THE ROLE OF CULTURE IN LEARNING FOREIGN LANGUAGE

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Abstract: *The word "culture" has different meanings in different disciplines, and as part of our socialization in life, by means of culture each of us learns ways to communicate, move, think, use objects and tools in the world. This article addresses issues such as language, culture, typology of cultures, types of communication, oral communication, cultural adaptation, and intercultural barriers and conflicts. Linguocultural issues related to the concept of language and culture, which are International scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages" currently attracting everyone's attention in linguistics, have been studied by many scholars, but have not been resolved. It is noteworthy that this article focuses on this issue - a new field of linguistics - intercultural relations in the process of teaching a foreign language.*

Keywords: *culture, social communication, cross-cultural communication, communicative competence, intercultural relations, linguistic competence, sociolinguistic competence, existential competence.*

Relations between language and culture. Language learning is a complex process involving not only alphabet, vocabulary and grammar, but also the content of the text, such as behavior and cultural norms. Thanks to new information technologies, all aspects of intercultural interaction in work processes, daily lifestyles, education and daily communication processes are changing before our eyes. For example, when students are learning a new language, they have the ability to communicate directly with the culture along with the content of the new language and the language features in the process of learning the language. To learn any language, they need not only the language, but all the features associated with it: place, they go through the process of studying space, history and culture. Thus, by speaking a language, they can automatically assimilate into the culture of that language, that is, the strength and essence of the relationship between language and culture. Therefore, linguists such as Gao, Tang and Hu ["Culture and Language"- 2009. 101-129] expressed a firm opinion that "Language is culture and these two terms are closely related to each other." Other experts such as Brock and Nagasaka ["Fundamentals of language teaching" - 2005. 12-23] emphasize that intercultural or pragmatic competence should be taken into account at all stages of language learning. This program can help foreign language learners acquire social skills because students will be able to socialize and succeed through these skills. Language is used as a means of

communication and a unit of culture. In the field of the English language teaching system, there are two opposing views on the relationship between language and culture: the first view emphasizes that language and culture are inextricably linked. This idea is taken from a 2003 paper by Biram and Grandy. "However, the second view is that English language teaching should be individualized from cultural contexts," Sardi's 2002 book argues. This popular debate examines whether or not the concepts of language and culture are connected. Language and culture they can learn and succeed in it. Language is used as a means of communication and a unit of culture. In the field of the English language teaching system, there are two opposing views on the relationship between language and culture: the first view emphasizes that language and culture are inextricably linked. This idea is taken from a 2003 paper by Biram and Grandy. "However, the second view is that English language teaching should be individualized from cultural contexts," Sardi's 2002 book argues. This popular debate examines whether or not the concepts of language and culture are connected. Language and culture they can learn and succeed in it. Language is used as a means of communication and a unit of culture. In the field of the English language teaching system, there are two opposing views on the relationship between language and culture: the first view emphasizes that language and culture are inextricably linked. This idea is taken from a 2003 paper by Biram and Grandy. "However, the second view is that English language teaching should be individualized from cultural contexts," Sardi's 2002 book argues. This popular debate examines whether or not the concepts of language and culture are connected. Language and culture Language is used as a means of communication and a unit of culture. In the field of the English language teaching system, there are two opposing views on the relationship between language and culture: the first view emphasizes that language and culture are inextricably linked. This idea is taken from a 2003 paper by Biram and Grandy. "However, the second view is that English language teaching should be individualized from cultural contexts," Sardi's 2002 book argues. This popular debate examines whether or not the concepts of language and culture are connected. Language and culture Language is used as a means of communication and a unit of culture. In the field of the English language teaching system, there are two opposing views on the relationship between language and culture: the first view emphasizes that language and culture are inextricably linked. This idea is taken from a 2003 paper by Biram and Grandy. "However, the second view is that English language teaching should be individualized from cultural contexts," Sardi's 2002 book argues. This popular debate examines whether or not the concepts of language and culture are connected. Language and culture At first glance, it is emphasized that language and culture are inextricably linked. This idea is taken from a 2003 paper by Biram and Grandy. "However, the second view is that English language teaching should be individualized from cultural contexts," Sardi's 2002 book argues. This popular debate examines whether or not the concepts of language and culture are connected. Language and culture At first glance, it is emphasized

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Language learning and teaching programs should be developed taking into account rich pedagogical experiences:

• acquired experience as a communicator;
• the ability to mediate in the educational process;

• to determine the process of students' information reception or the student's learning style;

• use of technologies in the process of teaching language and culture;

• organization of various active teams in the class;

• study the relationship between education and culture;

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• includes tools (tools and technologies), activity systems and practice processes in teams. Through language learning, students learn to work in at least two languages at the same time and within that language system in a culturally harmonious manner. A socio-cultural approach to foreign language learning processes helps students to use their experience, participation, mediation in practice.

Socio-cultural perspective is developed in the process of students learning new academic "cultures" (new ways of acting, interacting, valuing and using language, objects and processes) in educational institutions. makes a secret. [Ji, 2008: 100].

