

DEVELOPING CULTURAL AWARENESS IN ENGLISH LANGUAGE TEACHING

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Annotation: *English has been special as a supply of intercultural conversation most of the humans from various linguistic and cultural backgrounds. A variety of linguistic and cultural theories make a contribution significant insights at the improvement of competence in intercultural conversation. The speculations recommend the usage of communicative techniques focusing at the improvement of learners performance in speaking language via cultural context. This article suggests issues in view of coaching English as a medium of coaching in public quarter faculties of indoors Uzbekistan prescribed textbooks in Uzbek schools. It additionally goals to pick out drawbacks and shortcoming in prescribed textbooks for intermediate college students at university stage and schools. Therefore, the task observe recommends integration of cultural attention right into a language coaching programme for an typical fulfillment of competence in intercultural verbal exchange.*

Key words: *intercultural, cultural background, speculation, insight, fulfillment, verbal exchange.*

Аннотация: *Английский был особенным средством межкультурного общения большинства людей с разным языковым и культурным происхождением. Разнообразие лингвистических и культурных теорий вносят значительный вклад в повышение компетентности в межкультурном общении. Предположения рекомендуют использовать коммуникативные методы, направленные на улучшение успеваемости учащихся в разговорной речи через культурный контекст. В данной статье предложены вопросы, связанные с преподаванием английского языка как средством обучения на общественных факультетах закрытых помещений Узбекистана, предписанных учебниками в узбекских школах. Это также направлено на выявление недостатков и недостатков в предписанных учебниках для студентов среднего звена в университетах и школах. Таким образом, задание «Наблюдение» рекомендует интегрировать внимание к культуре прямо в программу обучения языку для типичного выполнения компетенции в межкультурном вербальном обмене.*

Ключевые слова: *межкультурный, культурный фон, спекуляция, озарение, реализация, вербальный обмен*

The word “culture” may be defined as a “social heredity” handed on from one technology to some other one with the assemblage of person reviews and found out as a sample of social conduct to be followed. It bureaucracy not unusualplace beliefs, conveys

fashionable ideas, and stocks know-how on specific customs and values. All of those traits are communicated thru language that's an fundamental a part of tradition. In different words, we will say that language is the service of tradition that's the content material of language, because the lifestyles of tradition for human society is feasible because of the improvement and use of a not unusual place language a number of the people. Therefore, people who need to collect any overseas language have to get familiar with its way of life first, for the reason that manner of mastering any overseas language now no longer best calls for college students to exercise linguistic paperwork, however additionally necessitates to emerge as acquainted with the lifestyle of goal language on the way to interpret intercultural communication. In this way, cultural attention will become central, because it allows college students to understand the distinctive beliefs, values, perceptions and customs primarily based totally on that cultural background, and ancient improvement, and it permits someone to construct extra a hit private and expert courting in a diverse environment . The culture inherently tied to the language is essential for students to learn as they're learning grammar concepts. As you'll learn below, the importance of cultural awareness in education while teaching a language is nothing to push aside.

At the end of the day, the purpose of language is to socialize with one another—to convey ideas and emotions in precise, deliberate ways. A lack of understanding of the culture associated with the language a student speaks can influence the way they speak it. In other words, to communicate in another language, the speaker must have a strong grasp of cultural norms and gestures to convey a message to someone fully. Likewise, cultural context allows for more efficient, natural communication between individuals. Even if you can break past the language barrier, a cultural barrier between individuals can still lead to misunderstandings in conversations. Learning another language should act as a bridge between the student and another culture. So, if teachers dont weave cultural awareness in teaching a second language, to put it bluntly, what's the point?

Why Is It Essential? For example—an English-speaking individual born and raised in America makes a reference to a famous American TV star, like Kiefer Sutherland. Even if someone from another country has the knowledge to interpret the sentence in their native language technically, the cultural specificity of that reference may go over the listeners head. Obviously, theres more to culture than TV; this is just one of the many examples that show how having cultural awareness in the classroom and an understanding of the people, places, and traditions linked to a language is crucial for any young learner to have. As mentioned earlier, cultural norms are also essential for students to know when learning a new language. A key reason for this is that certain phrases or gestures that are harmless in one culture may be offensive to another. Not only is cultural awareness important for understanding native speakers of the language, but also for remaining respectful during your conversation.

When using your elementary English curriculum to educate young learners, connecting grammar to the English culture gives a strong context to the lesson. You can also take advantage of our supplementary cultural curriculum. By merging these two concepts, students can then use their understanding of sentence structure, word translation, and cultural knowledge to hold a natural, genuine conversation with another student who has a deeper understanding of these concepts. No matter what language you're covering, the importance of cultural awareness in teaching a language remains equally essential. It is essential that we assist our students in distinguishing between the cultural norms, beliefs, or practices of the majority of the speech community and individual or group deviations from some of these norms when teaching cultural awareness in the classroom. Understudies ought to be empowered to examine their local

culture with their unfamiliar talking companions while they are furnished with a truly experiential substance. They can make use of their foreign language skills. There ought to likewise be introduced, examined, or just suggested in two equal streams.

As previously stated, language instruction is a lengthy process in which performance is not absolute; consequently, we cannot anticipate that all students will ever exhibit flawless native-like behavior. We want students to become aware of the possible sociocultural and sociolinguistic differences between their target language and their first language. This awareness frequently aids in explaining to teachers and students why unintended pragmatic failure and communication breakdowns occasionally occur. Assuming that we know about it, it very well may be more straightforward to see as the fitting cure. In this regard Smith (1985:6) advocates that concentrating on English doesn't transform one's character. The political, ethnic, and religious backgrounds of students ought to remain unchanged. Students will undoubtedly want to be recognized for their proficiency in English, but this does not require them to attempt to alter their identity. To be able to communicate effectively in English, you do not need to become more British or American. One's ethics or devotion to family customs need not change by any means.

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