

THE IMPORTANCE OF CULTURE IN TEACHING FOREIGN LANGUAGES

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Culture, conveyed from one generation to another, defines the identity of a society and distinguishes it from other societies. Nostrand defines culture as the "ground of meaning", the codes of behavior and characteristics of a society. Brooks defines culture as "the sum of all the learned and shared elements that characterize a societal group." "Language is a vital constituent of culture". Robinett concurs with the view that culture and language cannot be separated. The culture of a society is significantly reflected through its language. Only with a language are societies able to transmit their own cultures, beliefs and ways of life to others and shape their own lives with different cultures to which they are exposed. Brooks argues that language is the most advanced element of culture. Since language emerges from societal interactions, L2 learners cannot truly learn the language without acquiring knowledge about its culture and native speakers. As mentioned earlier, learning about another culture is now one of the core objectives in the foreign language classroom.

When teaching a foreign language, we must first arouse students' interest in the life and culture of a foreign country. We need to develop children's basic communication skills in a foreign language and the ability to use a foreign language to express their thoughts and feelings in achieving their goals. First we need to determine the exact organic sequence. It is important that each lesson is divided into separate parts. We know that mostly kindergarten and school children have more playful and good memories. And it's important to get them interested in the lesson and get their attention first. In English lessons, it is possible to organize a variety of activities during the fast and hot months, mainly with little movement of the child. And it helps the child to stay fast through the actions they perform in the words they have memorized. In such cases, the teaching process is not boring, but rather increases the need of students for the lesson. When games are organized, if children's attention is focused on their favorite heroes, animals, things they like, their initiative in the learning process will increase and they will begin to approach each organized word separately. It is especially important not to bore the student during the lesson. It is important to work with the student individually to be able to monitor the child's attention to the lesson. The above tasks are very important so that everything studied reaches the organizer. Motivating students at the beginning of the lesson to make each subject easier and easier for students to understand in English will also increase their interest. are given. Inspired by their little abilities, they achieve their goals faster than we expected. It is necessary to support the

student spiritually, to give him the freedom to express his opinion during the lesson. Sharing children's brief thoughts on the topic to be covered at the beginning of the topic will ensure the student's enthusiasm for the lesson.

Repetition in a variety of ways during the lesson strengthens the child's memory so that everything that is organized in English remains in the student's memory quickly. Repetition is the mother of knowledge. When teaching the alphabet to preschoolers in English, letters can also be taught through actions in different directions. For example, firstly, children can be given the alphabet spoons to form the ability to listen regularly, and secondly, the letters can be explained through moons in the example of fruits and animals. In this way, we ensure that the child organizes the topic easily and quickly in 3 different ways. These are: the ability to listen, see and feel. Elementary students develop the ability to be more interested in a topic through the above methods.

Competition between students also arouses interest in the lesson. We encourage students during the lesson to increase their enthusiasm for the lesson if we encourage them to express themselves freely. Engaging a child's interest in English lessons increases the activity in the lesson, explains that the student will learn the lesson faster, and stimulates interest in the lesson. And through this we achieve a small goal, which is to teach children English quickly and interestingly. It is important that we study their psychology in the process of teaching teenagers and interact with each student according to his psychology. As much as a variety of games and competition between children can help make the lesson more interesting, we can help students quickly learn English words and numbers, animal names, fruit names, and the like. It is important not to bore the students. Therefore, we take a creative approach to each lesson and prepare separately for each topic. For example, today we want to move on to a topic, we have an exercise on this topic too. When we prepare different pictures and lessons and do them together with the students, they also become more enthusiastic about the lesson.

On a practical note, culture teaching should allow learners to increase their knowledge of the target culture in terms of people's way of life, values, attitudes, and beliefs, and how these manifest themselves or are couched in linguistic categories and forms. More specifically, the teaching of culture should make learners aware of speech acts, connotations, etiquette, that is, appropriate or inappropriate behaviour, as well as provide them with the opportunity to act out being a member of the target culture. Equipped with the knowledge that such notions as "superior" or "inferior" cultures are nothing but sweeping generalisations emanating from lack of knowledge and disrespect to other human beings with different worldviews, learners can delve into the target language and use it as a tool not only to communicate in the country where it is spoken but also to give a second (or third) voice to their thoughts, thus flying in the face of cultural conventions and stereotypes.

To this end, language educators should ‘not only work to dispel stereotypes and pockets of ignorance...but...contribute to learners’ understanding that begins with awareness of self and leads to awareness of others’

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