

## CULTURAL BACKGROUND IN ENGLISH TEACHING

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### ABSTRACT

With the implementation of the Reform and Opening Policy, as well as more frequent international exchange, the advancement of social networking and information collecting, and the widespread use of the Internet in recent years, an increasing number of individuals have been active in intercultural dialogue. Change and new requirements of this new age improve language instructors' awareness of the role of culture in English instruction. Language instruction and developing students' multicultural communication skills are becoming increasingly crucial. Cultural background knowledge is an important part of cross-cultural communication as well as an important goal of language training. To nurture learners' ability in cross-cultural communication, instructors must prioritize cultural education and integrate it with language instruction.

**Keywords:** Knowledge of cultural backgrounds; intercultural communication; communicative ability; cultural disparities; cross-cultural awareness.

In 1981, Roland Robertson stated, "Culture consists of all the shared products of human society." Language is a component of culture and plays a significant role in it. On the one hand, life would be impossible without linguistic culture. Culture, on the other hand, influences and shapes language. It is culturally relevant. The culture is closely related to a certain language and plays a vital role in its learning and teaching. Every country and ethnic group has its own culture, and the cultures of the world's peoples are typically distinct. Due to cultural differences, a word or phrase used to express the same idea to people who speak different languages can cause misunderstanding: a word used to express good intention may surprise or irritate people; a common sentence can sometimes amuse one person greatly and draw laughter, but it can be irrelevant in the eyes of another person with a different cultural background. For language teachers, cultural background information is divided into two primary categories. The first is the meaning of words in the mother tongue norm, and the second is the relevance of socio-cultural activities. The introduction will concentrate on how individuals think and behave. distinct ethnicities are agreed to have distinct perspectives on the same item and diverse attitudes toward the same topic. The fundamental goal of a cultural background introduction is to assist learners understand problem-solving approaches rather than to transmit knowledge. They will be able to address various cultural challenges as their cross-cultural aptitude grows. At the same time, it is important to note that all cultures are equal. They do not have a good or awful, reasonable or irrational, dominating or subservient culture. The goal of culture research is to meet the need for communication rather than to dispute or evaluate. College English professors in Uzbekistan have always been focused exclusively with strengthening pupils' language abilities, resulting in learners being unable to converse with native speakers. Only mastery of verbal skills is not adequate for communication among persons from diverse cultural origins, as social experience has demonstrated. More and more college English teachers are

realizing that English is not only a different language, but also carries a variety of cultures for different English-speaking countries, and they have become interested in the role of culture in English teaching and aware of the importance of cross-cultural competence.

Language is both a component of and molded by culture; it is also the carrier of culture and reflects cultural characteristics of the group in which it is spoken. Language and culture are inextricably linked. In terms of language teaching and learning, teaching a foreign language is the same as teaching another culture, and learning a language is the same as learning another culture. Cultural elements are now present in the worldwide context and ready to test learners' communication ability. We must recognize the significance of cultural instruction in language education. What and how to teach are still issues that foreign language teachers encounter across the world. These are not just pedagogical issues since the solutions are dependent on our understanding of the link between our own culture and other cultures, as well as the degree and capacity of learners' learning. These studies, which are extremely instructional, enhance the level of teaching college English reading. With greater connection with many international nations, we recognize the need of cultural considerations while teaching English. The diverse English cultural background is one of the key reasons why Uzbek learners cannot grasp specific ideas or concepts. This is evident in a variety of disciplines, including cognitive processes, values, social systems, customs, and religion. Learners cannot comprehend the true meaning of English until they acquire these qualities. In other words, if students wish to study English effectively, they must understand the cultural contrasts between the East and the West. Many students nowadays are unable to comprehend what the author is attempting to convey in an essay. They just understand a portion of the content. The issue is caused by a number of factors. Uzbek students constantly study English in their own unique style. Many people just convert English into Uzbek word by word. They pay little attention to culture, which might lead to a misunderstanding of terms. As a result, we must devise methods for them to tackle the problem. Nonverbal communication mostly refers to "body language"--the language of gesture. Simple movements like stroking one's brow or shrugging one's shoulders might imply a variety of things depending on one's cultural background.

