

## **INTERCULTURAL APPROACH TO STUDY MATERIALS AT HIGHER MILITARY EDUCATIONAL INSTITUTIONS (AS AN EXAMPLE OF FOREIGN LANGUAGES)**

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**Annotation:** The article focuses on the issues of language and culture in foreign language teaching at the Higher Military Educational Institutions and analyzes the results of the application of the intercultural approach to the reading materials in the English language textbooks.

**Keywords:** language, culture, principle, course book, text, reading skills, intercultural approach.

### **Introduction**

The peculiarity of linguistics in the age of globalization is the focus on the intercultural aspects of language acquisition, which forces teachers and scholars to reconsider the existing programmatic approaches to language learning and more effective ways of acquiring another culture. During this period, new theories and concepts of foreign language learning from the perspective of culture are observed in local pedagogy, which requires changing and modernizing the theoretical foundations of foreign language teaching.

Professor J. Jalolov "...a language, including a foreign language, is learned at the same time as a reflection of the culture of the country where the language is being studied or the culture of the language owner. Therefore, in the last twenty years, the issues of teaching language together with culture, for example, teaching English language and culture are being intensively considered.

From this point of view, we can see that nowadays in the methodology of the English language, great attention is being paid to teaching the language through culture. Before discussing the cross-cultural aspects of English language teaching, let's first consider what definitions and ideas are given about culture.

According to the information of the United Nations Educational, Scientific and Cultural Organization (UNESCO), culture is defined as a set of unique spiritual, material, intellectual and emotional characteristics of a society or social group, not only includes art and literature, but also lifestyles, ways of living together, value systems, traditions and beliefs. The Cambridge Online Dictionary defines culture as the lifestyle, especially the common customs and beliefs, of a particular group of people at a particular time.

So, based on the mentioned tariffs, culture is the programs, actions, history, creativity, manners, moral status and lifestyle of the members of a certain society.

The problem of the relationship between language and culture is one of the main issues of cross-cultural linguistic research. Despite the fact that language and culture are separate concepts, in terms of their development and harmony, they are very closely related. On the other hand, language is seen as a product of culture.

Language is an integral part of culture, because it means, first of all, the uniqueness of the national mentality. In linguistics, culture is the fifth skill that can be used among language skills such as speaking, listening, reading, and writing. With the help of language, we understand the meaning of culture and through it we learn about the world around us.

L. I. Beam "Languages should be studied without separating them from the world and culture of the peoples who speak that language." First of all, it is necessary to highlight the work of foreign language students in higher military educational institutions regarding the influence of culture.

## **Main part**

The article focuses on the issues of language and culture in teaching a foreign language in higher military educational institutions, reading in English language textbooks.

Analyzing the retrospective and perspective of socio-cultural approach developed by V. Safonova, "The proposed approach of learning languages together in the context of the interdependence of cultures and civilizations only illuminates the general theoretical foundations of intercultural education in a school or university- since 1995, he has initiated a stylistic revision of the rules for the development of science programs and science literature, the design, creation and implementation of educational-methodical and educational literature based on cultural studies and new types of communication.

In higher military schools, a foreign language is generally studied in a different cultural context, that is, in the conditions of the students' own culture, which ensures dialogue between cultures in the educational process, helps to better understand the similarities and differences between them.

"For this reason, the study of any culture, especially on the basis of creative text materials, is carried out on the basis of comparing one's own culture and another culture. It is this aspect that is of great interest for the methodology of teaching a foreign language, because it gives an opportunity to create a form of learning culture through comparison.

Of course, when applying intercultural approaches, we cannot rely on some principles of foreign language teaching. The problem of intercultural principles in teaching foreign languages in higher military educational institutions is one of the most difficult issues in methodology. Considering the principles of teaching from different points of view, researchers give them different definitions.

Based on the literature analysis, it is possible to determine the principles of intercultural literacy formation:

- principle of integration of didactics and educational system;
- "Think globally and act locally" principle;
- the principle of cooperation, one of its indicators is the superiority of empathy in interpersonal relations and dialogical cooperation;
- the principle of communication and intercultural empathy, to educate feelings of concern for the global way of life;
- Establishing harmonious relationships with nature, each other, other people, cooperation, mutual assistance.

Intercultural language learning is focused on five principles as a learning process.

Active construction: the principle that learners should construct their own knowledge of culture as part of developing a personal perspective on their own culture and the culture of the language they are learning.

The role of the teacher in active construction is to teach to notice, identify and understand the reflection of culture instead of presenting it as a whole.

**Establishing dialogue:** in intercultural language learning, the learner is challenged to establish his own dialogue between his own culture, language and knowledge and the new stimuli encountered in the classroom. To do this, it is necessary to develop a comparative perspective that compares and contrasts new information with existing information. This means that the student's native culture should be given a place before learning about other cultures.

**Social Interaction:** Culture is learned and explored through interaction with others. Social interaction allows students to notice peculiarities during communication, share their impressions, and try out possible answers.

**Reflection:** is a key part of the intercultural language learning process and allows you to reflect on your identity. A student should be able to react positively or negatively to the culture he encounters and to recognize the impact of new knowledge on understanding himself and others.

Responsibility and ultimately, students learn that they are responsible for communicating successfully in all languages and for developing a perspective that values other languages, cultures, and people.

If the materials used for students are comfortable and familiar, their participation in the lesson will improve. In addition, their basic knowledge of the subject is activated by familiar content, which is reflected in their interest in participating in question-and-answer during the lesson and in their activeness in the classroom.

The article focuses on the issues of language and culture in teaching a foreign language in higher military educational institutions, reading in English language textbooks. We can understand from the mentioned points that the culture is taught in a hidden way, embedded in the linguistic materials that the students learn. In order to make students aware of the cultural information given, we believe that teachers should make these cultural identities a topic of open discussion in relation to the language forms being studied. Cultural information should be carefully developed and included in lesson plans in textbook reading materials to enrich teaching content and inform students.

## Conclusion

In general, the ability to manage the relationship between language and culture is the main link of foreign language teaching. Reading skills, as a type of communicative activity, also fulfills the task of teaching, such as the development of communication competence and the enrichment of cultural consciousness.

If you do not understand the differences between values, you cannot understand the differences between cultures.

It is easy for students to understand the text using their own abilities, but the fact that they think that the other abilities given in the text are no different from their own makes them unable to understand the text properly.

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