

## FEATURES OF STUDYING FOREIGN LANGUAGE CULTURE AS A COMPONENT OF TEACHING A FOREIGN LANGUAGE

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**Abstract:** *The article is devoted to studying the peculiarities of native and foreign cultures. He considers the concept of the English language of international communication about Uzbek culture. The article describes the ways of obtaining knowledge in the field of world culture. An integral part of cultural education is the study of behavioral culture simultaneously with the study of lexical features. Mastering cultural norms can be facilitated by studying behavioral stereotypes and reproducing communication situations, including business contacts, between representatives of different languages and cultures.*

**Keywords:** *native culture, English language of international communication, behavioral culture, culture, stereotypes, cultural pictures of the world, and culture shock.*

Mastering speech skills, the child learns his native culture unnoticeably and accepts the norms of social behavior, gestures, and traditions of the society in which he lives and develops. On the other hand, when faced with certain cultural concepts, he learns their linguistic form. Observation of the processes of interaction between culture and language led to the emergence of the term «cultural picture of the world», which refers to the idea of cultural phenomena formed in the consciousness of an individual based on the experience of both physical and spiritual life [1]. It is much more difficult to study the culture of a foreign language, initially alien, and incomprehensible to a person mastering a foreign language. The use of linguistic structures and units in the study of language must necessarily be accompanied by the study of the corresponding cultural phenomena. Only simultaneous teaching of language and culture can become the basis for the training of a qualified specialist. At the same time, an essential role during the study of culture is assigned to mentality, since culture is displayed by the consciousness of the individual and subsequently assimilated in a given language form.

Events in the political and economic life of society at the end of the XX century led to a change in the geolinguistic situation, which can be defined as a «communicative shift» (from English. «communicative shift»). By this phenomenon, we mean the emergence of the English language as a universal way of communication between representatives of different languages and cultures. The concept of the so-called Anglo-national bilingualism has emerged, which assumes an equivalent command of both the

native, national, and English languages. Accordingly, the education system becomes focused on teaching fluency in English not as a foreign language, but as a second language.

An integral part of this teaching process is teaching the peculiarities of using English for international communication. Through the English language of international communication, we understand a special kind of English, which has a unique opportunity to be applied not only to the English-speaking culture but also to other cultures. The tasks of such language use are the transmission of information about the surrounding world, as well as the formation of an idea of cultural affiliation, and the verbal expression of this cultural affiliation during international communication. In the framework of this study, we consider the study of the English language of international communication about the Uzbek language, which can be considered a special case of English language of international communication. In this regard, the most important task is to teach the ability to use English with minimal losses in a situation with Uzbek culture. Undoubtedly, in modern conditions of the diversity of cultures and active business contacts between representatives of different languages and cultures, the teaching process should include teaching the basics of world culture, namely a basic dictionary. Students should master fundamental knowledge about culture, for example, be able to tell in English about the results and lessons of the Second World War.

Also, one of the most powerful means of learning is singing songs in English, which are part of the world's musical culture. A suitable example, in this case, is the song of the British rock musician Sting «Englishman in New York» («Englishman in New York»), which, on the one hand, is a hit and arouses genuine interest, in the other hand, tells about the life of a typical Englishman with his value orientations in an America alien to him. Uzbek Uzbek-English contacts will be interesting for representatives of English-speaking countries to report on the peculiarities of the culture of native speakers of the Uzbek language. An example of the application of the textbook Clive Oxenden is Christina Latham-Koenig with Jane Hudson. New English File. Upper-Intermediate Students' Book. Oxford University Press, 2012, namely File 2. National stereotypes: truth or myth? Clothes and Fashion shows that the discussion of the text about the extravagant style of Queen Elizabeth and English street fashion becomes more active when students are asked to prepare a message about the fashion of Russia in different historical epochs, as well as about the fashion of youth trends. An active interest in intercultural communication classes is also caused by the task of listening to the speech of several foreigners speaking English and determining by phonetic features which country they came from. This task is reinforced by the fact that foreigners describe stereotypes about their country and confirm or refute them. A

detailed analysis of stereotypes in such a very real communication situation helps students prepare for life abroad and alleviates the symptoms of cultural shock [2].

When studying culture as a whole, much attention should be paid to its particular aspect - behavioral culture, reflecting patterns of linguistic and nonverbal behavior. The study of culture should include not only a description of the cultural features of the country but also the specifics of the behavioral culture of the inhabitants of this country. For example, the textbook *Market Leader Intermediate. 3rd Edition: Business English Course Book*// David Cotton, David Falvey, Simon Kent. - [Harlow, Essex (U.K.)]: [Longman/Pearson Education], 2010. – 175 pp. Unit 3 Change involves the task of reproducing the situation of an emotional discussion of the smoking policy in the company's office between representatives of different cultures, as well as male and female employees. In the task file below, typical phrases expressing approval, and disagreement, as well as verbal ways to direct the discussion in the right direction are trained. In this case, it is advisable to play language and cultural situations within the curriculum. The first involves learning how to use speech clichés according to a given situation, that is, ways of speech behavior. The second means that the lesson plan should include information about the behavioral culture of the British. Culture acts as a unit of learning that combines the linguistic and cultural plans of the language. Culture does not necessarily imply complex lexical structures. Its main task is to provide information and be adequate to the described communication situation. Let's consider the real situation in life at the university. Students studying Chinese at Korean universities complained about the harsh behavior of their foreign language teachers. It should be noted that the Chinese language lesson was conducted in English as the language of international communication for speakers of various languages, including Uzbek. That is, speaking in English provoked the use of an English-speaking picture of the world, or at least a European one. However, the teacher explained the grammatical rules and vocabulary of the Chinese language, that is, the language situation was played out. Being in an enthusiastic state, the teacher accidentally missed the pen and asked one of the students to pick it up. He naturally made an irreparable behavioral mistake – handed over the pen with one hand.

Thus, sufficient deference was not expressed to the elder person. That is, in teaching the rules of expressing the social status and age of the interlocutor in speech, the emphasis was not placed on the application of the principles of communication of Korean culture - higher, equal, lower. That is, a model of behavior with representatives of Chinese and Korean culture was not instilled. In such situations, the English language acts as a mediator of foreign cultures, a means of teaching culture, and a field of manifestation of cultural identity. Having received such a strong emotional stimulus, students are actively involved in the study of not only Chinese, Korean and English behavioral cultures, but also begin an independent search for knowledge in this area.



This forms their ability to involuntarily perform productive activities in a foreign language. Thus, the assimilation of the cultural characteristics of countries, including English-speaking ones, is achieved by creating educational situations that help to describe and consolidate both linguistic features and the behavior of native speakers. This relieves psychological tension and activates students' independence and motivation.

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