



THE CULTURAL ASPECT IN TEACHING ENGLISH LANGUAGE

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ABSTRACT

In terms of communication, the relationship between language and culture is complex and multifaceted. Students must understand the verbal and nonverbal cues used by native English speakers, which are influenced by their culture, in addition to having a solid command of English grammar and vocabulary.

Key words:

teaching a language, culture and language, verbal communication, non verbal communication, grammar, vocabulary, standards of English, teacher, student

Since culture has an impact on multiple English standards, it becomes especially significant when teaching English, an international language. It is difficult to select one standard over another because there are many recognised factors that can influence this choice.

Programmes for teaching languages have always placed a strong emphasis on culture. Modern models increasingly emphasize the functional aspects of culture, especially its influence on communication. In recent years, the word "culture" has gained some popularity among those who teach foreign languages. Why is culture a helpful component in language instruction is the question at hand. How can we apply it to the lessons we teach?

Communication, culture, and language are all entwined. Beyond having a solid command of grammar and vocabulary, students require other skills in order to communicate successfully in a foreign language. They need to be aware of the verbal and nonverbal communication patterns that are specific to the cultures of their native speakers, the proper writing and speaking styles for various situations, and the most typical nonverbal clues used in other cultures.

Since there are several national English standards involved, culture is especially important when teaching English. There are many different varieties of English spoken by English speakers; American, British, Australian, Canadian, Jamaican, and other variations are recognised as full national English standards. Among these standards, American and British English are the most widely used.



Individuals who speak English as a second language typically use one of the national varieties as a model for language use. Many recognised models of English exist, such as British, American, and Australian English, so choosing a particular version can be difficult. Preferences for different languages are influenced by a number of variables, such as perspectives on the standard and its speakers as well as historical, cultural, and geographic aspects.

Students can choose to study either British or American English in various nations across the globe. When it comes to studying abroad, the question of which country to choose arises: New Zealand, Canada, Australia, or Britain; Ireland, Australia, or Britain? Whether the decision was made by friends or because the other nation's instructional strategies are deemed superior, one of the countries may prevail.

What about teachers of English as a second or foreign language, though? Which option should they choose? Though most non-native English speakers find the choice difficult, English teachers in the US or Australia are obviously more likely to base their choice on their home country's version. Many programme writers view the choice of textbooks and instructional materials that are strongly related to language and culture as an important choice that they must make and make an effort to defend. Furthermore, if the English language teaching approach is purely English-speaking tradition-based, it might not fit into the global framework of regional educational cultures. Similar to this, it is important to carefully consider the ideas and attitudes that are presented in teaching materials in order to determine their cultural relevance.

The content of Lexis with national-cultural semantic realities unique to a given nation must be the first thing taken into consideration during the teaching process because a language cannot be studied apart from the world and culture of the peoples who speak it. The cultural material, which spans a wide variety of life domains, can therefore be associated with lexical features in those particular and predictable contexts where they signify differences between physical objects or traits peculiar to different cultures; where they signify differences in activities and behavior; where they originate from differences between the institutions and realities of specific nations; and, finally, where they represent specific cultural concepts, stereotypes, procedures, value orientations, and values that are unique to a particular nation.

When lexical differences between regional English variations are examined, they should be understood as emblematic of particular cultural ideas or customs that distinguish American life from that of the British, Canadian, Australian, and so forth.



There is no way in which a way of life, a particular path through history, or a linguistic evolution that arises from these events can be superior to another way of life, a different path through history, or any other purported superiority of one variety of English over another. Teachers and students should not limit themselves to seeing and hearing a certain language variation when producing speech, even though they frequently favor it.

The majority of English-speaking people worldwide, including those with whom students will likely interact and communicate in the future, should be able to understand the language standard that is being taught and learned. This is why it is so important. "Let's do so if using British English facilitates our ability to sell goods and services. If an American version is required, then so be it. And let's choose between these two options based on the situation." Crystal, David (2003).

Teachers should provide their students with a range of language standards through reading and listening to texts in order to guarantee that students are able to distinguish between various regional variants both visually and aurally. As a result, students will gain knowledge of the unique characteristics of language in the culture of the nation they are studying and will be better equipped to deal with future situations in which they may encounter different regional variations. As well as recognising and assessing regional differences in the cultures of English-speaking countries, students will be able to compare the cultural characteristics of the countries they are studying with those of their own.

Clearly, too much exposure to regional variances and phonetic peculiarities in the early stages of language learning could have the opposite effect, since learners would need to overcome multiple challenges in order to become proficient in even one language standard. Nevertheless, as students' linguistic proficiency increases, the variety and quantity of English dialects taught during the learning process will need to be increased.

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