Changing the culture and language teaching-thinking framework. Language is shaped by the user's ability to communicate and all social competences, so all these can be considered as aspects of communicative competence. General competences include declarative knowledge (ability to use modern technologies, socio-cultural knowledge and intercultural awareness), skills and know-how, practical and intercultural skills, existential competence and learning ability (language knowledge and communication, general phonetic understanding and skills, learning skills and creative skills). Communicative language competences include linguistic competences (lexical, grammatical, semantic, phonological, orthographic and orthoepic), sociolinguistic competences (linguistic markers of social relations, rules of politeness, expressions of folk wisdom, noting differences, dialect and accent) and pragmatic competences are included [CEFR 2002: 101-130]. Foreign language teachers and researchers strongly believe in the existence of another competence, namely, cultural competence, which exists in one way or another in all the categories listed above. For example, the concept of culture as a fifth competency was added to the model developed by Bardos Kanal and Swain [1980: 23-32]. According to them, culture is present in all other competencies and is an integral part of it. A number of opinions and views on the status, importance and content of culture in the process of foreign language teaching have been formed. this shows how complex the issue is. The interpretations cited are from Rivers [1981:78], Biram [1989: 98] and Silay [1993: 67]. According to Rivers, "We need to focus on both appropriate planning and creativity to help students master the content. Processes help students move beyond the language environment.

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so that they begin to understand the cultural levels of the speakers in a deeper way. This process is crucial because it shows the students' different prior experiences and skills in the foreign language being studied and the students' native speaking or attitudes towards the particular language. The fact that students are at different levels in the language learning process means that they have different learning styles. Thus, when developing language learning pedagogy, teachers must take into account learning styles and students' abilities, as well as, most importantly, linguistic and cultural diversity" [1981. 314]. "Learn a foreign language my student and die as teaching A number of linguists create this chart by considering foreign language teaching styles along with language learners' ability to assimilate into local and international cultures. Through this, not only the processes of success of foreign language learners, but also useful tips are given. The following table provides practical information about learning a foreign language and being able to directly engage in the culture of the language being studied:

International scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages" they should gain experience, but also be able to expand their experience within a specific language with knowledge about culture.

1. View of culture

Cultural facts, artifacts < x > < x > Not only diverse practices, but also interpretation of cultural practices among people, they should also pay attention to foreign language culture being studied in the process of creating news.

2. Learning method.

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New < >< > Mastery < >< > Learning in the process of acquiring knowledge mastering know how to use. In the process of logical thinking, understanding, students interpret knowledge to others and to themselves through their language culture, how they use it, and how to think. Reflection helps students develop an understanding of the role of language and culture in communication. By developing knowledge, updating learning styles, and reflecting, students can easily understand the differences and similarities between culture and language. This corresponds to Kramsch's opinion that "It is not enough for teachers today to know how to convey the subject to the student, they must learn the practice of creating additional teaching methods" [2006: 251] . They not only learn to develop and use knowledge, but also develop a meta-awareness about language, culture, and its use. This meta-consciousness gradually develops into an awareness of oneself, one's own language, one's own culture. [Domain 1 of the TfEL Framework: 2012]. students they must make social connections throughout the curriculum and understand the learning objectives, and these meanings are always necessary for interpretation. Students will explore the variety of judgments, interpretations, assumptions, perspectives,

and positions that accompany an interpretation of a topic. What is exchanged in this dialogue includes not only factual knowledge, topics and ideas, but also the experiences, creative thoughts and worldviews of all those involved in the exchange of experiences. [Liddickout and Sarino: 2013]. learn the variety of positions. What is exchanged in this dialogue includes not only factual knowledge, topics and ideas, but also the experiences, creative thoughts and worldviews of all those involved in the exchange of experiences. [Liddickout and Sarino: 2013]. learn the variety of positions. What is exchanged in this dialogue includes not only factual knowledge, topics and ideas, but also the experiences, creative thoughts and worldviews of all those involved in the exchange of experiences. [Liddickout and Sarino: 2013].

International scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages" In conclusion, this article is an attempt to focus on the relationship between language and culture, and to understand why the teaching of culture should be an integral part of the foreign language curriculum. An in-depth analysis of the literature was aimed at contributing to a better understanding of culture and its important aspects in the process of foreign language learning. Language learning or teaching is aimed at developing students' communicative competence, which is not limited to knowing and understanding the grammatical, lexical and phonological features of the studied foreign language, but also learning or teaching the culture of that language. should also deal with. Some such as Politzer and Brusk According to scholars, "Language and culture are the same concepts." Teachers should not only present and describe to their students how intercultural communication occurs, but also use practical tools such as games or simulations that can be implemented in intercultural communication. Effective intercultural and interpersonal (interpersonal) communication is impossible without adequate understanding of them. The goal of learning a foreign language together with culture is to analyze communication issues with a focus on language and culture, to facilitate communication between different cultures and to prevent conflicts. The concepts of language and culture are interrelated and are inseparable because language itself is culture. Teaching culture allows students to increase their knowledge of people's ways of life, attitudes, beliefs and values, and language skills. Evidence shows that students can be more successful in language learning if teachers introduce cultural awareness into their language teaching methods, meaning that students can do so not only in language but also in learning. they will have all the necessary resources about the languages they are learning. After all, culture is a concept that appeared before language. enable them to develop their beliefs and values and their knowledge of language skills. Evidence shows that students can be more successful in language learning if teachers introduce cultural awareness into their language teaching methods, meaning that students can do so not only in language but also in learning. they will have all the necessary resources about the languages they are learning. After all,

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