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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**CULTURAL AND INTERCULTURAL BENEFITS OF LANGUAGE
LEARNING*****Dilorom Khodjimetova****Jizzakh State Pedagogical University**Jizzakh, Uzbekistan**E-mail: khodjimetova@mail.ru***ABOUT ARTICLE**

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Abstract: In the modern, globalized, and highly mobile world, foreign language education is increasingly important for the sake of preparing children to be successful and capable of a high level of social integration. This is especially true for societies wherein secondary or alternative languages are widely used for business purposes, or in certain fields, or by a significant and non marginalized minority of the population.

INTRODUCTION

English is the most important means of International communication. People from all over the world speak English when they meet each other in every international meeting, workshop, conference, or commerce. In every products' leaflet we could see some sentences or words of English. It is because English is the biggest language in the world. English becomes the most essential language in the world. Almost all people from many different countries use it to communicate. For that reason, it is important for people to master English orally and written, in order to be able to communicate and socialize with the world community. As the consequence, all countries in the world use English as one of the subjects studied at school. The purpose is to make the young generation competent in English eventhough passive or active English, whether to speak fluency or just to understand what people say or to write their opinion to express their idea.

Uzbekistan as a developing country tries to bring the next generation to really master and have ability in English. English is the first foreign language taught at every school in Indonesia. The main purpose of teaching English as a foreign language in Junior high school is providing the competence of the students to achieve communication competence of English skills such as listening, speaking,

reading and writing. To achieve this purpose, Indonesia sets its educational curriculum which is including the teaching English as foreign language. It is one of compulsory subject studied from junior and senior high school up to the university while for elementary school English is used as local or additional subject. English has been studied for six years in Elementary school.

There are four skills in teaching English they are: listening, speaking, writing and reading. The students should master the four basic skills so they are able to master English effectively and communicatively. These skills can be defined into two groups. The first is receptive skill and the second is productive skill. Receptive skills are reading skill and listening skill, while the productive skills are writing skill and speaking skill.

MATERIALS AND METHODS

As one of the four English basic skills, speaking is probably often considered to be the most important one. People said that someone has already mastered a language if he or she is able to speak the language fluently. Oral communication is the most important one because it is used by people in order to maintain their social relationship. In doing so, they need speaking skill in order to perform communication. According to Richards and Renandya “A large of percentage of the world’s language learners study English in order to develop proficiency in speaking”.¹ Brown states “speaking is one of the required skill in performing oral communication. It is the least one has to master in order to perform in a language”. According to Harmer (there are three reasons why people communicate: first, people communicate because “they want to say something”.² It means there is desire from the speaker has in order to convey messages to other people; second, people communicate because “they have some communicative purposes”. Communicative purpose means what the speakers said there would be a result of what they say; the third, the speakers want to express a request, need a help other, want to command if they want other people to do something; the third, the desire to say something and the purpose in conducting communicative activities. As they have language storage, they will select language expressions appropriate to get messages across to other people.

Edge says that “communication is the goal of language teaching”. Other linguist also has the same opinion, Richard says “Competence of speaking skills in English is priority for many second language or foreign language learners. Learners are consequently often evaluated their success in language learning as well as the effectiveness of English course on the basis of how well they have improved in their spoken language proficiency”.³ Moreover, Riggenback and Lazaraton “Students of second language or foreign language education programs are considered successful if they can

¹ Reed, B., Railsback, J.: *Strategies and Resources for Mainstream Teachers of English Language Learners*. Portland: Northwest Regional Educational Laboratory, May 2003. P 223

² Redman, Stuart, Ellis, Robert with Viney, Brigit. *A Way with Words. Resource Pack 1*. Cambridge: Cambridge University Press, 1996. P 153-155

³ Educational Researcher 15/2: 4 – 31.

communicate or able to communicate effectively in the language”. We cannot deny if that statement is correct. The students said that they master English if they have been fluent in speaking skill. People usually learn English because of some reasons, in some way, they want to be able to communicate or be able to speak English as well.

The students usually have some motivation why they want to be able in speaking such as: they want to be able to watch foreign film without necessary to read the translation, they can sing their favorite song in English with good pronunciation, they want to know some information assessed from the internet, they want to have chat with foreigner in social media etc. They said that to be able to speak English skill is proud thing to have. It indicates the students’ first appearance in speaking ability. People will judge someone master in English because their good performing of speaking fluency. It means that speaking a language fluently is frequently the ultimate goal to be attained in mastering a language.

