

# “RESEARCH-BASED TRANSFORMATION OF TEACHER EDUCATION: TRADITION AS A BASIS FOR INNOVATION”

## International Conference on Teacher Education

### THE IMPORTANCE OF CULTURE IN TEACHING FOREIGN LANGUAGES

Nasimjonova Muazzam Raxmonovna,

[muazzamnasimjonova@gmail.com](mailto:muazzamnasimjonova@gmail.com)

The student of Uzbekistan State University  
of World Languages English philology  
faculty

**Abstract.** Culture is important in the process of teaching foreign languages because it adds context and depth to the learning experience. As a result, culture is an important issue for any educator concerned with their student's academic performance because it has a direct impact on the lesson process. The appropriate attitude towards pupils' cultural views should be fostered to compromise with them. This article will explore the importance of culture in teaching foreign languages, proving it by citing scientific sources and investigating the value of incorporating cultural components into language instruction to improve students' grasp and appreciation of the target language.

**Keywords:** cultural beliefs, foreign idioms, grammar knowledge, intercultural skills, attitudes, ethnics, learner background.

#### Introduction

The majority of people assume that culture has little impact on the teaching process and that conveying an unfamiliar topic to students is a sufficient responsibility for the teacher. However, when it comes to lesson efficacy, culture plays an important role, including the relationships between educator and student, attendance, and student activity. If a teacher is unfamiliar with his students' cultural views, he may offend them. Culture is essential in teaching foreign languages because it adds context, depth, and richness to the language learning process. Understanding a language's culture allows pupils to appreciate nuances, idioms, and expressions that do not have exact translations. It also promotes empathy, respect, and open-mindedness to diverse ways of life, resulting in improved communication and connection with native speakers. By incorporating cultural components into language education, educators can create a more immersive and engaging learning experience that extends beyond vocabulary and grammar, allowing students to genuinely appreciate and enjoy the language they are learning.

#### Literature review

Every nation or country has its customs and methods for teaching their youngsters. When multiple cultures are brought together in the same classroom, the instructor may confront difficulties. According to Kim, Hyejeong; Elder, Catherine. (2009), not only should the language be taught, but also the culture and beliefs of the country where the language originated. This strategy, in my opinion, can assist

# **“RESEARCH-BASED TRANSFORMATION OF TEACHER EDUCATION: TRADITION AS A BASIS FOR INNOVATION”**

## **International Conference on Teacher Education**

students in understanding the meaning of foreign idioms, as the majority of language phrases and idioms are related to their daily lives or history. Furthermore, Al-Rifa'i et al. (2021) mentioned that teaching culture was regarded as the sixth control skill in language teaching and learning. Also, he emphasized that to understand the language a learner needs not only grammar knowledge but also some features and characteristics of the culture itself. He also emphasized that to understand the language, a learner must possess not only grammar knowledge but also certain cultural aspects and characteristics. Culture is the ongoing expression of a group's behaviors, attitudes, ethnicities, and so on. This perception implies that the English instructor must understand those concepts before beginning the teaching and learning process with their students. According to him, students must be provided with the appropriate linguistic, cultural, communicative, and intercultural abilities to express and reflect on their own and others' cultures, as well as convey and portray the target culture and language they have studied. Gay, G. (2000) believes that addressing varied learner backgrounds is an important component of language education. I share this point of view because it makes it easier for teachers to get along with kids when they are aware of their surroundings and the people in them. Teachers need to create an environment that's conducive to learning a language and this often happens best when students are relaxed and having fun. Ritualization is also important as students can learn effectively through repeating everyday activities or by role-playing them, too. Games can also be used as a reward as students are more inclined to follow a lesson on German grammar if they know that when they finish, they get to play a game. Students learning through play will also be less stressed about making mistakes in the target language, too, which is often the best way to learn. Putting the language used in context will also help students value the importance of their language lessons by showing them how their language skills can be used. Games like jacks and marbles that were popular in the 80s can be just as popular as Fortnite and Pokémon cards in a classroom environment. You need to ensure that the students are excited about the game they're going to play and that it'll allow them to learn new linguistic skills or practice using them.

Additionally, including cultural games and traditions as a part of the lesson or homework, can help students to improve their knowledge about their nationalities and history. Most parents pressure children to learn customs since they do not want traditions to vanish, but if rituals are taught within the school curriculum, children will learn effectively and easily. Regarding the Uzbek tradition, one of the famous

# **“RESEARCH-BASED TRANSFORMATION OF TEACHER EDUCATION: TRADITION AS A BASIS FOR INNOVATION”**

## **International Conference on Teacher Education**

traditional games, called “White poplar or blue poplar” could be played to revise the vocabulary.

### **Children's game: “White Poplar or Blue Poplar?”**

In this activity, participants are separated into two equal teams based on their height, strength, and agility (10 to 20 youngsters per team) and line up holding hands at a distance of 15-20 meters. The captain of the first team shouts out the name of one of the second team members.

- “White poplar, blue poplar! Who do you need from us? We need "so-and-so" from you.”

Then the named boy rushes forward and tries to use his chest to break the seal where the other team's players are holding hands. He brings any kids from the other team to his team if the hands are still attached to the spot where they were held; if not, he remains on that team. This is how the game goes on. Whoever is left with players wins. The winning team members may pose questions, and the losing team members must respond.

### **Conclusion**

In summary, it is impossible to exaggerate the importance of culture in the study of foreign languages. Culture adds depth, texture, and context to language acquisition, helping pupils to comprehend not only vocabulary and syntax but also the subtleties, traditions, and ideals of a community. By adding cultural components to language instruction, teachers create a more immersive and all-encompassing learning environment that goes beyond teaching students how to communicate. Learning a language fosters empathy, tolerance, and global awareness while helping children comprehend and value cultural diversity. This eventually equips them to navigate an increasingly interconnected world with decency and an open mind. Incorporating culture into foreign language instruction goes beyond merely teaching language proficiency; it also involves creating deep bonds and bridging gaps between individuals from various origins.

### **References:**

1. Al-Rifa’i, F. K., Al-Majdawi, A. M. C., & Karam, H. G. (2021). Teaching culture strategies in EFL classroom. *Journal of Education College*, 2(25), 1665–1686.
2. Gaeini, M., & Basirizadeh, F. S. (2011). The role of culture in language teaching. In *ICERI 2011 Proceedings* (pp. 4092-4095). IATED
3. Gay, G. (2000) *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.

# **“RESEARCH-BASED TRANSFORMATION OF TEACHER EDUCATION: TRADITION AS A BASIS FOR INNOVATION”**

## **International Conference on Teacher Education**

4. Kim, Hyejeong; Elder, Catherine. (2009). ‘Understanding aviation English as a lingua franca: Perceptions of Korean aviation personnel’. *Australian Review of Applied Linguistics* 32 (3), 23.1–23.17. DOI: 10.2104/ara10923.
5. Lucky, Amatur, Rohmani., Erna, Andriyanti. (2022). Culture teaching in EFL classes: Teachers’ beliefs, attitudes, and classroom practices. *Studies in English language and education*, 9(1):237-257.
6. Schulz, R.A. (2007), The Challenge of Assessing Cultural Understanding in the Context of Foreign Language Instruction. *Foreign Language Annals*, 40: 9 <https://doi.org/10.1111/j.1944-9720.2007.tb02851.x>
7. [https://uz.wikipedia.org/wiki/Oq\\_terakmi,\\_ko%CA%BBk\\_terak%3F](https://uz.wikipedia.org/wiki/Oq_terakmi,_ko%CA%BBk_terak%3F)