INTEGRATION OF CULTURE AND LINGUISTICS, ITS IMPORTANCE

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Annotation: *This thesis deals with one of the most essential problems in modern linguistics. That is related to integration of culture and linguistics. In modern linguistics we cannot imagine that culture and language is not integrated. As culture is deeply stored in people's historical background, their life styles, traditions and customs, speech reveals culturally related communication including lexical units showing culture of the nation. This thesis is going to focus on some facts related to integration of culture and language.*

Аннотация: *В этом тезисе рассматривается одна из важнейших проблем современной лингвистики. Это связано с интеграцией культуры и языкознания. В современной лингвистике мы не можем себе представить, чтобы культура и язык не были бы интегрированы. Поскольку культура глубоко заложена в историческом происхождение людей, их образе жизни, традициях и обычаях, речь раскрывает культурно-родственную коммуникацию, включающую лексические единицы, отражающие культуру народа. В данном тезисе основное внимание будет уделено некоторым фактам, связанным с интеграцией культуры и языка.*

Key words: *etomology, interdisciplinary concept, phenomenon, intellectual, spiritual, aesthetic development, cultural concepts, socio-cultural knowledge, common cultural beliefs, assumptions of the community.*

Ключевые слова: *этимология, междисциплинарная концепция, феномен, интеллектуальное, духовное, эстетическое развитие, культурологические концепции, социокультурное знание, общекультурные представления, предположения о общество.*

Culture is a distinctive feature of human beings and a crucial aspect of their lives. Every community is characterized by a system of law, rules, values, and norms of language, behaviour lifestyle, arts, and other manifestations of human intellectual achievement regarded collectively. This system is usually referred as "Culture". The word "culture" originated from the Latin word "cultura", which means "being cultivated". As the Latin language evolved over time, the word "cultura" came to mean "the study of civilization" or "society". However, culture is a vague concept which covers different aspects of human life that it is extremely difficult to define precisely. Kaplan and Manners point out that: "Culture is admittedly an omnibus term" Generally speaking culture is usually divided into two major categories: "culture with capital "C"; which includes literature and arts, and culture with small "c": that involves attitudes, values, beliefs, and everyday lifestyle."

Culture has been an area of interest and study for a wide range of disciplines such as: anthropology, ethnology, and ethnography of communication. For instance, ethnography is "a branch of anthropology concerned with the detailed descriptive study of living cultures. The related field of ethnology compares the cultures of different societies or ethnic groups". In this regards, it can be said that culture is an interdisciplinary concept, that is conceived differently, used differently, and hence it defined differently. Edgar H. Schein maintains that "Culture is pervasive and ultimately embraces everything that a group is concerned about and must deal with". Schein adds that "Culture is a multidimensional, multifaceted phenomenon, not easily reduced to a few major dimensions". Culture ultimately reflects the group's efforts to cope and learn; it is the residue of the learning process. Hinkel indicates that "it may not be an exaggeration to say that there are nearly as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behaviours, and activities". In the latter, broader view, culture is seen as patterns of thinking, feeling, and acting. From an anthropological point of view, Taylor defines culture: "That complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities, and habits acquired by man as a member of society". According to Taylor's definition, culture is the sum total of habits qualities or abilities that a person learns from the group in which he lives and hence the group is the main source of any culture. Also the main function of any culture is to guide its members to the proper and valued kind of behaviour, and help them to create a social harmony. As stated by Moran "Culture is the evolving way of life of a group of persons, consisting of shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts." So, we can state that there are basic definitions of the word culture. First; culture refers to a process of intellectual, spiritual, and aesthetic development. Second, it indicates a particular way of life whether of people, a period, a group, or humanity in general. Third, it is used to describe the works and practices of intellectual and especially artistic activity, like music, literature, painting, and sculpture, theatre, and film. Culture is said to have a set of characteristics which can be useful in understanding and investigating this concept, Samovar, Porter, and McDaniel talk about the traits of culture, they list the characteristics of culture as the following: culture is learned, culture is shared, culture is transmitted from generation to generation, culture is based on symbols, culture is dynamic, culture is an integrated system.

- Culture first is human specific; it is restricted only to mankind.

- Culture also is not innate or acquirable but it is rather learned from the environment ones lives in.

- Culture is shared; which makes it the aspect that a group of people identifies to as it is what distinguishes it from the others, it is not restricted to an individual but belongs to the whole community.

- Another aspect that characterizes culture is that it is a set of symbols. In other words, language and culture are interrelated and language is a set of symbols either spoken or written, so they are reflected in culture.

- Culture is also said to be integrated aspect and this involves all the shared behavior specific to a given speech community such as: greeting, the way people eat, different believes...etc, in ordery to be identifies being one member of this community one should integrate those typical behaviours in his/her actions.

