

CROSS-CULTURAL COMPETENCE IN TEACHING ENGLISH

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Annotation. Learning a foreign language requires a powerful urge, a decent memory, ordinary practice and furthermore persistence from the understudy. As a matter of fact, realizing a foreign language depends on specific variables like having a decent educator, being in a genuine English air, voyaging, learning another jargon, applying learned words to an everyday existence. These elements assist learners with learning the language quicker, better and all the more impeccably. The best of learning of foreign language is concentrating on the way of life of Target Language.

Keywords: foreign language, teaching culture, cross-cultural communication, sociocultural relationships, intercultural learning.

Introduction. Learning a foreign language requires a powerful urge, a decent memory, ordinary practice and furthermore tolerance from the understudy. As a matter of fact, realizing a foreign language depends on specific variables like having a decent educator, being in a genuine English climate, voyaging, learning another jargon, applying learned words to an everyday existence. These elements assist learners with learning the language quicker, better and all the more impeccably. The best of learning of foreign language is concentrating on the way of life of Target Language. So Kramersch's sharp perception shouldn't be ignored: Culture in language learning is certainly not a disposable fifth ability, attached, as it were, to the educating of speaking, listening, reading and writing. There are a few ideas that students can apply pleasantly in their local language. Indeed, even they can interpret the ideas straightforwardly as in exactly the same words interpretation. In any case, it doesn't give a careful outcome they expect, it doesn't sound precisely like their local language, it doesn't give the importance they need to communicate. To that end students really should gain proficiency with a foreign language through its way of life. How about we see pragmatic way to deal with showing English through its way of life. It's difficult to show culture straightforwardly, on the grounds that the point isn't to show culture as a subject, however to show a foreign language making its way of life one of devices. So food, occasions, clothing, time, music cash, customary stories, religion, history, family and different subjects can be social devices. Such subjects are hard to instruct or make sense of without social foundation data. The accompanying ideas to educate may be useful to youthful instructors or future educator as me. Food. Sorting out a food fair is one of the most incredible ways of showing the language past culture. An educator can request to cook or

draw the conventional feasts or food of English talking nations for the following example. What's more, learners carry their creativities to the class. They can make discoursed, pose inquiries in their foreign language while they see, contact and practice the realia. Music Live event can be inspiration movement for students of English. In the present life a large portion of learners have their #1 English vocalist. An instructor asks students to make their wonderful vocalists' pictures (in the event that an understudy hasn't a most loved one, then, at that point, s/he can decide) for the accompanying example. In the class an educator causes learners to talk about their pictures, in any event, sing in English. The movement can work on their tuning in and speaking Money. It's great that the vast majority of educators use ICT show outside nations customary things. Then again, long-lasting fascination of students with ICT isn't in some cases conceivable. The facts confirm that more youthful age is enamored with hello specialists, yet utilizing similar strategies can likewise be terrible. All things being equal, when topic is about cash an instructor might bring models of monetary certificates, coins or bills of English talking nations which are portions of culture. Learners have discussions, sort out pretends, trade or do some other exercises. Tomalin and Stempleski, changed Seelye's "seven objectives of social guidance", and recorded the objectives of showing society as follows: 1.To assist learners with fostering a comprehension of the way that all individuals display socially adapted ways of behaving. 2.To assist learners with fostering a comprehension that social factors like age, gender, social class, and spot of home impact the manners by which individuals talk and act.

3.To assist learners with turning out to be more mindful of regular conduct in like manner circumstances in the objective culture. 4.To assist learners with expanding their consciousness of the social undertones of words and expressions in the objective language. 5.To assist learners with fostering the capacity to assess and refine speculations about the objective culture, concerning supporting proof.

6.To assist learners with fostering the fundamental abilities to find and arrange data about the objective culture.

7.To animate students' scholarly interest in the objective culture, and to support compassion towards its kin.From all above, it is clear that, much as the component of culture has picked up speed in foreign language learning, most teachers have seen it at this point another ability at the removal of the people who try to become acquainted with the set of experiences and life of the objective local area as opposed to as a vital piece of informative capability and intercultural mindfulness at which each "informed person" ought to point.

Additionally, culture information permits students to think in another dialect. Culture is something fundamental while concentrating on foreign languages. Since getting its social foundation workmanship, writing, way of life assists learners with arriving at language capability and truly experience the language while they learn.

Conclusion. To summarize, culture is imperceptible device to approach of English instructing that works with and speed up the course of English learning. Besides, it enlarges learners' viewpoint by allowing them opportunity to learn new practices, customs, customs and ways of life. Assuming educators think about social issues while instructing, high consequences of students can be anticipated.

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