

## THE CULTURE INFLUENCE IN TEACHING AND LEARNING LANGUAGE IN EFL CLASSES

**Fazliddinova Zulfiyakhon Dilmurod qizi**

Student in NamSU, English filology,

E-mail: [fazliddinovazulfiyakhon@gmail.com](mailto:fazliddinovazulfiyakhon@gmail.com)

### ABSTRACT

Culture has wider meaning than we understand, nowadays. Teaching new language without its cultural rules and competences may cause a great many problems in communication and misunderstanding in learning their language, as language itself reflects the natives culture totally. So, this article focuses in the problems and solutions, how cultural awareness, and cultural phenomenon reflect on the new EFL language learner.

**Keywords:** culture, language, cultural awareness, communication, language learning and teaching.

### INTRODUCTION

Culture is now as simple as it seems, according to [1] the word "culture" has a rich past and a variety of connotations, including high culture (theatre, poetry, and more), lived culture, and national culture. Therefore, it is not unexpected that reaching a consensus on a definition of culture has been challenging. Here, we'll focus solely on one facet of the cultural debate. The issue at hand is whether culture should be viewed as a collection of fixed, slowly changing systems of values and behaviors that groups of people share, or if it should be seen as continually being produced, exchanged, and negotiated between people in various social circumstances. Language dictionaries define culture as "the ideas, customs, and social behavior of a particular people or society" or "the arts and other manifestations of human intellectual achievement regarded collectively." [2]

From the point that the culture is the way of living process, in culture the life process of people from the birth till the death. And while communicating it that language we may find the similarities and differences, the special features of that culture, which students are witnessed during the language learning process. There features of each culture must not be omitted, as they play the key role in intercultural communication and intercultural communication competence. The main aim to learn a language differs but the basic reason is to communicate, travel to that

country and live there, and while living people cannot interact with that nationality if they have not integrated the cultural rules, morales of that country.

In light of Teaching English as a Foreign Language (TEFL), this assignment study explores difficulties encountered by students as they build their international communication skills in language learning process. This is a review of related issues and solution in learning integrating the culture of the target language through the language learning process.

### **LITERATURE REVIEW**

Culture was once thought of as a "static entity made up of accumulating, classifiable, observable, and hence eminently teachable and learnable "facts" in earlier ideas. Modern theories of culture, however, see it as a dynamic, ever-evolving body. Knowledge and beliefs are linked to culture as well. It is sometimes described as a collection of attitudes based on our perceptions and actions. Given its significant consequences for the selection of a teacher's preferred teaching strategies, this subject is of special interest and significance to cultural educators. However, culture can also be viewed as a collection of looser structures with fluid boundaries. This appreciation of culture as a more complicated phenomenon has to do with progression, development, and change. People don't just belong to one culture; they also belong to many other cultural groups, and the number of cultural communities they are a part of changes with time rather than remaining constant. People continually construct and negotiate culture, which is made up of numerous cultural communities that one shares with some people but not all.[1,3]

Language is utilized in a cultural phenomena to communicate experiences, discuss ideas, and viewpoints. It is so intricately intertwined that failure to comprehend the cultural context and social behavior of language use can lead to misunderstandings, a breakdown in language communication, or even errors and misunderstandings because language is more than just the transmission or reception of information; in some cultural contexts, it also serves as a social behavior. For those learning a second or foreign language, there are several challenges that are particularly tough to comprehend given the context that is needed to interpret and communicate. In another research it stated that the teaching conditions in some places cannot give an image of that cultural environment and lack the textbooks and materials that demonstrate culture of other countries.[3]

According to Jabih, Shah and etc., there are significant disparities in learners' attitudes about teaching target language culture in the ELT classroom based on their educational and economic backgrounds. Also crucial in determining or at least affecting learners' attitudes toward the teaching of target language culture are learning objectives. Regarding language education methods, these findings are of the utmost

significance. They might assist language instructors in determining whether to include aspects of the target culture in their lesson.[4]

Another author emphasizes that the "every lesson is about something and that something is culture", culture is unavoidable thing, that is taught in the process of teaching process itself. As culture is the everything about the people, teaching a new language and teaching culture itself will reflect on the textbooks, cinema, stories, books, language, pop music and so on. [5]

### **DISCUSSION**

There is a controversy that the culture is taught simultaneously with the teaching the language itself or without proper conditions, environment and shortage of native speakers, students cannot find out the cultural phenomenon the culture of that target language. Both statements seem to be correct, on the one hand while learning a language students learn the attitude their language that include their life traditions and customs, while teaching a grammar or vocabulary if the teacher shows the scene of how people live and what are their customs and culture, it will be easier for students to acquire the intercultural communication competences, too.

On the other hand, if the teacher taught students with the older teaching methods such as, grammar-translation method, or grammatical methods students may consider that the culture in all the languages and nations are the same and lack the new culture in other countries have. In both cases the teaching conditions, and the biggest role of the teachers can be seen. If the teachers integrate the culture of the language and use different visual and presentative materials and explain the culture within the language students may learn them all.

The next solution is the integration of the thought that the culture is important for the communication with out speakers, many students learn English in order to speak in that language and share interests, information and so on but they do not know the significance of cultural rules or the idioms that they use. Most of the cultural rules appear from the history and the lifestyle of that country and the same expressions or actions may express different meanings in the various cultures, for example, saying 'you' in singular for an older person in english and russian language is accepted as a simple thing but, in uzbek traditions it is considered as rude and youngsters say 'you' in the plural from as, english form both are the same there may be some confusions.

### **CONCLUSION**

In conclusion, there is the significant role of the society and teachers in integrating the new countries culture, in addition with the language teaching teachers may teach the culture of target language too, but it should not affect the behaviour of the students negatively. There were different issues such as the culture if the unseparable part of

teaching language, and constructively, the lack of conditions and experience may distract the learning process of students.

### REFERENCES:

- [1] Soomro, S., Kazemian, B., & Mahar, I. (2015). The importance of culture in second and foreign language learning. *Dinamika Ilmu: Journal of Education*, 15(1), 1-10.
- [2][https://www.google.com/search?q=what+is+culture&rlz=1C1GGRV\\_ruUZ995UZ995&oq=what+is+culture&aqs=chrome..69i57j0i512i9.7506j0j7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=what+is+culture&rlz=1C1GGRV_ruUZ995UZ995&oq=what+is+culture&aqs=chrome..69i57j0i512i9.7506j0j7&sourceid=chrome&ie=UTF-8)
- [3] Hayati, A. M. (2009). The Impact of Cultural Knowledge on Listening Comprehension of EFL Learners. *English language teaching*, 2(3), 144-152.
- [4] Jabeen, F., & Shah, S. K. (2011). The role of culture in ELT: Learners' attitude towards the teaching of target language culture. *European Journal of Social Sciences*, 23(4), 604-613.
- [5] Hamza, A. A. (2018). The role of culture in teaching and learning English as a foreign language. *Basic Education College Journal of Education and Humanities Sciences*, 797-807.
- [6] Chen, J. F., Warden, C. A., & CHANG, H. T. (2005). Motivators that do not motivate: The case of Chinese EFL learners and the influence of culture on motivation. *TESOL quarterly*, 39(4), 609-633.