

THE ROLE OF CULTURE IN FOREIGN LANGUAGE TEACHING

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Today it is clear that a successful and effective contact with representatives of other cultures is not possible without practical skills in intercultural communication. In this case, it should be noted the role of language in overcoming barriers in communication between representatives of different cultures. It is impossible to understand the subtle nuances and deep meaning of another culture without knowing its language well. Language in the communication process not only performs the function of encoding the transmitted information, but also plays a special role in the process of obtaining new knowledge about the world, processing, storage and transmission of this knowledge. This makes language a vital tool not only knowledge of another culture, but also its interpretation and adaptation.

The dialectical relationship between language and culture has always been a concern of teachers and educators. Regardless of the language, the culture of the country of studied language should be included in training. Over time, the pendulum of opinions of practitioners swayed "against" or "for" teaching culture in context of language learning. Many researchers spoke about the importance and the possibility of including cultural components into the curriculum; others believed that the main pitch should be done mainly on the shape and structure of the language.

At the present time, the people involved in language teaching, understand that there is an important connection between culture and language. It should be emphasized that without the study of culture, teaching the language is inaccurate and incomplete. Mastering a new language means much more than the manipulation of syntax and vocabulary. Learning any foreign language involves familiarity with the customs, traditions and way of life of the people of the country concerned. According to Bada [1], "the need for cultural literacy arises mainly from the fact that most language learners, not having the right cultural elements, face great difficulties in communicating with native speakers". In addition, currently, culture is presented as an interdisciplinary core in many textbooks.

All things, like human nature depends on culture, learning another language, we try to understand the nature and essence of another people. The relationship of language and culture, i.e. the interaction of language and culture has long been discussed in the writings of famous philosophers such as Wittgenstein, Saussure, Foucault, Dilthey, Humboldt, Davidson and Chomsky. These names first come to mind when talking about the relationship of language and culture. However, the most prominent linguists, in my opinion, dealing with issues of language and culture is Sapir and Wharf. At the heart of their theory is that [2.p.23] a) we perceive the world, in terms of categories and distinctions in our own language, and b) that is in one language, cannot be found in another language due to cultural differences.

Linguists and anthropologists have long recognized that the forms and uses of a given language reflect the cultural values of the society in which the language is spoken. Linguistic competence is not enough for language learners to be competent in that language. People, language learners should know that behaviors and intonation that is appropriate in their community may be perceived differently by members of the language community of the target language. They need to understand that in order for communication to be successful, language use must be associated with other culturally appropriate behavior. Students will master a language only when they learn the language and cultural norms.

Some teachers consider being effective for current students to introduce them to objects or ideas that are specific to cultural studies, but not familiar to the students. Students receive initial information about the objects and ideas that they could incorporate new information into their worldview. An example can be the utensils for cooking. Students are informed that the object is somehow used for cooking [3]. This can lead to a related discussion of the food product in the target culture, geography, growing season, and so on. Students act as anthropologists, studying and understanding the target culture in relation to their culture. It is also important to help students understand that cultures are not monolithic. A variety of successful behaviors are possible for any type of interaction in a particular culture. Teachers should enable students to observe and explore cultural interactions from their own point of view, so they can find their own opinions in society of the target language.

The teaching of culture does not seem to transfer information relating to a particular people or country. It would also be absurd to claim that culture is merely a repository of facts and experience, whom to contact, if necessary. To learn a foreign language is not just to communicate but also to discover the ability to manipulate grammatical forms, sounds, and sense, and reflect, or even to break socially accepted norms in our own culture and the culture of the target language.

References

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