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PROBLEMS OF CULTURE AND LANGUAGE IN TEACHING ENGLISH

Abstract. The purpose of this article is to highlight the impact of culture on English language learning. Language and culture are seen as an inseparable pair and can simply be described as two sides of the same coin. Language is not free from culture. If you want to communicate effectively in a foreign/second language, you cannot ignore the cultural context that gives words a broader meaning. There is no arguing the importance of linguistic competence, which is made up of knowledge of pronunciation, the writing system, vocabulary and grammatical syntax for language production. Learning English involves a number of different skills, including grammar, writing, listening, and speaking, so this article will show the impact of English language culture on learning these four language skills.

Keywords: culture, interaction, language, second language, teaching, method, practice.

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ПРОБЛЕМЫ КУЛЬТУРЫ И ЯЗЫКА В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Цель данной статьи – подчеркнуть влияние культуры на изучение английского языка. Язык и культура рассматриваются как неразрывная пара, и их можно просто описать как две стороны одной медали. Язык не свободен от культуры. Если кто-то хочет эффективно общаться на иностранном/втором языке, он не может игнорировать культурный контекст, который придает словам более широкое значение. Нет никаких аргументов в пользу важности лингвистической компетентности, которая складывается из знания произношения, системы письма, словарного запаса и грамматического синтаксиса для производства языка. В то время как изучение английского языка включает в себя ряд различных навыков, включая грамматику, письмо, аудирование и разговорную речь, поэтому в этой статье будет проиллюстрировано влияние культуры английского языка на изучение этих четырех языковых навыков.

Ключевые слова: культура, взаимодействие, язык, второй язык, обучение, метод, практика.

The study of language is an essential part of philology. Indeed, it is impossible to imagine the existence and development of any science and human activity without language. It is no coincidence that, as in ancient times, when rhetoric was the most important part of human life, so today, when language is the basis of social and political activity, special attention has always been paid to the science of language [1, p. 18]. Culture is not only inseparably related to language, but also plays an important role throughout the process of language teaching and learning. Even knowing the same language, people cannot always understand each other correctly, and the reason for this is often precisely the divergence of cultures.

Before highlighting the interaction of the language and culture we should analyze the meaning of the culture. The word 'culture' derives from the Latin word 'colere' and 'cultura' that means 'a process of harnessing or growing, of refinement [9, p. 22]. The Big Encyclopedic Dictionary gives the following definition of the term: "Culture is a historically defined level of development of society, the creative forces and abilities of a person, expressed in the types and forms of organization of life and activities of people, in their relationships, as well as in the material and spiritual values created by them" [2, p. 768].

L. I. Grishaeva believes that "culture is an environment created by human creativity, a complex phenomenon, the result of heterogeneous human activity in various conditions with different goals and various tools [3, p. 336]. "Culture is a system of shared beliefs, values, customs, behaviors and artifacts that the members of a society use to cope with. Their world and with one another, and that are transmitted from generation to generation through learning"; "Culture consists of all the shared products of human society" [5, p. 11]. From the above mentioned not only such visible things as cities, organizations and schools, but also non-material things such as ideas, customs, family patterns, languages. To simplify, culture refers to the entire way of life of a society, "the ways of a people." Language is one of the most important categories of culture, since it is through language that a person's worldview is formed and expressed. Language is a part of culture, and plays a very important role in the development of the culture. Language is a system of signs that spontaneously arose in human society and serves as a means of communication between individuals. Culture is a historical pattern of meanings passed down from generation to generation; it is a way of life of society.

Some sociologists consider it as the keystone of culture. They believe, without language, culture would not be available. At the same time, language is influenced and shaped by culture, it reflects culture. Therefore, culture plays a very important part in language teaching, which is widely acknowledged by English teaching circle.

The relationship between culture and language can be seen as a relationship between the whole and its part. Language can be perceived as a component of culture or an instrument of culture [6].

