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Language education and intercultural style

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Abstract. Language education in the state of Kosovo is not given due attention during schooling at all levels of education. A major flaw in education at the country level. Language education is a broad, very broad and highly contemplative notion. It captures a long range of sub-factors of personality formation, so it is not just a matter of language, but also of other components of various social activities. However, the state does not deal with this major identity issue because the statesmen, ministers, deputies, etc. themselves. they do not know how to write no or no, nor to discuss according to the laws of the standard Albanian language. Very big surprise! For any criticism.

Keywords. education, intercultural style, standard language, ethics, aesthetics, communication, translation, state, law, education, new sciences, integration

Language education and intercultural style

The title of this research consists of two extremely important and widely used names that are followed by two very pregnant determinants in the practice of oral and written communication. These two names should be raised as topics of research, study and development in all social activities of communication in the Albanian language, especially in the field of education, education and various sciences. This is due to the fact that in the pragmatics of all fields and areas of official communication, in the vast majority of cases, there is a large, very large deficit of educational, linguistic, stylistic, ethical, intercultural, etc.

The lack of training in the above areas, especially in Kosovo, is due to two main factors:

1. Language education and the style of intercultural communication are not given proper and permanent attention either during schooling at all levels, nor afterwards: in various forms of upbringing through seminars and other methods by experts in the respective fields as is done in some other states.

2. Kosovo does not have the law of fair use of standard language as some developed Western countries have according to which (law) any violation of the language standard in the official and public use of standard language is sanctioned according to the law that protects the direct use of language . So, the state of Kosovo does not deal at all with the correct implementation of the highest national value - with the standard language, which had a long way of formation, over a century and for which many victims fell. Big surprise! Very big!

Why does the state not deal with this big identity issue? And, the state is not interested in this topic due to the fact that the statesmen themselves, heads of state, ministers, deputies, etc. they do not know how to write not that no, but also to discuss correctly according to the

norm of the standard unified Albanian language! However, it is up to the state institutions, especially the academic and scientific ones to react against this phenomenon and, in coordination with the legislative institution, to take practical actions through seminars, lectures, etc. obliged to set up language education.

Mit'hat Frashëri, chairman of the Congress of Manastir and apodictic activist of the Albanian national cause, among others, had written: "The foundation of knowledge and patriotism is the Albanian language." Message with permanent meaning. Axiom. Undisputed truth. Therefore, more knowledge and dedication should be "invested" to build this foundation of knowledge and patriotism. What is that foundation? Without any doubt the Albanian language. Therefore, as a precondition, language education should be planted in order to learn the Albanian language well. It encompasses a wide range of formation; it creates: culture of expression. Competence. Intercultural communication. Ethics and aesthetics. A quote from the Italian philosopher and esthetician Benedetto Croce regarding the polysemic function of language is very consistent today: "Language serves not only to express thought, but also beauty." The content of this quote is embodied through language education, which, at the same time, is also aesthetic education, which means, education for beautiness. Aesthetics dress language with art. Language education is inseparable from aesthetic education that pursues beautiful expression and is assimilated by education.

F. Schiller, in aesthetic observations, wrote: "Aesthetic education enriches and beautifies man." Language education arouses the curiosity for new knowledge. It must be cultivated at all times: from primary school onwards to doctoral studies. Even then. For, he articulates the expression; it advances the style of cultural communication. It removes the unethical expressions that are often heard in the rostrums of our state institutions. The school is the main place where language, ethical, aesthetic, etc. education should come from. The Faculty of Education should lead in this context. Language education should develop intercultural style in all areas of public activity, such as: in the media, discussions, retorts, controversies, criticisms, reactions, etc. The lack of language education and intercultural style, in today's Albanian reality, is extremely pronounced, especially among political rivals and senior state officials, who, being very limited and poor in terms of grammatical knowledge and lexical wealth from the Albanian language, use dialectal forms from the regions of their origin, grunts, insults and even vulgar expressions in their public appearances. This is for the fun of it! This is where the lack of language education leads!