- Finally, culture is known to be dynamic which means that culture is changeable by the addition or the omission of some aspects, if we compare between ancients times and nowadays we will probably find that a lots of things have changed and this is applicable to most of the cultures of the world. Culture is learned and taught. Cultural knowledge is transmitted from generation to generation. A person is not born with cultural concepts but instead learns them through socialization. Culture is social in nature. Culture develops in and is communicated by group of people. Culture is shared. The sharing of common practices provides a group with part of its cultural identity. Culture is dynamic, adaptive, and everchanging. Adaptation allows cultural groups to adjust to meet environmental changes. Cultural change occurs slowly and in response to the need of the group. This dynamic and adaptable nature allows a culture to survive.

Culture is no more pervasive and crucial as it is in cross-cultural acts of communication. Language is usually defined as a mean of communication. But what is communication? Richards and Schmidt defines communication as "The exchange of ideas, information, between two or more persons. In an act of communication there is usually at least one speaker or sender, a message which is transmitted, and a person or persons for whom this message is intended (The receiver)". An exchange implies a mutual act of giving and taking, sending and receiving of symbols, words, and meaning through a print medium or a face to face interaction. Edward T.Hall declares that "Culture is communication and communication is culture". Communication has been studied by different disciplines; one of these disciplines is intercultural communication.

Intercultural communication examines the way people from different cultures communicate with each other, and the extent to which different cultures affect the fluidity of communication. Concepts like intercultural, multicultural, or cross-cultural are used interchangeably. But what do they refer to? Kramsch maintains that "the term cross-cultural or intercultural usually refers to the meeting of two cultures or two languages across the political boundaries of nation-states". She adds that "the term intercultural may also refer to communication between people from different ethnic, social, gendered culture within the boundaries of the same national language." An understanding of intercultural communication is crucially related to an understanding of the ways in which the spoken and written word may be interpreted differently, depending on the context. Intercultural communication may denote also linguistic exchange between minority cultures and dominant cultures. The focal point in intercultural communication studies is "describing, analyzing and applying an understanding of how culture influences communication when people from fundamentally different cultures attempt to communicate". Specialists in the field of intercultural communication have noticed that people bring their culture to the communication events in which they are engaged. In foreign language education, the

teaching of culture remains a hotly debated issue. The debates involve school curricula, language teachers, and language learners. "Studying Culture" is a completely new and unprecedented course in the curricula of Algerian Universities. Cultural knowledge is one of the five goal areas of the national standards: "Through the study of other languages, student gain a knowledge and understanding of the cultures that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which language occurs". In sum, this passage discusses the importance of incorporating culture into foreign language teaching and recommends strategies for infusing cultural issues in classroom instruction. McKay contends that "Culture influences language teaching in two ways: linguistic and pedagogical. Linguistically, it affects the semantic, pragmatic, and discourse level of the language. Pedagogically, it influences the choice of the language materials and the cultural bases of the teaching methodology are to be taken into consideration while deciding upon the language materials". In this regards, culture classes have enlightening and motivating effect on the language learners and the learning process. Also aims at enhancing one's understanding of the language and the people who speak it. Studying culture is not an arbitrary but a necessary activity. In addition, culture teaching aims at allowing learners to communicate in an appropriate way by using the FL as well as to be able to cope with different situations. Ultimately, culture teaching aims at helping learners to become and behave as intercultural speaker.

Acquiring language is essentially acquiring the cultural features of that language. According to Mitchell and Myles: "Language and culture are not separable, but are acquired together, with each providing support for the development of the other." That is to say, during the process of first language acquisition, children acquire simultaneously the linguistic and the cultural features of the community. According to Ochs: it is evident that acquisition of linguistic knowledge and acquisition of socio-cultural knowledge are interdependent. A basic task of the language acquirer is to acquire tacit knowledge of principles relating linguistic forms not only to each other but also to referential and non-referential meanings and functions... Given that meanings and functions are to a large extent socio-culturally organized, linguistic knowledge is embedded in socio-cultural knowledge. On the other hand, understanding of the social organization of everyday life, cultural ideologies, morals, values, beliefs, and structure of knowledge and interpretation are to large extent acquired through the medium of language... In the same way, learning a language involves learning the common cultural beliefs and assumptions of the community. Language is more than a system of encoding or referring to objects, events, and experiences in the world around us; it is also a means of transmitting people's values, beliefs, attitudes, and worldviews. Byram regards "language as the most important means by which culture is acquired and shared with others." Hence, FLT should also develop learners' linguistic competence (the ability to use language correctly), and their communicative competence (the ability to use language appropriately). An effective language user should know what to say, how, when, where, and why to say it. Hofstede said that: "Knowing a little of the foreign language may only allow you to make a "Fluent fool" of yourself. In this context,

asserts that "culture teaching is an obligation and a duty that all language teachers must fulfill". He also adds: As language teachers we must be interested in the study of culture) in the scientists' sense of the word) not because we necessarily want to teach the culture of the other country but because we have to teach it. If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning. Nevertheless, culture in language teaching should not be regarded in any way as a simple "adjunct" to language, rather it should be considered as a fundamental constituent in the whole process of language teaching/learning.

Language contains cultural elements that are shared in communication when needed. Language and a speech that is reflected in communication reveals a number of cultural assumptions exist in this or that nation. These two issues cannot exist individually, they fill each other. One even cannot imagine culture and language separately.

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