



THE IMPORTANCE OF INTERCULTURAL COMMUNICATION IN TEACHING FRENCH AS A FOREIGN LANGUAGE

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Annotation

This article examines the results of an analysis of the teaching practice of three French teachers. Taking an intercultural approach, this section focuses on the processes of teacher education and training. The methods used in this process are highlighted. Each teacher was assessed in the context of the method used in the lesson.

Keywords

intercultural communication, intercultural approach, country studies, communicative competence, attitude, skills, empathy, analytical.

Annotatsiya

Mazkur maqolada uchta fransuz o'qituvchilarining o'qitish amaliyotini tahlil qilish natijalari keltirilgan. Madaniyatlararo yondashuv doirasida ko'rib chiqiladigan ushbu bo'limda asosiy e'tibor o'qituvchilarning ta'lim va tarbiya jarayonlariga qaratilgan. Ushbu jarayonda qo'llaniladigan usullar ta'kidlangan. Har bir o'qituvchi darsda qo'llanilgan metod kontekstida baholandi.

Tayanch so'zlar

madaniyatlararo muloqot, madaniyatlararo yondashuv, mamlakatshunoslik, kommunikativ kompetentsiya, munosabat, ko'nikma, empatiya, analitik.

Аннотация

В данной статье рассматриваются результаты анализа педагогической практики трех учителей французского языка. В этом разделе, рассматриваемом в рамках межкультурного подхода, основное внимание сосредоточено на процессах образования и подготовки учителей. Выделены методы, используемые в этом процессе. Каждый учитель оценивался в контексте метода, использованного на уроке.

Ключевые слова

межкультурная коммуникация, межкультурный подход, страноведение, коммуникативная компетентность, отношение, навыки, эмпатия, аналитика.

Introduction

Intercultural communication should take into account the connection between language and culture, since language and culture are one pair and cannot be distinguished from another. In this context, with the development of society and cultures, multiculturalism and intercultural terms emerged. Culture is associated with language and language is a carrier of culture. Culture can be transmitted from generation to generation and to different societies through language and communication. According to Hall, "dialogue involving language and characters can be described as key elements of culture" [5. P. 63].

Thanks to the coexistence of societies and cultures, communication and interaction are always important. People in a relationship with each other in reality affect each other's life and worldview. Cultural influence is achieved when people interact with each other. It denotes coexistence with different cultures

and intercultural dialogue.

In a constantly developing and changing world, the concept of intercultural communication is becoming increasingly important. Multicultural societies have been using a variety of methods to develop intercultural communication skills in educational systems. In particular, attempts were made to implement cultural skills using various methods in teaching foreign languages, and then the development of intercultural language skills came to the fore.

To this day, culture shows its image in many areas of society, as well as in education. Especially in foreign language lessons, learning another language and at the same time foreign language culture are taught. As Krasmich notes, " culture has always been an integral part of Language Teaching. [6. P. 52] " it is impossible to teach a foreign language that is not related to culture today. In the methodology of teaching foreign languages, from the past to the present, culture has entered in different ways, especially through the field of country studies. The cross-cultural approach has also positively influenced the development of country studies. Intercultural communication is distinguished not only through country studies, but also by the purpose that it has set itself and its implementation in teaching.

The 2001 general European Reference (CEFR) published by the general European Council on languages led to fundamental changes in the field of movement-oriented language teaching. In this context, Action-Oriented Language Teaching, Learning and evaluation are being taken as a basis. This approach, which overtakes all previous methods, can be seen as an extension of communicative language skills.

Sadokhin on intercultural communicative competence in this area [7. 61] five competencies developed by have been adopted. Based on the definitions of the holiday, these skills were further developed in the general European reference. According to CEFR (2001), common competencies include: "Published knowledge "(which includes world knowledge, socio-cultural knowledge, and intercultural awareness);" skills and procedural knowledge" (which includes practical skills and cross-cultural skills; "Personality-related competence "(includes attitude, motivation, values, beliefs, cognitive style, and personality factors);" learning ability" (includes language and communication awareness, General phonetic awareness, and phonetic skills, learning techniques, and heuristic abilities).

CEFR is based on cross-cultural education. Intercultural skills that serve language and cultural learning include:

- resource culture and the ability to link foreign culture together;
- the ability to identify and use different strategies for cultural sensitivity and communication with representatives of other cultures;
- the ability to be a cultural intermediary between one's own culture and foreign culture, to effectively deal with intercultural misunderstandings and conflict situations;
- ability to overcome stereotypical attitudes (general European Reference System for languages, 2001, B.106).