Language education creates the unshakable foundation of cultural communication style. But language education should not be understood only within cultural and intercultural communication. No. It is wider. Much wider. It entangles itself in other areas: it also means patriotic education, love for the homeland and national identity, development of work habits, curiosity for reading and professional development, determination for truth and beauty, inculcation of new lexemes and unconsumed that refreshes style, innovative creativity etc. Style, emerging from language education, opens closed doors. 1.(Hans-Martin. G. *Was wir sagen, wenn wir reden. Wien. 2004*).

The deficit from language education is a major handicap for anyone aspiring to senior positions and exposure to public speaking and writing. It is noticed everywhere: in public speeches it is distinguished by the wrong conjugation of linguistic units and by the dialectal accent; in public writing even blacker: with serious spelling mistakes what should not be written even by third and fourth grade elementary school students! Nevertheless, spelling mistakes continue as does the unethical style in public discussions.

Innovative researches

1. In the science of western linguistics, especially from the 70s of the century. XX and onwards, several new scientific disciplines have been constituted and developed, the advancement of which has advanced the studies of modern linguistics and communication sciences. Among these relatively new disciplines and with a lot of scientific interest we will mention: linguistic stylistics, communication theory, pragmalinguistics, cognitive linguistics, conversation analysis (Gesprächsanalyse), hermeneutics, sociophonetics, intercultural linguistics, ecolinguistics, linguistics, political linguistics, linguistics of the text, semiotics, ethics, ethnolinguistics, etc. (Klaus B. Kommunikationswissenschaft, 2. Auflage, Konstanz, 2010).

It is more than compelling that such a tracing course be followed in Albanian philology as well, which would mark even greater and even innovative achievements in the albanological sciences.

In the Albanian language, some new scientific disciplines are found in the beginnings of research, while some others have not been followed at all. This also applies to the sciences of communication, culture, translation, etc.

The science of translation as intercultural communication

Translation is a very important medium in communication between people of different cultures and languages. From the 70's and 80's he is occupied and followed not only by linguistics, but is seen as a product and re-creation of some integrated sciences such as: contrastive linguistics, semantics, literary theory, stylistics, pragmalinguistics, text linguistics etc.; it is the transfer of intercultural and interethnic communication. The translation reflects and affirms the development of national values at the international level. In this view translation is the most sought after and even necessary link of a nation to European and world innovations. The science of translation has such a wide scope of action that the forms of organization of social, national, state and interstate life are wide, such as: art (all kinds of arts), culture, education, health, information, economy, business, technology, politics, diplomacy, telecommunications, etc. How limited and isolated a state would be if it did not develop this kind of communication! Translation developed so much that in the studies of European philology it was constituted as a separate scientific discipline. It is treated as a specific type of intercultural communication. New names were also created for it. It was also called "substitution of linguistic signs", "linguistic discipline of applied linguistics."

Humboldt has rightly seen that (all) words in one language may not be in another; in different languages they do not have the same synonyms, so they have to be restructured in the other language while preserving the content and inventing textuality. Anthropology of culture has also been observed as a science of translation between different cultures and translation as a social practice and as a form of intercultural communication that follows the sociocultural context. 2. (Klaus. B. *Kommunikationswissenschaft, Konstanz, 2010*).

New world processes such as: globalization, integration, formal free market economy, competition of goods, business, multiculturalism, free movement of citizens, etc. lay the groundwork for the creation and development of specialized services to advance international connections. One of such services, especially in the fields of sciences, arts, etc. is also translation. As practice shows, small nations have more demand for this service. This is due to the fact that even from small peoples in number emerge great creators, whose works are distinguished by high artistic, scientific, etc. values. and, as such, deserve to transcend national boundaries to enter into international values. 3. (Csaba. F. *Interkulturelle Linguistik, Wien, 2003*). This affirmation can be achieved through the scien It should be said that in Albanian