Similar to speaking, in fluency there are several aspects that will be used to decide how good one’s speaking fluency is. Canale and Swain “There are four competences included in communicative competence such as: grammatical well-formedness, discourse competence, sociolinguistic competence, and strategic competence”. Grammatical competence means mastery the linguistic code, morphological, the ability to recognize the lexical, syntactic, and phonological features of language to form words and sentences. Sociolinguistic competence refers to the require of understanding in social context in which language is used. Schulman “Understanding the sociolinguistic side of language enables speakers to know what comments are appropriate, how to ask questions during the interaction and how to respond nonverbally according to the aim of the speaking”.¹ Strategic competence means the ability to keep the conversation keep going.

Communication act that all the conditions attached to speaking as a communication act exist for translation as well. Tarone, Cohen, and Dumas state that communicative strategy is “a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target rules have been formed”. Palmberg says that “communication strategies is those devices a second language learner uses in attempting to express precise meaning in target language”.

Dornyei and Scott’s taxonomy reviewed articles and summarized the taxonomies and definitions of communication strategies proposed by researchers in the field. They extended taxonomy of problem solving strategies in speaking skill, they classified the communication strategies according to the manner of problem management. That is how communication strategies contribute to resolving conflicts and achieving mutual understanding.

¹ Shulman, LS (1986). Those who understand: Knowledge growth in teaching.

However, the fact shows that students' English speaking fluency is still below the standard. The teacher should present interesting method of teaching to attract the student interest and motivation in joining the teaching and learning process. Mostly the teachers used old fashioned method in the class. Students are only required to memorize the speaking expression without practicing. This kind of method severely limits students chance of practicing their speaking fluency.

MTs Negeri Miri which consists of 12 classess still has difficulty for the speaking skill eventhough there is conversation class (*kelas unggulan*) there. The students still have difficulty to speak up or to express their idea in speaking. In this occasion, they sometimes use some communication strategies to make their conversation smooth. By knowing the varieties of communication strategies used by the students it can be useful for the teacher to give positive suggestion for the students to develop their speaking skill. It can be useful for the students either to make their speaking skill communicatively. In Uzbekistan began teaching English from first class, from 2013 year and the Ministry of Education issued decree and made "syllabus" of teaching English in primary schools. Aims are the first and most important consideration in any teaching.

Hence the teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the end of the year, term, month, week, and each particular lesson, i. e., he should know the aims and objectives of foreign language teaching in schools.

The terms "aims" and "objectives" are clearly distinguished in this work in accordance with the suggestion given by R. Roberts.¹ Here is what he writes: "The term 'aims' be reserved for long-term goals such as provide the justification or reason for teaching second languages ... the term 'objectives' be used only for short-term goals (immediate lesson goal), such as may reasonably be achieved in a classroom lesson or sequence of lessons." In this chapter we shall deal with longterm goals, that is, with the aims of foreign language teaching which dictate ³ the teacher's approach to this subject.

The changes the teacher must bring about in his pupils may be threefold: p r a c t i c a l — pupils acquire habits and skills in using a foreign language; e d u c a t i o n a l — they develop their mental abilities and intelligence in the process of learning the foreign language;

c u l t u r a l — pupils extend their knowledge of the world in which they live. Therefore there are three aims, at least, which should be achieved in foreign language teaching: practical, educational, and cultural.

RESULTS AND DISCUSSIONS

Practical aims. The foreign language as a school subject differs from other subjects of the school curriculum. Whereas the teaching, for instance, of history is mostly connected with the

¹Roberts R. Aims and Objectives in Language Teaching. — "English Language Teaching", v. XXVI, 1972, No. 3, p. 224.

imparting of historical laws and facts which pupils are to learn and the teaching of the mother tongue leads to the mastery of the language as a system (which is already used for exchanging thoughts and feelings) so that pupils will be able to use it more effectively in oral and written language, the teaching of a foreign language should result in the pupil's gaining one more code for receiving and conveying information; that is, in acquiring a second language for the same purpose as the native language: to use it as a means of communication. In this connection we should like to quote G. Perren "Whatever a new language is being taught as a curricular extra ... or as an essential medium for education it will be learned by the young child only if it obviously makes possible some purposeful activity other than language learning. If it does not do this, attempts to teach it may be largely a waste of time."

