

SOME ASPECTS OF DEVELOPING INTERCULTURAL COMPETENCES IN FOREIGN LANGUAGE TEACHING

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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. Linguoculturological issues related to the concept of language and culture, which are 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 that includes not only the alphabet, vocabulary and grammar, but also the content of the text, such as behavior and cultural norms. Thanks to new information technologies, all features of intercultural interaction in work processes, daily lifestyle, 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 characteristics of this language in the process of learning the language. To learn any language, they go through the process of learning not only the language, but also all the features related to it: place, 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 [“Basics 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 through these skills, students can make social connections and achieve success in this regard. 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 opposite points of view regarding the relationship between language and culture: the first point of 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 notes. This popular debate examines whether or not the concepts of language and culture are connected. Language and culture are inseparable concepts. The most recent argument that culture should not be understood as a core subject of the curriculum was presented in 2003 by Bennett et al. These scholars have listed several misconceptions to exclude the concept of culture from the language teaching process. First, they say that language curricula have already been developed and cannot be completely changed. Therefore, they believe that there is no additional place in the curriculum to include the concept of culture in the foreign language curriculum. Second, for many teachers, teaching the culture of a nation seems more difficult than teaching a language. Teachers often feel unprepared to teach intercultural competence because they have almost no experience teaching in a culturally relevant context. "Even if they have experience, the concept of culture and opinions about it change," Corbett thinks [200354/64]. Third, some higher education institutions also do not favor the integration of culture and language, and often focus on the development of academic skills, such as preparing students to score high on universal or national tests. and therefore insufficient cultural skills are developed among students. It should be noted that the above information is based not on Bennett, but on the evidence of other teachers and practitioners. In the framework of language and culture, besides language, there are not only linguistic forms used in the cultural reality of the real world, but other symbolic systems: customs, beliefs, monuments and cultural phenomena that we call culture are among them. In order to become a culture, every component of a language must have meaning. It's the same as when

we pay attention to the things that are necessary for our life in our daily life," argues Kramersch.

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

4. experience gained as a communicator;
5. the ability to mediate in the educational process;
6. determining the process of students' information reception or the student's learning style;
7. use of technologies in the process of teaching language and culture;
8. organization of various active teams in the class;
9. study the relationship between education and culture;
10. includes tools (tools and technologies), activity systems and the process

of practice 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 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 framework of culture and language teaching-thinking. 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 [CEFR 2002: 101-130]. Foreign language teachers and researchers strongly believe in the existence of another competence, namely cultural competence, which is present in one way or another in all the categories listed above. For example, the concept of culture as the fifth competence was added to the model developed by Bardos Kanak 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 formulated, showing how complex this issue is. 1993: 67] belongs to. According to Rivers, "We need to focus on both appropriate planning and creativity to help students master the content. The procedures should encourage students to go beyond the language environment so that they can 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 their learning styles are different. Thus, in 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]. "Foreign language teaching as an education, both in my experience as a student and as a teacher, and in my pedagogical philosophy, is about getting rid of the limitations of my own national environment and culture" [Byram 1989: 8]. As can be seen from the above, the culture of people who use the foreign language as native speakers cannot be ignored in language teaching.

A number of linguists create this table, taking into account the methods of foreign language teaching together with the ability of language learners to enter into local and international culture. 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 get involved directly in the culture of the language being studied:

Reflection helps students develop an understanding of the role of language and culture in communication. By developing knowledge, updating learning methods and thinking, students can easily understand the differences and similarities between culture and language. This corresponds to Kramsch's opinion that "Today, it is not enough for teachers 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 turns into awareness of oneself, one's own language, one's own culture. [Domain 1 of the TfEL Framework: 2012]. Students need to make social connections and understand learning objectives throughout the curriculum, and these meanings are always subject to interpretation.

Students will explore the variety of opinions, interpretations, assumptions, perspectives, and positions that accompany a given review 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 involved in the exchange of experiences. [Liddicout and Sarino: 2013].

CONCLUSION

In conclusion, I can say that 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. The in-depth analysis of the literature was aimed at contributing to a better understanding of culture and its important aspects in the process of learning foreign languages. Language learning or teaching is aimed at developing students' communicative competence, which should not only be limited to knowing and understanding the grammatical, lexical and phonological features of the foreign language being studied, but should also deal with learning or teaching the culture of that language. Some such as Politzer and Brusk according to scientists, "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 (mutual) communication is impossible without a sufficient understanding of them. The goal of learning a foreign language together with culture is to analyze communication issues with attention to language and culture, to facilitate communication between different cultures and to prevent conflicts. The concepts of language and culture are interrelated and cannot be separated from each other, because language itself is culture. Teaching culture allows students to increase their knowledge of people's lifestyles, 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 the emergence of language.

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