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ISSN : 2466-0744

MULTIDISCIPLINE PROCEEDINGS OF  
**DIGITAL FASHION  
CONFERENCE**

KOREA, REPUBLIC OF

**Multidiscipline Proceedings of**

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**DIGITAL FASHION CONFERENCE**

**June 2022** (*Volume 2, No.3*)

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Available at [digitalfashionsociety.org](http://digitalfashionsociety.org)  
Published:  
서울 합정역  
파주출판도시  
ISSN 2466-0744  
Seoul  
Korea, Republic of

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## THE IMPORTANCE OF INTERCULTURAL COMMUNICATION IN TEACHING FOREIGN LANGUAGES

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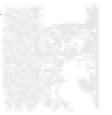
*Abstract: Learning foreign languages allows everyone to be introduced the new language not only in grammatical, syntactical or lexical point of view but also cares acquiring people's cultural awareness regarding this language. It has been highly recognized that culture and language is used as a main medium through which culture is expressed. Thus, the development of learners' intercultural communication in teaching target language can help them to avoid different cultural misunderstandings and leads them to be more critical thinker. Taking all this into consideration, the aim of this article has been to provide necessary information for the foreign language teachers and to show the role of intercultural communication during teaching and learning processes.*

**Introduction.** In these days, almost all schools, colleges, lyceums and similar educational institutions learn foreign language, especially in our country this is extremely widespread to study several type of languages including, English, Russian, Chinese, German and so on. To communicate in international language involves communicating interculturally as well, which probably leads us to differentiate factors of cultural differences. Such kind of differences exist in every language such as the place of silence, tone of voice, appropriate topic of conversation, and expressions as speech act functions (e.g. apologies, suggestions, complains, refusals, etc.). Bearing the points above it can be stated that a language is a part of culture and a culture is a part of a language.

The concept of culture. The first thing that I must mention is the notion of the word "culture" and different viewpoints of scholars on this issue can be presented. A well-known anthropologist Edward Tylor was the first scholar who gave the definition of culture, in his book "Primitive Culture": "Culture... is that complex whole which includes knowledge, beliefs, arts, morals, law, custom and any other capacities and habits acquired by man as a member of the society" (Tylor, 1974). According to Brown (1994,170) culture is deeply ingrained part of the very fiber of our being, but language -the means for communication among members of a culture- is the most visible and available expression of that culture. Language and culture are inextricably linked, and as such we might think about moving away from questions about the inclusion or exclusion of culture in foreign language curriculum, to issues of deliberate immersion versus non-deliberate exposure to it. In a word, culture is a way of life (Brown, 1994,163). In the book written by D.U Ashurova and M.R Galieva "Cultural Linguistics", cultural values are based on how people learn to believe things ought to be or how people should act and react to the phenomena of the surrounding world, particularly in terms of qualities such as sincerity, honesty, integrity, loyalty and openness. These cultural values are of axiological character and include a judgment, that is, consideration of what is good or bad, moral or immoral, normative and not normative. Gestures, body movements, and distances maintained by speakers should foster cultural insights. Students' intellectual curiosity is aroused and satisfied when they learn that there exists another mode of expression to talk about feelings, wants, needs and when they read the literature of the foreign country. If language learners are to communicate at a personal level with individuals from other cultural backgrounds, they will need not only to understand the

cultural influences at work in the behavior of others, but also to recognize the profound influence patterns of their own culture exert over their thoughts, their activities, and their forms of linguistic expression. If language is described as a mode of human behaviour and culture as "patterned behaviour", it is evident that language is a vital constituent of culture. As mentioned earlier, each culture has a unique pattern and the behaviour of an individual, linguistic or otherwise, manifested through that is also unique. Foreign language will mean, therefore, changing the learner's behaviour and injecting a new way of life and new values of life into his already settled behaviour pattern (Lado: 1963: 110). So, there is a close relationship between the language and culture. This relationship of language and culture is widely recognized, communicative behaviour and cultural systems are interrelated, as there is relation between the form and content of a language and the beliefs, values, and needs present in the culture of its speakers.

**Conclusion.** In developing intercultural communication in the classroom it is important that we help our students distinguish between the cultural norms, beliefs, or habits of the majority within the speech community and the individual or group deviations from some of these norms. Students should be enabled to discuss their native culture with their foreign-speaking friends at the same time that they are provided with a real experiential content. All things considered, the development of an awareness of sociocultural and sociolinguistic differences that might exist between the students' first language and the target language. Such awareness often helps explain to both teachers and students why sometimes there is unintended pragmatic failure and breakdown in communication. If we are aware of it, it might be easier to find the appropriate solution.



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