In certain cultures, nodding your head indicates agreement, whereas shaking your head indicates disapproval. Some people smile to convey amusement, while others lift their eyebrows to show astonishment. Make eye contact to indicate interest in something, and shrug your shoulders to indicate ignorance of something; When meeting someone for the first time, wave your hand to say hello or farewell, and shake hands. These signals have varied meanings in different cultures, and it is critical for those with international relationships to become familiar with them. It's fascinating to observe individuals of many ethnicities and cultures mixing in public settings. An airport or international conference is a great venue to watch how people connect with one another. People from all around the world may be seen rubbing shoulders there. Each nationality has its own posture and gesture language. Because various cultures interpret body language differently, an innocuous gesture by one person may be seen as a lethal insult by another. Fortunately, most individuals recognize this and make accommodations, and it is surprising how they manage to communicate without offending. As a result, in order to avoid misunderstandings, we need not only pay attention to the application of body language in cross-cultural communication, but also learn some common body language in other nations.

I will demonstrate the meaning and use of body language in many nations, including personal distance, eye contact, bodily touch, and facial expression. The emotional manifestation in body language is the shift in interpersonal distance. The following is an illustration of how different cultural perceptions of distance impact one another. Two professors, one Latino and the other American, were conversing at an international conference. Throughout the talk, the Latin continued to advance while the American retreated until the American's back was against the wall. The notion of varying body distance comfort levels is at the root of this predicament. Unless he was quite near to the American, the Latin did not feel at ease. The American, on the other hand, does not feel at ease unless the distance is increased.

Following a few basic norms of linguistic communication: America is quite informal these days, owing to the fact that everything about American living is more relaxed. However, there are certain common guidelines to follow. The following is an example of a company introduction: It makes no difference who is introduced first when introducing two equals. When presenting your administrative assistant to a supervisor, however, you speak the superior's name first. When someone comes up to introduce himself or herself while you are seated, stand up. This shows the person you're welcoming that you're paying close attention to him or her. It is critical to maintain eye contact. People will believe you are confident and a good listener if you look them in the eyes, and they will most likely listen to you when you talk. When you smile, it communicates to people that you accept them. A grin is worth a thousand words, if not more. If you have previously met the individual but believe he or she may not recall your name, introduce yourself again to prevent humiliating him or her. It is evident from what has been mentioned that cultural background knowledge is required in language education. Teachers should assist students in resolving linguistic and cultural issues. As a result, teachers should continue to enhance their instruction. To begin, instructors should make every effort to understand about the differences between the two cultures. Then, using suitable techniques, teachers pass them on to students. Comparison is an effective method. Cultural differences can be discovered in the classroom through comparison. This is an effective way for helping learners expand their grasp of Uzbek and English culture and educate them to be culturally sensitive. English is a global language that should be taught as a means of intercultural communication. As a result, it is critical to foster students' intercultural communication awareness and cultural originality. The goal of learning English is to communicate with individuals who speak English as well as to engage with people from different nations, therefore learners should be familiar with a variety of cultures in order to extend their cultural perspective. Although English is considered an international language, the idea that it transmits global culture may not be accepted or observed by all individuals. We may have the same language, but we do not share the same thoughts or communication ideals. Learners should be taught that there is no such thing as cultural description, and that intercultural dialogue must be founded on cultural equality. For one thing, rather than mindlessly adopting foreign culture, we should be skeptical of it. Another element is that we should make the best use of English to propagate Uzbek culture around the world, resulting in equitable dialogue between Uzbek and Western civilizations. Based on the above research, we may infer that learning a language is inextricably linked to learning its culture, and that teaching culture should become an inherent element of language training. English instruction should make students aware of the cultures of English speakers

and provide them the opportunity to act as members of the target culture). Furthermore, English instructors must be engaged in the study of culture (in the social scientist sense) not because they want to teach the culture of the other nation, but because they must, and they must develop effective ways to do so. Language and culture, language instruction, and culture teaching all have a dual nature, just as there is no single entity in the universe that does not have a dual nature. To effectively stimulate language education, the English teacher must also educate culture. The aims of language instruction will be met adequately as long as the focus is placed on cultural knowledge, linguistic abilities, and communicative competence.

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