

THE INFLUENCE OF CULTURE DIFFERENCES IN TEACHING ENGLISH

Uzbekistan, Samarkand, SamSIFL, English teacher,

Ergasheva Xayriniso Abdurasul qizi

Abstract: Language is a component of culture and plays a significant role in its evolution. Some sociologists see it as the cultural cornerstone. They believe that culture would be unavailable without language. Language is impacted and formed by culture, and it reflects culture. As a result, culture plays a crucial role in language education, which is widely recognized by the English teaching community. The link between culture and language is depicted in this thesis. As a result, one of the most significant hurdles to English teaching and study is the cultural divide. A lack of cultural background knowledge among students can significantly impede the progress of English instruction and become a recognizable problem. At the moment, the goal of English education has shifted away from the conventional listening, speaking, reading, and writing skills, and the demand for cultural background information in language learning has grown.

Keywords: understanding of cultural backgrounds, cultural variances

The goal of learning a foreign language, according to linguist Robert Lado, is "the ability to use it, understanding its meanings and connotations in terms of the target language and culture, and the ability to understand the speech and writing of natives of the target culture in terms of their great ideas and achievement." (Lado, 1964: 25) As a result, English instruction often includes target language cultural instruction. Even though students acquire pronunciation, grammar, vocabulary, and a variety of abilities such as listening, speaking, reading, writing, and translating in regular classrooms, they cannot be considered to completely grasp and master English. English, as a foreign language, represents the oneness of language and culture. One goal of English instruction is to raise

students' understanding of cultural variations expressed in language. The instructor must assist students in understanding that different nations and types of cultures have very distinct perspectives on nature and human society. As a result, it is critical to include cultural background information as one of the components in the overall process of English education in order to assist students in developing a strong command of vital cultural background knowledge as well as their overall English competence. As a result, the purpose of this study is to demonstrate what most real classroom practice needs to be addressed before anything can be done to enhance future practice. Traditional English instruction in Uzbekistan focuses on phonetics, grammar, and vocabulary while ignoring cultural knowledge input. This frequently leads to cultural breakdowns. As contact between Uzbekistan and Western nations improves, cultural elements should be prioritized. From basic school through university, English has been one of the most significant obligatory courses in Uzbekistan. We should abandon traditional teaching approaches in favor of broader cultural background knowledge. Even with many techniques of culture introduction, it is difficult to transmit all knowledge of British and American culture. Teachers of English should take one step at a time to transfer cultural information, progressing from the shallower to the deeper, from the easier to the more sophisticated. Cultural introduction approaches in English instruction can, of course, vary. Any strategy that accelerates pupils' acquisition of knowledge of English - the language itself - and culture in order to increase their overall English aptitude should be used. In reality, because cultures change and each culture is unique, situations like these are rather typical when individuals of various languages and cultures communicate. Learning English well entails more than just mastering the pronunciation, grammar, words, and idioms; it entails learning to see the world through the eyes of native speakers, learning how their language reflects the ideas, customs, and behavior of their society, and learning to understand their "language of the mind. "In reality, learning a language is inextricably linked to learning about its culture. However, for a long time, culture has not received adequate attention in our classrooms. Although many students have sufficient

knowledge, they frequently make mistakes in applying language to real life because our teaching and instructional materials emphasize language forms while ignoring social meanings and language application in reality. Reading English articles necessitates a certain linguistic foundation, however reading comprehension skill is not wholly dependent on one's language level. It is also necessary to understand one's cultural heritage. Reading is a process that involves the integration of one's language knowledge, cultural background information, and other professional knowledge, as well as a series of guesses and adjustments based on accessible language material, cultural background, and logical reasoning. In general, numerous references taken from history, religion, literature, and so on appear often in English works and have become popular household phrases. Such references, however, are not always simple to appreciate without knowledge of Western culture and history, and without comprehension, there can be little appreciation. The preceding analysis simply concludes that understanding language forms alone is insufficient for English learners. English learning has a deep cultural significance. It is a process of touching and identifying cultural thought patterns of the English people, as well as mastering. As stated in this paper, each culture or language is distinct and distinct from another. Cultural differences may be defined as the way other groups, communities, or nations are socially organized, formed, and communicated, with conventions, laws, and lifestyles that differ from those of other ethnographic groups. As a result, comprehending the target language is difficult, and it is critical to be aware of cultural differences; only then can someone know how to respect different cultures and utilize their languages effectively. After analyzing the issues in English education caused by cultural differences, I proposed several strategies for introducing culture in a constrained context. This is the final but most crucial section, in which I describe how to offer cultural background information and expose learners to it in the context of English education, in order to assist learners comprehend the core of the language and increase their overall English proficiency. To summarize, teachers should encourage students to not only notice cultural differences, but also to strive to comprehend and study them in order to avoid

misunderstandings in study and conversation. To overcome the challenges caused by cultural differences, pupils must be taught directly and increase their understanding of cultural background information. Overall, cultural variables are significant in English instruction. The goal of English instruction is to help students develop a broad understanding of the English language and culture. Cultural introduction helps to enhance students' cultural consciousness of target language in successful teaching and study of both language and cultural background information. Students can increase their English comprehensive competence and cultural communication of the target language by doing so. This achieves the goal of foreign language instruction.

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