

## **COMMUNICATIVE TEACHING OF FOREIGN LANGUAGE CULTURE WHEN TEACHING A FOREIGN LANGUAGE**

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### **Anotation:**

This article examines the importance of intercultural communication. The interdependence of teaching foreign languages and intercultural communication in the professional training of specialists is considered.

**Keywords:** communicative teaching, foreign language, teaching methods, culture of youth, pedagogic skill.

**Anotatsiya:** Ushbu maqolada madaniyatlararo muloqotning ahamiyati ko'rib chiqiladi. Mutaxassislarni kasbiy tayyorlashda chet tillarini o'rgatish va madaniyatlararo muloqotning o'zaro bog'liqligi ko'rib chiqiladi.

Kalit so'zlar: kommunikativ o'qitish, chet tili, o'qitish metodikasi, yoshlar madaniyati, pedagogik mahorat.

**Аннотация:** Данная статья рассматривает значение межкультурной коммуникации. Рассмотрены взаимозависимость обучения иностранным языкам и межкультурной коммуникации в профессиональной подготовке специалистов.

Ключевые слова: коммуникативное обучение, иностранный язык, методика преподавания, культура молодежи, педагогическое мастерство.

In the modern world, English is the most common means of international communication and will dominate when choosing a foreign language in the future. In recent years, many educational institutions in our country also prefer English as a second foreign language. Currently, knowledge of a foreign language is necessary not only for personal development, but also for successful activity in various areas of professional activity. Language should become a means of communication that will allow us to understand other cultures, their characteristics and accept adequate behavior corresponding to representatives of other cultures. Only in this way will future generations be able to become active participants in intercultural dialogue.

Language, being a means of human communication, functions, is acquired, normalized and develops in the process of speech contacts and verbal interaction between people. Communication, therefore, should be the goal, means and basis for organizing the teaching of foreign language speech. And this means that we need to teach, educate, educate and develop. This interpretation of the purpose of teaching a foreign language is important for teaching practice. Learning a foreign language is designed to form a personality capable and willing to participate in intercultural communication. But such a personality cannot be formed without knowledge of the sociocultural characteristics of the country whose language students are studying.

By studying English, we form a culture of peace in the human mind. We study and compare linguistic phenomena, customs, traditions, art, and the way of life of peoples. The study of the culture of English-speaking countries and the native country is of great importance for the formation of sociocultural competence.

The specificity of the functioning of a language as a foreign language is that its communicative function ensures intercultural communication. So, it should be emphasized that mastering a foreign language without becoming familiar with the culture of the country of the language being studied, with the mentality of the people speaking this language, etc. cannot be complete. That is, it is necessary to master not only the language itself, but also the “image of the world” of those who speak it, since representatives of another culture should not be psychologically “strangers” for us.<sup>1</sup>

Strengthening the communicative side of teaching foreign languages is reflected in the transformation of the goals of teaching a foreign language and the content of training.

Taking into account the changed status of a foreign language as a means of communication and mutual understanding in the world community, modern methodology especially emphasizes the need to strengthen the pragmatic aspects of language learning. This means that when studying, it will be important not only to achieve high-quality results in mastering foreign language communication, but also to search for a real outlet to another culture and its speakers. We are talking not just about knowledge of the language, but about the ability to use it in real communication, i.e. about practical knowledge of the language and, therefore, about the development of “pragmatic intercultural competence”.

Modern methodological research is based on a linguistic and regional approach to teaching a foreign language. At the same time, vocabulary with a regional component is highlighted, regional information affecting the most diverse aspects of life in the country of the language being studied, its history, literature, science, art, as well as traditions, morals and customs. The

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<sup>1</sup> Mirolubov A.A. Cultural orientation in teaching foreign languages // Institute of Foreign Languages, 2001, No. 5

linguistic and cultural aspect contributes to the enrichment of the subject-content plan. Its more thorough selection and earlier use in school teaching of a foreign language is one of the reserves for increasing its activity. Culture in its various directions contributes to the formation of a person's personality. "Foreign language culture" is everything that the process of mastering a foreign language can bring to students in educational, cognitive, developmental and educational aspects.

The elements that make up the content of "foreign language culture" are considered to be the following:

- 1) a body of knowledge about the language being studied, about the functions of language in society, about the culture of the country of the language being studied, about the ways to most effectively master the language as a means of communication, about the possibilities of influence of the learning process on the personality of students, and the authors call all this a conditional element - knowledge,
- 2) experience in performing speech and educational activities - educational and speech skills,
- 3) the ability to perform all speech functions necessary to satisfy one's own needs and the needs of society,
- 4) the experience of an emotional attitude to the process of mastering a foreign language culture, to the teacher and friends as speech partners, to the language being studied as an academic subject, to the role of language in the life of society - experience directed at the individual's value system or, in other words, motivation.

The use of regional information in the learning process ensures an increase in the cognitive activity of students, examines their communication capabilities, promotes their communication skills and abilities, as well as positive motivation, provides an incentive to independently work on the language and contributes to solving educational problems.

Foreign language teaching at the present stage is aimed at the comprehensive implementation of personality-oriented and sociocultural approaches to teaching a foreign language. Language serves as the shortest link that can connect people with each other. Language is the most essential property belonging to a people, the most living expression of its character, the most energetic connection with world culture.

The regional studies focus is designed to form students' understanding of the mentality and culture of other countries. And knowing the culture of a country is a reason for a deep understanding and comprehension of the native culture. In other words, there is a dialogue of cultures. Comparing countries, people, customs, traditions, cultural heritage stimulates and motivates the desire to increase and deepen the amount of knowledge about other countries and one's own country.



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