

SOME ASPECTS OF DEVELOPING INTERCULTURAL COMPETENCES IN FOREIGN LANGUAGE TEACHING

Muhammadiyaheva Shahzoda Mahmud qizi

Student of SamSIFL

Annotation: *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 [2003:54/64]. 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:

1. experience gained as a communicator;
2. The ability to mediate in the educational process;
3. determining the process of students' information reception or the student's learning style;
4. use of technologies in the process of teaching language and culture;
5. organization of various active teams in the class;
6. study the relationship between education and culture;
7. 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 way of life and language teaching-thinking. Language is fashioned by way of the user's potential to communicate and all social competences, so all these can be viewed as components of communicative competence.



General competences consist of declarative knowledge (ability to use modern technologies, socio-cultural know-how and intercultural awareness), abilities and know-how, practical and intercultural skills, existential competence and getting to know potential (language know-how and communication, prevalent phonetic appreciation and skills, gaining knowledge of capabilities and innovative skills). Communicative language competences consist of linguistic competences (lexical, grammatical, semantic, phonological, orthographic and orthoepic), sociolinguistic competences (linguistic markers of social relations, regulations of politeness, expressions of people wisdom, noting differences, dialect and accent) and pragmatic competences [CEFR 2002: 101-130]. Foreign language teachers and researchers strongly accept as true with in the existence of some other competence, specifically cultural competence, which is existing in one way or some other in all the classes listed above. For example, the thought of tradition as the fifth competence used to be added to the mannequin developed by way of Bardos Kanal and Swain [1980: 23-32]. According to them, tradition is current in all other knowledge and is an quintessential part of it. A number of opinions and views on the status, importance and content material of lifestyle in the manner of overseas language teaching have been formulated, showing how complicated this trouble is. 1993: 67] belongs to. According to Rivers, "We need to focal point on each gorgeous planning and creativity to help college students master the content. The methods inspire students to go beyond the language environment so that they can begin to understand the cultural levels of the audio system in a deeper way. This procedure is quintessential because it shows the students' extraordinary prior experiences and capabilities in the foreign language being studied and the students' native speaking or attitudes in the direction of the specific language. The truth that college students are at special ranges in the language getting to know manner skill that their studying patterns are different. Thus, in creating language getting to know pedagogy, instructors should take into account mastering styles and students' abilities, as properly as, most importantly, linguistic and cultural diversity" [1981. 314]. "Foreign language educating as an education, each in my experience as a scholar and as a teacher, and in my pedagogical philosophy, is about getting rid of the boundaries of my very own countrywide environment and culture" [Byram 1989: 8]. As can be viewed from the above, the tradition of humans who use the foreign language as native audio system can't be overlooked in language teaching.

A number of linguists create this table, taking into account the methods of foreign language teaching together with the potential of language newbies to enter into local and international culture. Through this, not solely the strategies of success of foreign language learners, but also beneficial pointers are given.

The following table provides sensible data about studying a foreign language and being able to get concerned at once in the lifestyle of the language being studied:

Reflection helps students strengthen an appreciation of the position of language and way of life in communication. By creating knowledge, updating learning strategies and thinking, students can effortlessly apprehend the differences and similarities between way of life and language. This corresponds to Kramsch's opinion that "Today, it is now not ample for teachers to recognize how to bring the situation to the student,



they need to examine the practice of creating extra instructing methods" [2006: 251]. They no longer solely examine to enhance and use knowledge, however additionally boost a meta-awareness about language, culture, and its use. This meta-consciousness progressively turns into consciousness of oneself, one's personal language, one's own culture. [Domain 1 of the TfEL Framework: 2012]. Students want to make social connections and understand getting to know objectives during the curriculum, and these meanings are always challenge to interpretation.

Students will discover the variety of opinions, interpretations, assumptions, perspectives, and positions that accompany a given review of a topic. What is exchanged in this dialogue includes now not solely factual knowledge, topics and ideas, but also the experiences, creative thoughts and worldviews of all worried in the change 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.

REFERENCES:

1. Bardos Canale va Swain. "Language". 1980 54-55-b
2. Brock & Nagasaka . Pragmatic Content in Global and Local Textbooks. 2005; 34-40-b // ["Til o'qitish asoslari" – 2005. 12-23]
3. Byram & Gerundy. Context and Culture in Language Teaching and



5. Learning. 2003// GAO, 2006// Jiang, 2000// Malmaud, 2015// Tang, 2009// Xu,
6. 2009; 210-b
7. Byram & Gerundy. Context and Culture in Language Teaching and
8. Learning. 2003 – yildagi maqola - 57-b
9. Cefr, “Diskuss kompetensiyasi va funksional kompetentsiya”-2002- 101-130-b 6. E.Sheyn.“Til” // ” Madaniy elementlarni e'tiborsiz qoldirishga moyil bo'lgan til o'rgatish muammosi”. 2004-32-76
10. Gee. Discover Book. 2008; 100- b
11. Kramsh. Language and Culture. 2006.- 101-b
12. Sardi, ”Teaching Techniques of Culture and language” -2002-23-54
13. South Australian Teaching for Effective Learning-TfEL Frameworking -1- domen.
14. Khasanova, Gulsanam Khusanovna MAIN TRENDS IN
15. THE DEVELOPMENT OF EDUCATION AND PROFESSIONAL TRAINING IN THE
16. WORLD // ORIENSS. 2021. №Special Issue 1.
17. URL: <https://cyberleninka.ru/article/n/main-trends-in-the-development-of-educationand-professional-training-in-the-world> (дата обращения: 05.01.2022).
18. Khusanovna, Khasanova Gulsanam. "Essential features of vocational education systems in Uzbekistan and Japan." European science review 3-4 (2018).
19. Хашимова С. On some features of teaching foreign language for students of non-philological areas at the initial stage. – 2019. – Евразийское Научное Объединение. – С. 334-338.
20. Хашимова С. НЕКОТОРЫЕ ГРАММАТИЧЕСКИЕ И
21. СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ УДВОЕНИЯ В ЯПОНСКОМ ЯЗЫКЕ. -
22. Страны. Языки. Культура. – С. 334-338.
23. Hashimova, S. A., & Nasirova, S. A. (2021). FEATURES OF FORMING
24. OF ANIMATED NOUNS WITH THE AFFIXES IN MODERN CHINESE
25. LANGUAGE. *Journal of Central Asian Social Studies*, 2(04), 1-10
26. Nasirova, S. A. (2020). CONCEPTS OF 中国梦想" CHINESE DREAM"
27. AND 类命运共同 " COMMUNITY OF THE ONE FATE OF HUMANITY"—A LINGUISTIC AREA. *Journal of Central Asian Social Studies*, 1(01), 05-14.
28. Abdullaevna, N. S. (2020). Lexical-semantic and cognitive specifics of political discourse (based on Si Jinping's speeches). *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(5), 1086-1092.