In modern society language is used in two ways: directly or orally, and indirectly or in written form. Thus we distinguish oral language and written language. Direct communication implies a speaker and a hearer, indirect communication implies a writer and a reader. Hence the practical aims in teaching a foreign language are four in number: hearing, speaking, reading, and writing.

When adopting the practical aims for a secondary school course the following factors are usually taken into consideration: the economic and political conditions of society, the requirements of the state; the general goals of secondary school education; the nature of the subject, and the conditions for instruction.

The President of Uzbekistan I.Karimov and the Government are establishing closer economic, political, scientific, and cultural relations with various peoples of the world. International relations are extended and strengthened through the exchange of delegations as well as scientific, technical, and cultural information. The peoples of Uzbekistan want to know what is going on in the world in all spheres of human activity: science, engineering, culture, politics, etc. They also want to acquaint other peoples with their life and achievements. In this situation foreign language teaching is a matter of state significance. Not long ago in 2012 on 10 December the government adopted another brilliant decree 18/75 on improving teaching foreign languages in the country. According to the decree teachers' salaries is going to be increased up to 30% in rural areas and 15% in cities. Furthermore teaching hours allocated for practical training. English teachers accepted the decree as an another chance of working in full potential to raise highly-skilled students for the government's development.¹

It's true that without knowing the language even a very qualified personnel wouldn't have contributed help to the development of his/her country.

¹ O'zbekiston Respublikasi Prezidenti I.A.Karimovning Vazirlar Mahkamasining 2010 yil 29 yanvardagi bo'lib o'tgan majlisidagi "Asosiy maqsadimiz Vatanimiz taraqqiyoti va xalqimiz farovonligini yanada yuksaltirishdir" nomli ma'ruzalari

Every English teacher is sure that these decrees and works which have been done on education system will give its result soon. Special trained and skilled teachers are creating a new book for elementary grades pupils, so that pupils can learn English as well as their mother tongue from the first grade. This process will surely bring its great results in the coming years. As for me, I can say that teaching the language from the first grade has been a very wise decision because younger children are tend to learn any language faster than grown ups. We have saying that fits for the case: “A knowledge which is learnt in the early age is like a carving on the stone”.

The president I.Karimov had already made the plan of upbringing highly-skilled cadres with full of potential who works for the development of the country when he said: “Our children must be wiser, smarter and of course, happier than we are.

Fifteen years ago, Uzbek government adopted laws on education and on the National Vocational Training Program. Their adoption brought a radical reform in country’s education system. As a result, today, the Uzbek model of education is well-known in other countries. It became government’s effective tool in upbringing harmoniously developed, highly educated, modern-minded younger generation of professionals who will be able to ensure stable development for the country. Uzbek ever improving system of education is a reliable support to young people. It helps each of them to find one’s feet and actively participate in country’s development. Youth is very zealous in learning and raising our country’s fame to the world. The national model of education is based on “lifelong learning” principle which fully fits to the ancient Uzbek proverb: “Seek knowledge from cradle to grave”. There are seven levels of education: elementary, secondary, non-formal, vocational, higher, postgraduate, professional development and retraining.

“On Improving Foreign Language Learning” has obliged educational boards to ensure that school-leavers master a foreign language as a means of communication in its two forms — oral and written, therefore, proficiency in speaking and reading are the desired skills. They are both of great importance, since oral language, though opportunities for conversation are rare for most of the school-leavers, creates favourable conditions for language learning. Besides, practical aims as they are understood here, correspond to the idea of secondary school education — to provide pupils with the fundamentals of the subject. Hearing, speaking, reading, and writing within carefully selected linguistic material will constitute the fundamentals of the language.

The nature of the language should also be taken into consideration in determining the aims of language teaching. Learning a living language implies using the language of sounds, that is, speaking. Scientific research gives a more profound insight into the problem. It is not so much the ability to speak that is meant here but rather the oral treatment; in other words, the language of sounds, not of graphic signs (which is usually the case when a dead language is studied) should serve as basic means of teaching.

