



## The Role of Language in the Formation of cross-cultural Bonds

**Gulnora Siyaeva**

PhD, Associate Professor, The Department of Teaching Foreign Languages at The Tashkent State University of Economics

**Abstract:** The word “culture” has different meanings in different disciplines, and as part of our socialization in life, by means of culture each of us learns ways to communicate, move, think, use objects and tools in the world. This article addresses issues such as language, culture, typology of cultures, types of communication, oral communication, cultural adaptation, and intercultural barriers and conflicts. Linguoculturological issues related to the concept of language and culture, which are currently attracting everyone’s attention in linguistics, have been studied by many scholars, but have not been resolved. It is noteworthy that this article focuses on this issue - a new field of linguistics - intercultural relations in the process of teaching a foreign language.

**Keywords:** culture, social communication, cross-cultural communication, communicative competence, intercultural relations, linguistic competence, sociolinguistic competence, existential competence

Connections between language and culture. Language learning is a complex process that involves not only the alphabet, vocabulary and grammar, and it is necessary to cover the content of the text, such as the study of behavioral and cultural norms. Thanks to new information technologies, all the features of intercultural interaction in the processes of work, everyday life, education and everyday communication are changing in our eyes. For example, when students are learning some new language, they will have the ability to communicate directly about the content of a new language and also with the culture in conjunction with these language features in the process of learning this language. To learn any language, they go through the process of studying not only the language, but all the features associated with it: place, space, history and culture. Thus, by speaking the language, they can be automatically absorbed into that language culture, that is, the power and essence of the interdependence between language and culture. Therefore, linguists such as Gao, Tang, and Xu had expressed the firm view that “language is culture and the two terms are closely related”. Other experts such as Brock and Nagasaka argue that cross-cultural or pragmatic competence must be taken into account at all stages of language learning. This program is able to make the foreign language learners being studied have social skills as students are able to build social communication through these skills and succeed in doing so. Language is used as a means of communication and as a unit of culture. In the field of the teaching system of English, there are two related points of view regarding the relationship between language and culture: at first glance, it is argued that language and culture are inextricably linked. This view is taken from a 2003 paper by Biram and Grandi. “The second view, however, is that teaching English should be learned individually from its cultural contexts,” sardine notes in his 2002 book. This popular debate considers whether the concepts of language and culture are connected. Language and culture are inseparable concepts. The most



# The Peerian Journal

Open Access | Peer Reviewed

Volume 40, March, 2025

Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303

Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

recent debate over whether the concept of culture should not be understood as a central theme of the curriculum was presented in 2003 by Bennet et al. These scholars have listed several biases to exclude the concept of culture from the language teaching process. First, they say that language curricula have already been developed and cannot be completely changed. Therefore, it is believed that there is no additional place in the curriculum to introduce the concept of culture into the foreign language curriculum. Secondly, for many teachers, teaching the culture of a people seems more difficult than teaching a language. Teachers usually feel unprepared to teach intercultural competence, due to which there is almost no experience of teaching in a state related to culture. " Even when they have experience, the concept of culture and thoughts about it change, " Corbett reflects [2003-54/64]. Thirdly, some higher education institutions also disapprove of teaching culture and language closely, and they are often concerned with developing educational skills such as preparing students for higher scores on universal or national tests, and thus insufficient skills about culture are formed among students. It should be noted that the above information is based not on Bennet's, but on the evidence also stated by other teachers and practitioners. In the framework of language and culture, in addition to language, there are not linguistic forms used in cultural reality that exist in the real world, but other symbolic systems: these are the habits, beliefs, monuments and cultural phenomena that we call culture. To become a culture, each component in the language must have a meaning. It's like we focus on what is necessary for our lives in our daily lives," Kramsh discusses. Programs of language learning and teaching should be developed taking into account rich pedagogical experiences:

- experience gained as a communicator;
- ability to mediate the learning process;
- the process of receiving information from students or determining the educational style of the student;
- the use of technology in the process of teaching language and culture;
- Organization of various active teams in the classroom;
- learning the connection between education and culture;
- includes tools (tools and technologies), activity systems, and the process of practice in communities. Through language learning, students learn to work in harmony with at least two languages at the same time and with culture in that language system. A socio - cultural approach to the processes of foreign language learning helps students to use their experiences, participation, mediation in practice. The socio-cultural point of view influences the process by which students learn new academic "cultures" (new ways of acting, interacting, evaluating language, objects and processes, and using them)in educational institutions.