studies the science of translation is still on the margins of development and constitution with all its great importance, especially in the field of intercultural communication. For this reason translation theory should be a special study program at any university in the country to prepare young translation science specialists. . 4. (*Interkulturelle Kommunikation und Kulturwissenschaft, Passau, 2010*). Because, to translate works that represent the elite values of a language into a foreign language, it is not enough just to know the foreign language at the level of communication, but much broader knowledge is required from some linguistic and non-linguistic sciences. The translation should not be literal from where linguistic calculi can be created, often losing the logic of expression and the values and expressive force of the original text. It is, in many countries, the most massive intercultural communication that enriches and interconnects cultures of different nationalities. Viewed from this point of view, Albanian literature e.g. has become known in many languages of the world from the translation of the works of Ismail Kadare, Dritëro Agolli, Gjergj Fishta, Rexhep Qosja, Martin Camaj etc. Or: if it were not for translation as intercultural communication many prominent creators of world literature, philosophers, scientists, etc. si: F. G. Lorca, R. Tagora, E. Heminguej, J. and V. Grim, H. Hajne, F. de Sosyri, Sh. Pirsi, Zh. P. Sartri, R. Bardi, J. Habermas and hundreds of others would not even be present today in literature and in world science, in intercultural communication, in this perpetual process of unrepeatable values.ce of translation.

Intercultural communication style

This style is followed primarily by the sociology of culture, which views the style from the intercultural aspect of different social strata by noticing the cultural differences dictated by various factors such as: educational, social, cultural, spatial, etc. These factors are also reflected in the communication process. Style is the structure of symbols. This structure is "sociologized" and captures culture as a system of symbols. Style continues to be constantly explored in various fields such as: economics, politics, leadership, integration, interculturality, etc. It transcends national borders and intertwines with international interference and transfers. The style of culture is expressed through communication and culture is always the product of communication. It is manifested in communication. Intercultural communication was born in the United States, led by cultural anthropologist Edward T. Hell, who developed new curricula and, together with psychologists and linguists, introduced them to educational institutions. The most important program, according to him, was intercultural communication, the founder of which was rightly Heli.

He followed, among other things, the adaptation of ethnic groups and migration to different cultures and languages for years, seeing development and influence. Heli thinks of culture as a subjective phenomenon, which (culture) does not stand still. It moves, removes barriers and mentalities, is not closed by the borders and regional, political, social, etc. isolation. Until recently, there was an opinion that "... jeder Fremde ein Barbar ist" ("every foreigner is a barbarian") and the study or development of foreign cultures was not sufficiently considered. From the 60s of the century. XX, it is seen the clear closeness between the discipline "mother", which is the anthropology of culture and its daughter which is intercultural communication. Scholars H. Bohne, P. Matussek, L. Muller etc., noticed that the science of culture represents a new discipline, which, since the 80s, was introduced in many universities as a separate subject. The Anglo-American influence on the science of culture was great. Of interest was also the establishment of intercultural communication as a separate discipline with integration of related knowledge. 5) *Hans-Jurgen. L. Interkulturelle Kommunikation. Stuttgart. 2008*).

The research of intercultural communication and intercultural competence is a central topic of cultural science today on a large international scale. Discourse study, analysis of the

habitus of cultural tradition, mentality research, cultural debate, intercultural integration, etc., rise as current topics of cultural science. Such topics, in intercultural research studies, are followed at both local and regional level, as well as at the national level. 6. (Mujaj. H. *Kërkime sociolinguistike. Prishtinë. 2012*).

The science of culture traces cultural values in all fields of action and in all nationalities. It deals with intercultural and multicultural influences and interconnections. To see the cultural implications, the comparative course is applied between the components of different cultures in the light of historical, social, etc. circumstances. Speaking is a factual indicator of the development of intercultural communication, language education and the way of expression, therefore it has reasonably been created as a new field of research. In the theory of communication the question of the scientific status of intercultural communication is raised: is it an independent scientific discipline or an interdisciplinary discipline? There are various opinions of scholars about this status, even often controversial, so much so that no insurmountable barrier can be put between them. In order to be promoted to the level of an independent science, a discipline must meet certain criteria, such as: relevant scientific literature, professional journals, scientific activity, scientific publications, object of study, research methods, etc. 7. (Valjan. V., Mioçiq. M. *Dijete i estetski izriçaji, Zadar, 2014*). Of particular interest, however, is the integrative connection with other sciences.

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