The significant role of English is increased in Uzbekistan. Teaching English to students from cultural background presents unique challenges. Cultural context plays significant role in the success of teaching and learning English in Uzbekistan. Realizing the roles of English as International language and language of science, the our government has decreed that English is one of the compulsory subjects from high school to University.

Teaching English as a foreign language is a challenging, yet rewarding career choice. As an English as a Second Language (ESL) teacher, you must learn to constantly adapt to your students' needs. Many times, this means dealing with a variety of problems in the classroom, many of which are all too common occurrences. A good ESL teacher must be able to recognize these common problems, and work to find solutions. Even a small tweak in your teaching methods can help to create a more productive and casual environment for both you and your students [8].

One of the problems of the teaching English language, problems arise about which cultures to introduce. This is because English is no longer, and indeed may never have been the property of certain group of people. As language teachers we might at least be able to make students aware of their own culture. As Hall stated, in order to understand the other's culture, "one must transcend one's own culture [which] can be done only by making explicit the rules by which it operates" [8, p. 22]. Personally, every language is the carrier of its culture. Therefore, it is hard to teach language without teaching culture.

When you use the textbook to teach language, there will be culture between the lines. I mean, you need to teach students about the culture, or you will find a common phenomenon in student's language learning: students have no problem in learning the vocabularies and grammar but when it comes to use them, they do not know how to use them within a certain culture context because they do not know the culture. In the National Standard, there are different levels of language learning. The standard they used to define the different levels lies in the understanding of the culture. In the real teaching practice, we do not have special culture session; the culture teaching usually goes hand in hand with vocabularies and grammar teaching.

Second problem is that method of teaching English in both the formal school setting and the private non-formal setting very inappropriate. In the formal school setting, junior and senior high school as well as college, the grammar-translation method is utilized in most cases. Following are the major characteristics of the purest form of the grammar translation method: 1) Students first learn the rules of grammar and bilingual lists of vocabulary pertaining to the reading or readings of the lesson. Grammar is learned deductively by means of long and elaborate explanations. 2) Once rules and vocabulary are learned, prescriptions for translating the exercises that followed the grammar explanations are given. 3) Comprehension of the rules and readings are tested via translation. Students have learned the language if they could translate

the passages well. This method treats language as though it exists as a separate entity apart from people's life. Because of this lack in the practical aspect of language, the instruction becomes very dry and boring. First of all teachers should find the appropriate method to teach English.

Teaching materials are another factor that needs to be examined to measure the effectiveness of teaching languages. The textbooks should be examined and authorized by the Ministry of Education for the use of junior and senior high schools, portrayed the images of English speaking people as almost exclusively Anglo-American and/or British people. They ignored the existence of English native speakers of any other ethnic groups. This is especially problematic in terms of cognizing the notions of who speaks English and what is to be “correct” English.

Traditional Uzbek culture has varied gradually over a long historical period into a form of national spirit manifested in group loyalty. It expresses itself in the modes of thinking and behavior, in the national temperament and in other aspects of culture still perceptibly influential today. Generally speaking, the traditional national culture values can be summed up as follows: Harmony, Hierarchy, Humility and Courtesy. Students are culturally passive, silent and shy in the class. They do not participate in the class activities although they are asked by the teacher to participate. In this respect, a question may be raised whether these behaviours are culturally embedded characteristics or only the impacts of lack of English language proficiency. As a foreign language, English is rarely used outside the classroom context. Beyond the classroom, the students speak their local language instead. This condition affects the Uzbek students' English mastery. Since motivation is crucial for learning a second language, teachers should aim to make their language instruction as much interesting and contextually relevant as possible. Culturally-based ELT classrooms equip learners with intercultural competencies to successfully communicate in today's globalized world. Foreign culture and one's own culture should be employed together in order for learners to understand a foreign culture.

To sum up, understanding the relationship between culture and linguistics will help us to develop instructional strategies and pedagogies for teaching second languages. Language is a part of culture and culture is a part of language. The two are strongly dependent on each other and should be taught that way as well. After all, the more cultural concepts we learn, the more language abilities we gain; the more language we gain, the more effectiveness we have [7, p. 27].

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