Culture and Language Teaching-changing the circle of thinking. Language is formed by the user's ability to communicate and all social competencies, so all of these can be seen as aspects of communicative competence. Common competencies include declarative knowledge (skill to apply modern technology, social cultural knowledge and intercultural awareness), skills and know-how, practical and intercultural skills, existential competence and learning ability (language proficiency and access to communication, General phonetic understanding and skills, learning skills and creativity skills). Communicative language competencies include linguistic competencies (lexical, grammatical, semantic, phonological, orthographic and orthoepic), sociolinguistic competencies (linguistic signs of social relations, politeness rules, expressions of folk wisdom, recording



# The Peerian Journal

Open Access | Peer Reviewed

Volume 40, March, 2025

Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303

Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

differences, dialect and accentuation), and pragmatic competencies Foreign Language teachers and researchers believe in another competency, that exists in one way or another, in all the categories listed above, that cultural ability is completely For example, the concept of culture was added to the model developed by Bardos Kanak and Swain as the fifth competence. In their opinion, culture is present in all other competencies and is an integral part of it. Several more reflections and views on the status, importance and content of culture in the process of teaching a foreign language are formed, indicating to what extent this issue is complex. These cited interpretations apply to Rivers, Biram, and Silay. According to rivers, “we need to focus on both a suitable plan and creativity that will help students master the content of the lesson. The processes should encourage students to go beyond the language environment so that they begin to perceive speakers' cultural levels more deeply. This process is decisive because it shows the students' different previous experience and qualifications in the foreign language being studied and the students' native language or attitudes in a particular language. The fact that students are at different levels in the language learning process means that their learning styles are different. Thus, when developing pedagogy in language learning, teachers must take into account learning styles and students' abilities, as well as, most importantly, language and cultural diversity “teaching a foreign language as education is to get rid of the limits of their national living environment and culture, both in my experience as a student and teacher, and in my pedagogical philosophy, the culture of people who use the studied foreign language as a native speaker cannot be ignored when teaching the language. A number of linguistic scientists create this table, taking into account the methods of teaching foreign languages in combination with the abilities of language learners to access domestic and international culture. Through this, not only the processes of success of foreign language learners are given, but also useful advice. The table below lists practically tested data on learning a foreign language and being able to intervene directly in the culture of the language being studied.

Meditation helps students develop an understanding of the role of language and culture in communication. By developing knowledge, updating and meditating on learning styles, students are easily aware of the differences and similarities between culture and language. This is consistent with Cramsh's view 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 learning styles”. They not only learn to develop and use knowledge, but also develop a meta-consciousness of language, culture and its use. This meta-consciousness is gradually transformed into an awareness of self, one's own language, one's own culture. In place of the conclusion, I can say that this article is an attempt to focus on the relationship between language and culture, to understand why teaching culture should be an integral part of a foreign language curriculum. An in-depth analysis of literature was aimed at contributing to a better understanding of culture and the significant aspects of its foreign language learning process. Language learning or teaching is aimed at developing communicative competence of students, which should not only be limited to knowledge and understanding of the grammatical, lexical and phonological features of the foreign language under study, but also deal with the study or teaching of the culture of that language. According to some scholars such as Politzer and Brusk, “language and culture are the same concepts”. Teachers are not only required to present and describe to their students how intercultural communication occurs, but also to apply practical tools such as games or simulations that can be implemented in intercultural communication. Intercultural and interpersonal (mutual) effective communication cannot be achieved without



# The Peerian Journal

Open Access | Peer Reviewed

Volume 40, March, 2025

Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303

Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

sufficient understanding of them. The purpose of learning a foreign language in conjunction with a culture is to analyze issues of communication mainly with a focus on language and culture, to facilitate communication between different cultures and to prevent collisions. The concepts of language and culture are interrelated and not separated from each other, since the language itself is culture. Teaching culture allows students to enhance people's lifestyles, views, beliefs and values, and knowledge of language skills. Evidence suggests that if teachers promote the concept of culture to the language teaching method, students may succeed in language learning, meaning that students will have all the necessary resources about the languages they are learning, not just by language. After all, culture is a concept that arose before the emergence of language.

Culture and Language Teaching-changing the circle of thinking. Language is formed by the user's ability to communicate and all social competencies, so all of these can be seen as aspects of communicative competence. Common competencies include declarative knowledge (skill to apply modern technology, social cultural knowledge and intercultural awareness), skills and know-how, practical and intercultural skills, existential competence and learning ability (language proficiency and access to communication, General phonetic understanding and skills, learning skills and creativity skills). Communicative language competencies include linguistic competencies (lexical, grammatical, semantic, phonological, orthographic and orthoepic), sociolinguistic competencies (linguistic signs of social relations, politeness rules, expressions of folk wisdom, recording differences, dialect and emphasis), and pragmatic competencies. Foreign Language teachers and researchers completely believe that in all the categories listed above there is another competence, that is, cultural ability, that exists in one way or another.

## Literature used

1. Bardos Canale va Swain. "Language". 1980 54-55-b
2. Brock & Nagasaka . Pragmatic Content in Global and Local Textbooks. 2005; 34-40-b // ["Til o'qitish asoslari" – 2005. 12-23]
3. Byram & Gerundy. Context and Culture in Language Teaching and Learning. 2003// GAO, 2006// Jiang, 2000// Malmaud, 2015// Tang, 2009// Xu, 2009; 210-b
4. Byram & Gerundy. Context and Culture in Language Teaching and Learning. 2003 – yildagi maqola - 57-b