching of Second Language,
Uzbek State World Languages University, Tashkent, Uzbekistan

Abstract. The article discusses the importance of foreign culture in the process of foreign language learning. Moreover, culture being an important and integral part of human society deals with the communication of language by individuals in a variety of situations and circumstances. Most of the EFL learners tend to learn more than one language for a number of reasons including academic and professional purposes of life. However, they lack competence in intercultural communication because English is taught traditionally not for communication.

Key words: culture, communicative competence, mindfulness, traditions, language classroom

Introduction

The academic techniques and endorsed course readings barely offer assistance learners create abilities in communicating language in setting. However, numerous investigates have been carried out within the field of intercultural communication and they highlight the significance of social mindfulness in English language teaching programs. The procedures give learners a break even with sum of openings to hone language as the communicative prepare. It moreover advances social conduct and demeanor of learners as per the requests of communicating English as an outside language (Brown, 2000).

In addition, the usage of communicative procedures creates social abilities by illustrating conduct in cross-cultural communication. Moreover, the understudies in intelligently classroom exercises can communicate meaning, construct up lexicon, upgrade syntactic exactness, and create communicative competence. Numerous investigate discoveries share significant experiences on how instructors can consolidate intercultural angles through language teaching handle (Taylor, 1974).

The primary point is that in arrange to obtain greatest adequacy of intercultural communicative competence, it is basic to consolidate cognitive, emotional, and behavioral designs of learning English as a Outside Language since English has broadly been recognized as a implies or medium of intercultural communication. It is subsequently vital to coordinated all characteristics of intercultural communication into English Language Teaching (ELT) programs. Concurring to Emitt & Komesaroff , understudies have to be ended up proficient in utilizing language for a run of purposes, such as taking after bearings, asking data, amusement, and self-expression' (Kelly, 1969).

These needs or purposes can be satisfied through classroom exercises pointing to upgrade communicative competence of the understudies but the usage of conventional teaching strategies in Uzbekistan settings barely offer assistance learners communicate language in social setting. Be that as it may, an academic handle may be presented to coordinated social mindfulness almost utilizing language through course readings utilized in a language lesson (Mannonova, 2019).

Thus, the utilize of suitable communicative educating procedures not as it were raise learners' effectiveness in utilizing language but moreover improve social mindfulness in communicating language in cross-cultural setting. Joining social mindfulness in an outside language learning program requires instructors to be effective communicators of target language.

The utilizing of social information in communication connects significance to the ways of arranging meaning implanted in values, traditions, and standards. There are a part of procedures and capable methods for fortifying culture in a language classroom. They are the taking after (Baxter, 1983):

1. Uncovering understudies to bona fide materials. Uncovering your understudies to true fabric gives them an unparalleled see into how the language is used on a day-to-day premise by local speakers. It takes the language out of the classroom or language lab and into a common setting. There's nothing compelled or thought up around it. Your understudies listen true pacing and elocution and not the disentangled form in instructive audiobooks and podcasts.

2. Compare students' possess culture with that of the target language. Students' possess culture can be utilized as a thwart for the target culture. They'll be able to appreciate it more since they'll have a way of comparing hones and conventions. The coincidences of the target culture can make for important focuses of comparison. For case, Americans shake hands when assembly outsiders or associates, bowing in Japan. Or, the concept of time is a curiously social illustration as well. In Japan, 9 o'clock is precisely that: 9 o'clock. In the event that you're planned to have a assembly at that time, anticipate to have it at that time. In places like Latin America, India and the Center East, be that as it may, the concept of time is more liquid: 9 o'clock is more of an assess.

3. A cooking lesson and a language course in one. You don't indeed need to know how to cook in arrange to successfully teach culture. The fixings and formulas themselves, as well as the method of cooking and the thought behind the steps, will do that for you. These components will snatch students' consideration and make them get it that there's more than one way to skin a cat.

4. Tunes are great mental aide gadgets. That's why we're able to effortlessly memorize hundreds of tunes without deliberately doing so. We don't memorize the lyrics, we fair sing them. The tune, cadence, song and concordance all offer assistance our brain remember. In expansion, melodies are a great way to educate culture. In arrange to realize social mindfulness; it is vital to uncover learners to a social setting by making interactive/communicative exercises through language educating techniques. A extend of numerous writings containing social information may be presented to learners for the accomplishment of competence in utilizing language designs.

Conclusion

In any case, a suitable educating shows coordinating social mindfulness with the etymological information on how language works in creating competence in intercultural communication requires language instructors to go through a kind of cross-cultural preparing. These openings not as it were create understanding almost social contrasts but moreover prepare instructors with aptitudes to handle issues confronted by learners in communicating an outside language.

References

- Baxter, J. (1983). ESL for Intercultural Competence. An approach to Intercultural Communication Training. In D. Landis & R.W. Brislin (Eds.), *Handbook of Intercultural Training* (pp. 290-324). Vol. II: Issues in Training Methodology. New York: Pergamon Press.
- Brown, D. H. (2000). *Principles of language learning & teaching*. 4th ed. New York: Longman.
- Kelly, L. G. (1969). *Language and Learning*. Oxford: Oxford University Press.
- Mannonova, F. Sh. (2019). Comprehension of Intercultural Competence and its Lexicon as an Academic Course. *Actual Problems in Modern sciences*, 8(40).

Taylor, E.B. (1974). *Primitive culture: researches into the development of mythology, philosophy, religion, art, and custom*. New York: Gordon Press.