

Intercultural Communication Development in Foreign Language Teaching

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ABSTRACT

This article contains comments on improving intercultural communication in teaching foreign languages. Also, features of cultural communication during foreign language lessons are highlighted.

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Language learning is a complex process involving 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 lifestyles, education, and daily communication processes are changing before our eyes. For example, a new language when students are learning a new language about the content, and in the process of learning this language, together with the features of this language, they will have the ability to communicate directly with the culture. To learn any language, they need not only the language but everything related to it. They go through the process of studying the features of place, space, history, and culture. Thus, by speaking a language, they automatically assimilate into the culture of that language, i.e., the strength and essence of the relationship between language and culture. They can leave. Therefore, linguists such as Gao, Tang, and Hu expressed a strong opinion that "Language is culture, and these two terms are closely related." Brock and other experts like Nagasaka are all about language learning point out that intercultural or pragmatic competence should be taken into account in stages. This program can help foreign language learners acquire social skills because, through these skills, students will be able to make social connections and be successful in doing so.

Language is used as a means of communication and as a unit of culture. Two contrasts regarding the relationship between language and culture in the field of English language teaching there is a point of view: at first glance, it is emphasized that language and culture are inextricably linked. This idea is taken from a 2003 article by Biram and Grandy. "However, a second view is that English language teaching should be individually tailored to 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 that exclude the concept of culture from the language teaching process. First, they say that language curricula are already designed 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 as they gain experience, their understanding of culture and their opinions about it change," Corbett posits.

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. are used, and because of this, students do not develop enough skills about culture. 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 other symbolic systems, not linguistic forms, used in the cultural reality that exists in the real world: customs, beliefs, monuments, and cultural phenomena that we call culture. In order to become a culture, every component of a language must have meaning. It's the same as when we focus on the necessities of life in our daily lives," argues Kramersch.

Language learning and teaching programs should be developed taking into account rich pedagogical experiences, including:

- experience gained as a communicator;
- the ability to mediate in the educational process;
- the process of students receiving information or the student determining the learning method;
- use of technologies in the process of teaching language and culture;
- organization of various active teams in the class;
- study the relationship between education and culture;
- ✓ Tools (tools and technologies), activity systems, and teams includes the practice process. 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 use their experience, participation, and mediation in practice.

A 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.

Changing the framework of culture and language teaching and thinking Language is shaped by the user's ability to communicate and all social competences, so all these can be considered aspects of communicative competence. Common competencies include declarative knowledge skills and know-how, practical and intercultural skills, existential competence, and the ability to learn. Communicative language competences include linguistic competences, sociolinguistic competences (linguistic markers of social relations, rules of politeness, expressions of folk wisdom, noting differences in dialect and accent), and pragmatic competences. Foreign language teachers and researchers strongly believe in the existence of another competence, namely cultural competence, which is present in one way or another in all the categories listed above. For example, the concept of culture was added as the fifth competency to the model developed by Bardos Kanal and Swain. According to them, culture is present in all other competencies and is an integral part of them. A number of opinions and views have been formed on the status, importance, and content of culture in the process of teaching a foreign language, which shows how complicated this issue is. These quoted interpretations refer to Rivers, Biram, and Silai. According to Rivers, "We need to focus on both appropriate planning and creativity to help students master the content. The procedures should encourage students to go beyond the language environment so that they can begin to gain a deeper understanding of the cultural levels of the speakers. This process is crucial because it shows the students' different prior experiences and skills in the foreign language being studied and their native speaking or attitudes towards the particular language.

A number of linguists created this table by taking into account foreign language teaching methods together with the ability of language learners to enter local and international culture. This explains not only the processes of success for foreign language learners, but also provides useful tips. The table below

contains practical information about learning a foreign language and being able to get involved directly in the culture of the language being studied is quoted:

Reflection helps students develop an understanding of the role of language and culture in communication. By developing knowledge and updating learning methods and thinking, students can easily understand the differences and similarities between culture and language. This is consistent with Kramersch's opinion that "it is not enough for teachers today to know how to convey the subject to the student; they must learn the practice of creating additional teaching methods." They not only learn to develop and use knowledge but also develop a meta-awareness about language, culture, and its use. This meta-consciousness gradually turns into awareness of oneself, one's own language, and one's own culture. Students need to make social connections and understand learning objectives throughout the curriculum, and these meanings are always necessary for interpretation. Students will explore the variety of opinions, interpretations, assumptions, perspectives, and positions that accompany a given interpretation of a topic. What is exchanged in this dialogue includes not only factual knowledge, topics, and ideas but also the experiences, creative thoughts, and worldviews of all those involved in the exchange of experiences.

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, and it should not be limited to knowing and understanding the grammatical, lexical, and phonological features of the studied foreign language but should also deal with learning or teaching the culture of that language. Like 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. Cross-cultural and interpersonal (reciprocal) effective communication is impossible without a sufficient understanding of them. The goal of learning a foreign language together with its 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 develop their knowledge of people's ways of life, attitudes, beliefs, and values, as well as their 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 language.

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