



## The Importance of Culture in Language Learning

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**Abstract:** A number of language instructed programmes focus on the development of skills, i.e.(listening, speaking, reading, and writing) but the teaching of cultural context has not been introduced in any of the language learning programmes. However, the understanding of target culture not only develops competence in communication but also raises awareness regarding the use of language in intercultural communication.

**Keywords:** cultural awareness, intercultural communication, communicative competence, cross-cultural interaction, teaching pedagogy.

Language and culture share a fascinating relationship and it's hard to teach one without touching upon the other. That's why the issue of culture shouldn't be ignored by either teachers or students in a language classroom. Culture may be defined as a 'social heredity' transmitted from one generation to another generation with the accumulation of individual experiences, or a mode of activities differentiating people of one society from another society. Culture cannot be a biological phenomenon but a learned pattern of social behaviour to be followed. It is a wonderful and unique phenomenon of human society with colourful diversity always changing its patterns which is the greatest beauty of human society. Culture forms beliefs, conveys ideas, and shares knowledge on customs and values. All of these characteristics are communicated through language which is an integral part of culture.

Culture as a social process deals with the use of language and communication experienced by people in given circumstances. They tend to learn more than one language for the satisfaction of communicative needs in their academic and professional career. The process of learning a second or foreign language not only requires an individual to practice linguistic forms but also necessitates to become familiar with the culture of target language in order to interpret intercultural communication. Therefore, in the learning of English as a Second or Foreign language (ESL/EFL), it is necessary to provide learners' cultural context and awareness so as to obtain proficiency in intercultural communication of target language.

Competence in intercultural communication is the ability of an individual's understanding of key issues involved in the communication of language in culturally different contexts. These cultural differences convey dissimilar meanings and values attached to a social system demanding a great deal of understanding on the part of speakers taking part in intercultural communication. It even requires higher level of communication skills to make sense of the meaning communicated in culturally diverse contexts. Furthermore, the studies on intercultural communication not only determine the role of competence but also advise the understanding of cultural awareness for meaningful communication . Culture being an important and integral part of human society deals with the communication of language by the individuals in a variety of situations and circumstances. They tend to learn more than one language for a number of reasons including academic and professional purposes of life. A large number of students and professionals from Pakistan and Iran tend to learn English as a Foreign Language (EFL) for the satisfaction of



communicative and practical purposes of life. Therefore, this assignment study indicates problems in view of teaching English as medium of instruction and recommends suggestions for an effective application of cross-cultural awareness into language teaching programme.

The students have studied English for many years, but the result is not satisfactory. The reason is that the teacher may not use the proper teaching method because of the present examination system. So in the university, we should find the way to change the condition, on the one hand, to change the past teaching method. Firstly, the teacher should cultivate the students' motivation of studying—the factors that influence the person's desire to do something. In second language studying, motivation can be fallen into two parts: one is instrumental motivation which is welcomed because it is helpful for the students to find jobs, read foreign newspapers and pass examination. Another motivation is integrative motivation—which is useful for the students to communicate with the people who have the different culture background. It is found that the students who have the integrative motivation learn the second language better because the motivation was developed earlier and it is not easily to be changed. In class, the students are put into two parts: one is those who are active to take part in the activities, however, another part is those who are negative on the English activities. So the teacher must find the better methods which are effective for both parts of the students. Higher education students are on the brim of finding job. Most of the job offering companies looks for communication skills in English as the most important criteria for the candidate. The global economic system has caused an increasing degree of communication among the cultures. Among the cultures communication is problematic since these systems of symbolic meanings are known to one group but unknown to other groups. It is very much important to improve the students' ability to make communication across cultures and it is very important to know these differences. The students, situated in a particular life status and equipped with certain innate mental and physical capacities, obtain in their interaction with the natural and social-cultural surroundings, including various events that they have experienced, knowledge that they have acquired, feelings and emotions that they have gone through, cognitive abilities that they have developed, and whatever that makes them differ from that they were and that will contribute to later processes of their experience acquisition.

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