THE ROLE OF CULTURE IN LEARNING FOREIGN LANGUAGE

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Abstract

Each of us learns how to communicate, move, think, and use objects and tools in the world through culture as part of our socialization in life. The word "culture" has different meanings in different disciplines. This article discusses topics including intercultural barriers and disputes as well as language, culture, cultural typology, forms of communication, oral communication, and cultural adaptability. Numerous academics have studied linguocultural issues connected to the concepts of language and culture, which are currently the focus of everyone's attention in linguistics due to the International Scientific-Practical Conference on the topic of "Problems and Perspectives of Modern Technology in Teaching Foreign Languages." It is interesting that the focus of this essay is on intercultural relations in the context of teaching a foreign language, a new area of linguistics.

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

Introduction

Culture plays a crucial role in learning a foreign language. It is now widely recognized that language and culture are intertwined, and learners can't understand or speak a language without understanding the cultural context in which it is spoken. This is because language is not just a system of sounds, grammar, and vocabulary, but a reflection of the cultural values, beliefs, and practices of a community. Therefore, the mastery of a foreign language involves not only the acquisition of linguistic competence but also the comprehension and appreciation of the foreign culture.

In this paper, we will examine the ways in which culture affects foreign language learning, and how learners can effectively integrate cultural knowledge into their language learning. We will start by defining culture and foreign language, and exploring the relationship between the two concepts. We will then discuss the various ways in which culture can affect language learning, such as communication, cognition, attitude, and motivation. Next, we will analyze the challenges that learners face when attempting to understand and assimilate a foreign culture and language. Finally, we

will discuss strategies and techniques that can be used to overcome these challenges and effectively integrate cultural knowledge into the language learning process.

Main part

Language is a tool for communication and a component of culture. There are two conflicting viewpoints on the relationship between language and culture in the context of the English language teaching system. The first highlights how closely related the two are. This concept comes from a paper written by Biram and Grandy in 2003. In contrast, Sardi's work from 2002 suggests that English language instruction should be tailored to specific cultural situations. The relationship between the ideas of language and culture is the subject of this lively discussion. They are capable of learning new languages and cultures and thriving in them. Language is a tool for communication and a component of culture. In the area of English language instruction, there are two competing perspectives on the connection between language and culture. The first emphasizes how closely related the two are. This concept comes from a paper written by Biram and Grandy in 2003. In contrast, Sardi's work from 2002 suggests that English language instruction should be tailored to specific cultural situations. The relationship between the ideas of language and culture is the subject of this lively discussion. Culture and language Language is utilized as a tool for communication and as a cultural component. There are two conflicting viewpoints on the connection between language and culture in the context of the English language teaching system. The first highlights how closely related the two are. This concept comes from a paper written by Biram and Grandy in 2003. Sardi's work from 2002 asserts that the second viewpoint is that English language instruction should be tailored to specific cultural situations. The relationship between the ideas of language and culture is the subject of this lively discussion. Culture and language Language is a tool for communication and a component of culture. There are two conflicting viewpoints on the connection between language and culture in the context of the English language teaching system. The first highlights how closely related the two are. This concept comes from a paper written by Biram and Grandy in 2003. In contrast, Sardi's work from 2002 suggests that English language instruction should be tailored to specific cultural situations. In contrast, Sardi's work from 2002 suggests that English language instruction should be tailored to specific cultural situations. The relationship between the ideas of language and culture is the subject of this lively discussion. Culture and language It is initially highlighted how closely related language and culture are. This concept comes from a paper written by Biram and Grandy in 2003. In contrast, Sardi's work from 2002 suggests that English language instruction should be tailored to specific cultural situations. The relationship between the ideas of language and culture is the subject of this lively discussion. Culture and language This well-known argument explores the relationship between the ideas of language and culture.

Every word in a language must have a purpose in order for it to be considered a culture. "It's the same as when we focus on the necessities of life in our daily lives," claims Kramsch. encompassing cultural events, monuments, and beliefs. Each word in a language must have a purpose before it can be considered a culture. "It's the same as when we focus on the necessities of life in our daily lives," claims Kramsch. encompassing cultural events, monuments, and beliefs. Every word in a language must have a purpose in order for it to be considered a culture. "It's the same as when we focus on the necessities of life in our daily lives," claims Kramsch.Rich pedagogical experiences should be considered when developing language learning and teaching programs:

• 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;

Tools (tools and technologies), activity systems, and team practice methods are all covered in the international scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages". Students gain the ability to work in at least two languages at once and within that language system in a culturally congruent way through language acquisition. Students who are learning a foreign language can apply their experience, participation, and mediation in practice with the aid of a socio-cultural approach.The development of a socio-cultural perspective occurs as students learn new academic "cultures" (new patterns of behavior, interaction, valuation of, and use of, language, objects, and procedures) in educational settings. secretly creates. [Ji, 2008: 100]. Adapting the cultural and linguistic teaching paradigm. All social skills and communication skills are factors that influence language use, so they can all be viewed as facets of communicative competence. Declarative knowledge (such as the ability to use contemporary technologies, sociocultural knowledge, and intercultural awareness), skills and know-how, practical and intercultural skills, existential competence, and learning ability (such as language knowledge and communication, general phonetic understanding and skills, learning skills, and creative skills), are all examples of general competences. The CEFR lists pragmatic competences as part of the communicative language competences along with 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 sociolinguistic competences (expressions of folk wisdom).

They should gain experience, but also be able to broaden their experience within a specific language with knowledge of culture, according to an international scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages."1. Cultural perspectiveCultural information and artifacts They should pay attention to the cultural practices of other countries that are being researched when producing news, as well as the interpretation of these customs among individuals.2. The way you learn.International conference on science and technology with a practical component on "Problems and Perspectives of Modern Technology in Teaching Foreign Languages"New < >< > a mastery of Learning is the process of gaining knowledge and perfecting a skill.

International conference on science and technology with a practical focus on "Problems and Perspectives of Modern Technology in Teaching Foreign Languages" In conclusion, this article aims to highlight the connection between language and culture and to explain why teaching about culture should be a mandatory component of foreign language instruction. A thorough examination of the literature was conducted with the goal of improving awareness of culture and its crucial roles in learning a foreign language. The goal of language learning and teaching is to help students become more communicatively competent, which includes not only learning and understanding the grammar, vocabulary, and phonology of the foreign language being studied, but also learning and teaching about the culture of that language.

CONCLUSION

In conclusion, the role of culture in learning a foreign language cannot be overstated. Culture is an integral part of language and influences how it is spoken and used. Therefore, learning a foreign language without learning the accompanying culture is incomplete.Culture affects language in many ways, including vocabulary, idiomatic expressions, and politeness. It impacts the way people use language to communicate with each other, and understanding these cultural nuances helps learners to communicate more effectively. The more a learner understands about the culture, the more comfortable and successful they will be when communicating with native speakers.In the teaching of foreign languages, cultural understanding should be made a priority. Teachers should strive to provide cultural context throughout the language-learning process. One major benefit of teaching culture along with language is that it creates a more well-rounded learning experience. Learning about culture enhances the ability to understand the language and motivate learners to speak comfortably and confidently in that language.Furthermore, cultural sensitivity should be emphasized in foreign language classrooms. Respect, understanding and appreciation for cultural differences will help learners connect with people from different cultures and build

strong, lasting relationships.Cultural diversity should be encouraged in foreign language classrooms as well. Learners should be exposed to a variety of cultures and perspectives in order to broaden their understanding of humanity. This expands their ability to communicate and develop empathy and respect for different cultures and ways of life.

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