The length of the course, the frequency of the lessons, the size of groups should also be taken into consideration in adopting practical aims. The amount of time for language learning is one of the most decisive factors in mastering and maintaining language proficiency since learners need practice. The more time is available for pupils' practice in the target language, the better results can be achieved. Moreover, for the formation of speech habits frequency of lessons is a more essential condition than the length of the course. It is not necessary to prove (it has already been proved) that intensive courses are more effective than extensive ones, for example, six periods a week for three years are more effective for language learning than three periods a week for six years. In our secondary schools, however, we cannot afford an intensive course because school curriculum includes a lot of essential subjects and the foreign language is one of many which should be taught. The time which can be allotted to foreign language learning is distributed throughout the six years with the following frequency of lessons: V — 4; VI—VII — 3; VIII—X — 2 periods a week. As to the size of groups, large forms are divided into two groups for foreign language lessons so that a group should not exceed 20—25 pupils. Proceeding from these considerations the school syllabus emphasizes reading and speaking as the chief practical aims of language teaching. Writing is restricted to teaching the ability to compose simple letters on everyday topics. Thus the syllabus sets out to teach pupils to carry on a conversation in a foreign language and to read texts with complete comprehension.

The syllabus for the eight-year school concentrates on the development of speech proficiency. Pupils should be able:

- * to give a short talk and carry on a conversation on the topics included in the programme;
- * to read without a dictionary texts containing familiar grammar material and no more than 4—6 unfamiliar words (per 100 words) the meaning of which, as a rule, should be clear from the context or due to familiar word-building elements.

The syllabus for the ten-year school requires that school-leavers should:

- * read and understand a foreign text both with and without a dictionary;
- * understand oral language and speak within the topics and material required by the syllabus;
- * write a letter.

In foreign language learning all forms of work must be in close interrelation, otherwise it is impossible to master the language. However, attention should be given mainly to practice in hearing, speaking, and reading. Thus pupils must achieve a level in their knowledge of the language which will enable them to further develop it at an institute or in their practical work.

At the present time, however, foreign language teaching in school does not quite meet the demands of our society; better results are desirable. In this connection we should welcome O. I.

Moskalskaya's proposal¹ to investigate the aims of foreign language teaching to be able to establish what can really be achieved under school conditions.

In conclusion it should be said that the achievement of practical aims in foreign language teaching makes possible the achievement of educational and cultural aims.

Educational aims. Learning a second language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. Even at the most elementary level learning a second language teaches the cognizance of meaning, furnishes a term of comparison that gives us an insight into the quality of language. When learning a foreign language the pupil understands better how language functions and this brings him to a greater awareness of the functioning of his own language.

Since language is connected with thinking, through foreign language study we can develop the pupil's intellect. Teaching a foreign language helps the teacher develop the pupils' voluntary and involuntary memory, his imaginative abilities, and will power. Indeed, in learning a new language the pupil should memorize words, idioms, sentence patterns, structures, and keep them in long-term memory ready to be used whenever he needs them in auding, speaking, reading, and writing. Teaching a foreign language under conditions when this is the only foreign language environment, is practically impossible without appealing to pupils' imagination. The lack of real communication forces the teacher to create imaginary situations for pupils, to speak about making each pupil determine his language behaviour as if he were in such situations.

Teaching a foreign language contributes to the linguistic education of the pupil, the latter extends his knowledge of phonic, graphic, structural, and semantic aspects of language as it is through contrastive analysis of language phenomena.

Cultural aims. Learning a foreign language makes the pupil acquainted with the life, customs and traditions of the people whose language he studies through visual material (such as post cards with the views of towns, countryside, and people; filmstrips, for example, "Great Britain", "What Tourists Can See in London", "Disney Land" films) and reading material dealing with the countries where the target language is spoken. Foreign language teaching should promote pupils' general educational and cultural growth by increasing their knowledge about foreign countries, and by acquainting them with progressive traditions of the people whose language they study. Through learning a second language the pupil gains a deeper insight into the nature and functioning of language as a social phenomenon.

¹ Москальскич О. И. Понятие 'практическое владение иностранным языком'. — „Иностранные языки в школе", 1971, № 2.

CONCLUSION

In conclusion it should be said that practical, educational, and cultural aims are intimately related and form an inseparable unity. The leading role belongs to practical aims, for the others can only be achieved through the practical command of the foreign language.

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