In order for students to have cross-cultural competence, Language teachers must connect foreign culture and their own culture with classes and give the student a perspective. It is necessary to ensure that language teachers are free of molds, keeping them free of prejudices.

The formation of intercultural communication skills requires an experimental process and intercultural awareness. Language teachers play an important role in shaping this concept in language learners. The language teacher must be an objective person to achieve cross-cultural learning, free from prejudices, empathetic, lacking in relation to different cultures and developing in this process. From the perspective of a foreign language teacher, it is assumed that the classroom contains information about both cultures to give place to different cultures, convey empathy to students and apply these skills, and, if necessary, many different cultures in our daily lives.

Main body. This work discusses the role of teachers and relevant teaching practices in cross-cultural learning of French as a foreign language. This work also includes the opinions of teachers on the implementation of intercultural education and intercultural approach.

This work is associated with a qualitative research method. The model of work is applied research. Farmer [4. P. 95] in the opinion that the purpose of practical work is to study the exact situation in depth and determine detailed results. In the winter semester of the 2023-2024 school year, teachers' courses were observed for 10 weeks before the end of the semester, 6 hours a week. A semi-structured interview was held

at the beginning of the semester. The results of the interview with teachers are evaluated using quality analysis.

The result of this work is the following:

- This work is limited only to professors of the faculty of foreign languages of the TDPU named after Nizami.

- In this work, participants were carried out in the 2023/24 academic year with three volunteer teachers who lead a foreign language in second language quality.

- Another aspect of the work is Interview Questions on intercultural learning.

In an interview with teachers, questions were initially asked about the academic level of teachers. Then questions were asked about education abroad, the study of culture and intercultural education, as well as demographic variables. The results of the teacher were determined by the codes Teacher 1, Teacher 2 and teacher 3, which are used for trainers. The pronoun “u” is used to ensure that the gender of the teachers is confidential.

Interviews have questioned teachers' views on culture, the role of culture in Language Teaching. In this context, their views on cultural concept, Language Teaching and cultural relations, French language and culture, as well as cultural transfer in French language classes were analyzed and the relevant results were presented in the table below.

Table 1. Results on the opinions of teachers about the importance of the cultural and cultural factor in teaching French

	Teacher 1	Teacher 2	Teacher 3
Views on the concept of culture.	A broad concept with different elements.	An example of a lifestyle and factors affecting it.	All conceived by people.
Views on the relationship between language and culture	The student must also learn language culture. / The current cultural level and knowledge of the student is important	Language is part of culture. / Language teaching should be supported by cultural elements.	Language is a means of communication between individuals of different and even the same culture.
Views on the French language and culture	French is a special language for making words. / French is a regular language in its grammar. / The culture of Romance languages differs from Turkic	French is an analytic language. / Sufficient knowledge of French culture is necessary.	French language culture is interesting to know. / French culture can be explained by terms such as Order, Law, prosperity and civilization.
Views on cultural influence in the lessons of the Persian language	Students do not have enough information about the French language and culture. / Must include French culture in French language classes.	It is necessary to learn French in the process of cultural communication. / It is necessary to introduce French traditions into classes.	Elements of culture must be included in textbooks to eliminate cultural conflicts and create a different view for students.

Looking at the table above, it can be seen that teachers use different languages when describing culture. The definition of culture used by teachers as well as the concept of culture are very broad. Traditions, religion, faith, history, language, society, art, literature, lifestyle, values, science, etc... The definition of the concept of culture by different teachers in different ways can be seen as an expected concept across multiple and diverse elements of culture. On the other hand, when a teacher survey of the link between language and culture was conducted, it was found that all teachers claimed a significant link

between language and culture.

Teachers argued that French was an analytical and historical language, that words were diverse and distinct, and that French was normative in the sense of grammar. About French culture, they explained the main characteristics of the French and the aspects that distinguish them from the Uzbeks.

In our opinion, it is clear that French is more organized by cultural words in French than by vocabulary in German, English, Spanish and Italian, and these words are actually very creative words. For example: TV, ambulance. While these words are almost identical in other languages, in French they are completely different words. From the point of view of grammar, French is a very simple language. Culturally, we are very different from the French. For example, labour discipline, accuracy, appreciation of special days, distant human relations, adherence to rules, their success in the field of Art, French culture are qualities that we like.

