

THE ROLE OF FOREIGN CULTURE IN LEARNING A FOREIGN LANGUAGE

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Abstract: *the idea of communication culture and language dates back to the 18th century, but the purposeful study of this problem began only at the end of the last century. It is nice to know that over the past two decades the number of works has increased significantly, indicating the interest and desire of linguists to study linguistic phenomena in a wide extralinguistic context. The following article brings the evidence of the significance of culture in language learning process.*

Keywords: *communication, culture, factors, language, foreign, role.*

If it was quite recently admitted that turning to extralinguistic factors indicates a certain inconsistency or “weakness” of the linguist and researcher, now the need to learn the language in its actual functioning in various spheres of human activity has become generally accepted, and attempts to detect language in the very meaning of lexical units, highlight the so-called “cultural” component of meaning, discover the linguistic nature of “background knowledge”, of the linguistic communities [1].

The question of the connection between language and culture is one of those questions of linguistics, the study of which, we believe, has really practical benefits. First of all, when studying a foreign language, the student’s understanding of the degree of depth or reliability of a certain translation equivalent is of great importance. Without knowledge of the relevant connotations present in a foreign language, it is impossible to fully understand the whole meaning inherent in a particular statement. In addition to the study of foreign languages, there is another aspect of equal importance - the study of their native language and its history [2].

There are also ideas about culture in speech. These concepts are formed in four aspects: culture and vocabulary, culture and grammar, culture and discourse, culture and discrete speech acts. One of the goals of teaching a foreign language is learning to communicate at the intercultural level, which is impossible without knowledge of the culture of another nation.

Based on the above, we formulate our goals: to determine the place of knowledge of a foreign language culture in learning a foreign language. To achieve this goal a number of tasks were set:

- ✓ Consider the concept of intercultural communication.
- ✓ To show the reflection of culture in the lexical structure of the language.
- ✓ Analyze the degree of reflection of culture in the grammatical structure of the language.

Let’s discover the branch Intercultural communication as a goal of learning a foreign language. In the modern methodology of teaching foreign languages, the knowledge and process of mastering foreign language communicative activity qualifies as intercultural communication [3].

A number of authors interpret intercultural communication as an adequate mutual understanding of communication participants belonging to different national cultures. From this definition it becomes obvious that intercultural communication is a skill that is intrinsically complex and laborious to master. At the same time, a special role is assigned to the socio-cultural component of the content of education, as a factor that largely determines and defines the use of language in specific situations, thereby influencing students’ foreign language communicative competence. For example, it is believed that cultural competence will help students determine in which situation they can use. *How are you doing, sir? (How are you, sir?), And what’s up, dude? (How are you reaping, mate?)*, Greeting the other person. That is, the function of culture is reduced to the correct choice of the register of statements depending on the role of the interlocutor, his status, place and purpose of communication. Here we want to consider the content of the socio-cultural component of teaching a foreign language in such three areas as the means of social communication, the national mentality and national wealth. It is impossible to limit culture to artificial all-encompassing barriers; therefore, the selected components are presented as the main directions of possible classification and do not at all mark the boundaries of this important conceptual category.

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