

## **CULTURE AS A COMPONENT OF LANGUAGE MATERIAL**

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### **ABSTRACT**

*The article discusses the justification of culture as an integral ingredient of input in language classrooms. The aim of research is to disclose the impact of cultural information of language input in the development of language proficiency of language learners. The results of research show that language acquisition is fostered due to cultural norms, identity recognition, student engagement, intercultural competence, environment, cultural concepts and it approaches not only language as a system, but also as a sociocultural phenomenon.*

**Key words:** *culture, language, competence, concept, cross-culture, cultural norms, linguoculture, input, output, language material.*

### **АННОТАЦИЯ**

*В статье обсуждается обоснование культуры как неотъемлемого компонента входных данных на языковых занятиях. Целью исследования является раскрытие влияния культурной информации языкового входа на развитие языковой компетентности изучающих язык. Результаты исследования показывают, что усвоение языка стимулируется культурными нормами, признанием идентичности, вовлеченностью учащихся, межкультурной компетенцией, средой, культурными концепциями, и оно рассматривает не только язык как систему, но и как социокультурное явление.*

**Ключевые слова:** *культура, язык, компетенция, концепция, кросс-культура, культурные нормы, лингвокультура, вход, выход, языковой материал.*

### **INTRODUCTION**

Language, religion, cuisine, social customs, music, and the arts are all aspects of a particular group of people's knowledge and characteristics, termed culture. Despite the fact that cultures contain a wide variety of tangible objects, culture is not something you can touch. Culture is an abstract notion that refers to the collective set of common values, norms, attitudes, and practices among various social groupings. Diverse social groupings have different cultures, yet all social groups have a set of shared behaviors and principles that make up their culture. The role of culture in successful language acquisition is inevitable.

### **RESEARCH METHODOLOGY**

The research is theoretical in nature, and the following theoretical methods are used: abstraction, generalization, induction, deduction. The results of the research are

significant from a qualitative point of view, and they were achieved in an analytical-descriptive method. Scientific-theoretical approach prevails in research.

### **LITERATURE REVIEW**

Integration of culture into language teaching is, by no doubt, a requirement to pass on general humanistic knowledge. If successful integration takes place, the foreign and/or second language learners of English or any other languages will be able to act flexibly and sensibly along the lines of cultural norms that they encounter within the target language culture. In doing so, English language learners get to assume the role of a comparative ethnographer and fully comprehend the role of their own identity during this comparison between their own culture and the target culture (Turkan, S., & Çelik, S. (2007). Integrating culture into EFL texts and classrooms: Suggested lesson plans. *Novitas-ROYAL (Research on Youth and Language)*, 1(1). pp.18-33.). Repeatedly, the main point has been that students' interest in the target culture should be cultivated and maintained at a level in which the students are actively engaged in the material, merely because intercultural competence will make them more aware of their own culture, as well as the target culture. During the whole process of learning about the target culture, language learning would most commonly be accelerated. In other words, Learners of the English language should be able to behave sensibly and flexibly in accordance with the cultural norms they meet in the culture of the target language. Language instruction is inextricably linked to the cultural material that it brings to the schools. The ideal situation for teachers would be to foster an environment in the classroom where the students' native and target cultures will support their language learning.

Language teachers have always known that learning an additional language requires learning about another culture. This is, in fact, one of the primary reasons for learning languages—to experience a different culture from the inside, so as to empathize with a broader range of others and to enrich one's ability to appreciate varied human experiences. My conceptualization of language pedagogy has six key terms: intercultural communication, culture, innovation, activity, dialogue, and critique. I will define these terms and articulate their interrelations, reviewing existing literature to build an account of how language teaching and learning can live up to their potential as an educational and a human enterprise. Educating the "whole person," when teaching language, requires engaging with the cultural ways of life within which that language lives (Kim, D. (2020). Learning language, learning culture: Teaching language to the whole student. *ECNU Review of Education*, 3(3), 519-541.). Language instructors have long been aware that learning a second language necessitates knowing about a different culture. In order to develop an

argument for how language teaching and learning might fulfill its potential as an educational and human endeavor, the author will define these words and explain how they relate to one another while analyzing the material that has already been written. When teaching a language, it's important to engage with the cultural norms that the language inhabits in order to educate the "whole person."

Language and culture are interrelated and cannot be separate from each other because language itself is a culture. Language teaching automatically entails teaching culture. Culture teaching allows learners to increase their knowledge of the TC in terms of people's way of life, attitudes, beliefs and values. Evidence suggests that learners can be more successful in language learning if teachers integrate culture into a language classroom, that is, learners will immerse themselves into the entire culture of the target language (Salim, S. K. (2017). Teaching language and teaching culture. In 8th International Visible Conference on Educational Studies & Applied Linguistics (pp. 464-470). The process of acquiring a language is extensive and involves more than just the alphabet, vocabulary, and grammar. It is important to learn the language's semantics - such as social and cultural norms - as well. They generally become more literate in a language as they are exposed to more cultural concepts. Yes, there is a strong connection between language and culture, she concluded, and neglecting it could have negative consequences. Teaching culture is a given when teaching a language. Learning about culture gives students the opportunity to discover more about how people live, think, and value in the TC.

The teachers should keep in mind the importance of culture and must have a prior knowledge of the cultural knowledge of the chapter or lesson he is going to teach the students (Choudhury, R. U. (2014). The role of culture in teaching and learning of English as a foreign language. Express, an International Journal of Multi-Disciplinary Research, 1(4), 1-20). People express emotions, feelings, thoughts, needs, desires, etc. with words, symbols and gestures, which are considered language. Language is linguistically, physically and biologically innate and can be defined as a fundamental form of communication. Culture is the characteristic of a particular group of people defined by language, religion, cuisine, social customs, music, and art. Culture is therefore expressed in language. Therefore, learning a new language remains incomplete without familiarity with its culture. Culture makes a country unique. Different countries have different cultural activities and rituals. Culture is more than just material commodities, things that culture uses and produces. Culture is also the beliefs and values of the people of that culture. Culture also includes the way people think and understand the world and their lives. Cultures can also vary within regions, societies, or even subgroups. Workplaces may have a particular culture that

sets them apart from similar workplaces. Many students with excellent academic performance in English sometimes find it very difficult to deal with native speakers and real-life situations. This may be the result of learning English without knowing the culture of the English language. Therefore, the role that culture plays in the teaching and learning of English as a foreign/second language cannot be avoided in course design and classroom settings for EFL/ESL students. Teachers should keep in mind the importance of culture and understand the cultural knowledge of the chapters or lessons they teach their students.

### **RESULTS AND DISCUSSION**

The role of culture in language acquisition is essential as the results of research have shown: due to cultural norms, language is shaped and acquired, identity recognition is fostered when language and culture are integrated, student engagement is encouraged, intercultural competence is developed, learning environment is friendly, cultural concepts form language specificities.

### **CONCLUSION**

Culture is the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. Thus, culture finds its expression in language; so, learning a new language without familiarity with its culture remains incomplete. Therefore, the role of culture that it plays in teaching and learning of English as a foreign/second language cannot be avoided while designing course for EFL/ESL students and in the classroom situations. Integration of culture in language lessons foster the followings: cultural norms, identity recognition, student engagement, intercultural competence, environment, cultural concepts.

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