Regarding teacher feedback on the importance of cultural influence in teaching French, all teachers noted that it is very important to communicate elements of French culture to students when teaching French to students. They explained that it affects both the teaching of the language and the worldview of students, their tolerance and prejudices. Some of the teachers' opinions are as follows:

“You learn a language and need to be aware of the lifestyle of a foreign country. If you don't know the culture - when you communicate with them - cultural positive or negative conflicts can be experienced naturally. Of course, it is important that this happens in the classroom. You should not accept anything that we perceive as tabu. In this case, phenomena such as tolerance and acceptance can occur. It is possible to create a different picture for students”. (3rd teacher)

In interviews with teachers, questions were asked about their views on the cross-cultural approach. The results of the fact that these views are determined by the qualifications that are important in teaching the French language and what activities they use for the purpose of developing the cultural and intercultural consciousness of students, we can see in the table below.

Table 2. Results of teachers' views on the cross-cultural approach.

	Teacher 1	Teacher 2	Teacher 3
Views on the cross-cultural approach.	Explanation of cultural differences between Uzbekistan and France.	There is no idea of an intercultural approach.	All conceived by people.
Views on the purpose of the intercultural approach.	Ability to compare and raise awareness through targeted questions.	To help the language learner understand a foreign language.	Intercultural dialogue.
Views on which skills are important in French lessons.	The two most important skills are speaking and writing.	All four skills are also important.	All four skills are important.
The main tasks that are carried out to promote the cultural knowledge of students and the acquisition of intercultural communication.	Use of various activities and materials.	Own experiences, use of various activities and materials.	Own experiences, use of various activities and materials.

In order to find out the teachers' opinions about the cross-cultural approach, they were asked four different questions during the interview and their opinions were discussed. When answers to the first question to teachers are examined, it is seen that two of the teachers do not know the intercultural approach

and that only one teacher knows that the intercultural approach is the teaching method. The opinions of one of the teachers about the cross-cultural approach are as follows:

“I do not know exactly what the concept means. However, if I conclude from the previous questions, then this is a teaching method applied to foreign culture and foreign language learners; accordingly, I believe that it is necessary to convey the language with cultural elements”. (1st teacher)

In addition, in an interview, teachers should establish the purpose of the intercultural approach “the ability to compare and acquire information through targeted questions”, “facilitate the understanding of a foreign language by foreign language learners”. In this context, it has been revealed that teachers have different views on the purpose of the cross-cultural approach.

When asked about the skills of teachers in teaching French as a foreign language, they expressed the opinion that two teachers should improve all reading, listening, speaking and writing skills that are considered basic skills in Language Teaching. One of the teachers explained that the most important skills are speaking and writing. The opinions of one of the teachers are as follows:

“I think we should consider that the importance of the four skills is equal. But what you are aiming for here is more important than what you are preparing your students for. When teaching translators, you need to take into account grammar in the development of culture and grammar, especially writing. But when you are studying students, you need to pay attention to all the skills. Because the student you prepare must have a qualification that can decide which skill is important.” (Teacher 2)

When asked what you can do to increase the intercultural consciousness of students, it became known that all teachers use different classes and different materials. It can be said that this situation is very important for students studying a foreign language to build awareness of their learning culture and enrich the environment of learning a foreign language.

Conclusion. As a conclusion to this work, we will give the following recommendations for the study of intercultural communication in French lessons;

- An active learning environment must be created in the classroom to enhance speech skills.
- From the same fact, it should be noted that teachers can create effective materials in the context of an intercultural approach. Continuity of such training should be guaranteed.
- Since teachers are expected to have skills such as empathy and tolerance and be taught to them, it is considered useful to include course content in pedagogical faculty programs that help improve intercultural communication skills.
- It is considered logical to teach teachers intercultural communication through additional skill development. Thus, it is possible to improve intercultural language skills in the preparation of teacher candidates.
- In foreign language lessons, speech and listening skills should be taught more often, since during the lesson there is very little activity, and the ability to speak and listen remains in the background.
- Given that multicultural societies coexist with the development of technology and globalization, it is believed that it is necessary to introduce different cultures into teaching and learning in a more intercultural context in order to increase the awareness of students and teachers.
- The continuation of this study, carried out in preparatory classes, can also be transferred to pedagogical faculties. In this context, the analysis of needs can be carried out in the context of intercultural education.

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