

**PRACTICAL METHODS OF CULTURE-BASED LANGUAGE TEACHING IN  
ENGLISH CLASSES**

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***Abstract.** This article presents practical methods of teaching foreign languages and observational data on them. Every language is a part of culture. Awareness of foreign cultures should be considered as an important component of learning and teaching English. Therefore, it is appropriate for teachers to include cultural components in English language teaching in order to maximize student learning.*

***Keywords:** practical methods, culture and language, modern pedagogy and techniques, cultural components, importance of teaching culture.*

**Introduction:** It can be seen that there is a great connection between culture and language. Every language is a part of culture. English cultural awareness should be seen as an important component of English language learning and teaching. Therefore, teachers need to include cultural components in English language teaching to maximize student learning. In particular, cultural students can develop critical and analytical thinking, problem solving, communication and other skills that can contribute to their future character and professional careers.

In addition, culture helps to increase their imagination, initiative, cultural connections and respect for other people's customs, traditions and even religions that are symbols of human dignity. However, teaching cultural knowledge is really difficult. Teachers should be familiar with the differences between linguistics. Teachers can provide cultural information and teach students how to express themselves appropriately in different situations. The main point is how to do different methods in teaching different cultures. Thus, according to scientists, there is a technique for teaching culture, which presents them in eight groups. It includes the followings:

1. creating a real classroom environment;
2. provision of cultural information;
3. solving cultural problems;
4. behavioral and affective aspects;
5. cognitive approaches;
6. the role of literature and humanitarian sciences;
7. influencing the target culture in real life;
8. use of cultural community resources.

The real classroom environment, with its unique features, such as exhibits, posters, bulletin boards, maps, and multimedia tools, plays a major role in foreign language teaching. They can create a visual and tangible presence of another culture, especially in a situation where the language and culture are taught far from the target country.

This especially includes role-play and simulation, and encourages them to act as a member of another culture. Dramatization makes cultural differences vivid and memorable because drama reflects reality.

A **minidrama** is a scene or series of scenes from everyday life depicting culturally significant behavior. There are often instances of miscommunication in the scenes. The skit is read, seen on video, or acted out. Each skit is followed by a discussion. After the mini-drama, the teacher verbally discusses with the students what they understood and what positive and negative aspects they felt.

**Cognitive approaches.** This approach is illustrated by the example of student research. Research is also necessary to clarify new things and is an effective way to work independently. In addition, research is the study of a phenomenon, phenomenon, or field that can expand the target cultural knowledge. Research can be large or small due to the difficulty of the given topic. As the saying goes, "In order to research, one must first have a topic," a topic can be a problem, research, or an area that needs to be explored to gain more information or to confirm or refute existing knowledge. The topic is chosen by the teacher or students. At this time, the topic should be suitable for the age, gender and level of knowledge of the students, it is not so easy and difficult to identify and collect materials for use. Sometimes it is possible to combine all the ideas in a small group study and collect the most suitable materials from the library or websites, because it can create a friendly atmosphere and save several hours.

**The role of literature and humanities.** This method is considered a suitable learning tool for teaching culture. Because, first of all, it is related to all the previously mentioned approaches. Second, in the past, literature was the most popular way to introduce different cultures. As we have said, literature cannot escape its cultural influence, and literature is a response to the relationship between the culture of the students and the readers of the presented literature.

**The goal** is that culture is developed by literature, and teachers need to know what material is most effective for students. Because readers should not get bored easily and quickly due to difficult and wrong reading. However, it is not enough to give only verbatim texts. At this time, teachers should help students to understand the purpose, meaning, problems and cultural terms correctly, and prevent some cultural misunderstandings in students' minds.

**Real life impact of target culture.** Regardless of whether English classrooms are decorated with authentic materials, students will have many discussions until they create a learning culture in real life, they will have some problems in understanding the culture. For this, the English teacher and the students can communicate online with real English people using modern devices, and the best way to strengthen the knowledge of the target culture is by visiting the classroom, conducting interviews, and visiting other countries. Currently, branches of several foreign institutions are opening in almost every region of our country. There are several English specialists who teach English in these universities. It is also very good to visit these universities with students outside of the classroom and communicate live with these specialists.

These learning styles are necessary to make sure that all the information is true or false, and nothing is better than for the students to witness the real culture without any subtleties.

**Use of cultural community resources.** When learning a target language with a culture, we may have problems finding the correct translation or equivalents of some terms. Everyday environments can be used as authentic training for learning language and culture. At the same time, the period of language learning and adaptation to cultural differences can be shortened due to local people, real cultural events, etc.

**Conclusion:** By conclusion way, learning and teaching a language does not depend only on grammar, lexis or vocabulary, but requires cultural characteristics and features. This is because language use is generally related to social and cultural values. To do this, teachers must combine all lessons with effective practical methods of developing the target culture and imagination of students. In this context, intercultural competence can be considered as the fifth skill of English language learners.

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