

## THE ROLE OF CULTURAL AWARENESS IN LANGUAGE TEACHING

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**Abstract:** Realizing culture is intimately connected to acquiring a language. This study investigates how learners' interaction capabilities and motives to acquire are touched by intellectual understanding in language teaching. The study investigates the worth of incorporating cultural elements in language sessions and how social insight improves language competence. The study gathers material from instructors and language students via surveys and discussions. The findings indicate that social expertise advances learners' passion in language gaining and enables better contact. According to the study, teachers should integrate cultural domains into their language teaching.

**Keywords:** Cultural awareness, language teaching, intercultural communication, language pedagogy, culture and language learning

### Chapter 1: Introduction

There is more to language than just terms and grammar structure. Social actions, culture, ethnicity, and standards are all displayed in this implement. Learners face a new ethnic setting in adding to acquiring a foreign language. Since language use differs dependent on social conditions, it is constraint to understand cultural differences to connect successfully. In continuing language training, cultural emotion has emerged as a fundamental factor. People currently need to link up with people from changed cultural circumstances more than ever before owing to globalisation and global communication. Therefore, cultural consciousness ought be highlighted in addition to language learning when training languages.

### Problem Statement

Grammar and terminology are still the principal focus of several language lessons, with national nuances of language gaining being forgotten. This can lead to learners acquiring foreign languages but facing trouble talking in daily environments. Inadequate ethnic thoughtfulness may result in misinterpretations and interaction problems.

### Research Objectives

- To investigate the consequence of cultural consciousness in foreign language instruction
- To associate how social intelligence increases communication assistances
- To evaluate educators and learners' thinking to social education

### Research Questions

1. Why is enlightening consciousness essential in linguistic education?
2. How does social learning increase learners' communication assistances?
3. What techniques can instructors use to educate cultural consciousness?

## **Chapter 2: Literature Review**

The theories of language and traditions are closely linked. Many researchers reckon that social patterns and worth are reflected in language. Grasping how language is used in numerous social perspectives is made at ease for students by social consciousness. Learning ethnic nuances of a language benefits learners to talk more efficiently and being more influenced.

Identifying how language is used in several social environments is made straightforward for students by social consciousness. In order to highlight the significance of cultural knowledge in communication, Byram (1997) developed the idea of intercultural communicative competency. To talk successfully with native talkers, students should understand educational standards, ethnicity, and transfer characters, argues this clue. Students who gain ethnic nuances of linguistics demonstrate enhanced communication capabilities and boost enthusiasm, allowing them to examine. Real-world discussions, books, and films are models of authenticated information that enhance students in realizing cultural setting. Investigators also fact that studying conclusions are improved when evaluating the aim culture with the neighboring civilization. Nevertheless, other researchers point out that educating ethnicity can be challenging. Cultural influences might have an effect on instructional resources, and lecturers might be underprepared or inexperienced. Instructors should be cautious and precise in their demonstration of traditional objects.

## **Chapter 3: Methodology**

### **Research Design**

This learning practices a combined research technique that links qualitative and quantitative methods to deliver a deeper grasp of cultural understanding in language training.

### **Participants**

The members contain 40 learners investigating English as a foreign language and 5 language instructors from educational institutes.

### **Data Collection Methods**

Surveys and semi-organized meetings were operated to gather information from learners and instructors.

### **Data Analysis**

Quantitative information was examined using proportion examination, while qualitative data was investigated through thematic investigation.

## **Chapter 4: Results and Discussion**

The results reveal that most learners judge that cultural learning increases their confidence in interaction and assists them realize foreign language more entirely. Instructors have noticed that social actions enhance learners' passion and involvement. Social actions like role-playing, group conversations, according to instructors, enhance student involvement. Absorbing ethnic things into teachings also heightened student inspiration. Nevertheless, a few teachers carried out problems like a deficiency of instructional supplies and a restrained amount of class time.

Despite these difficulties, instructors and students alike agreed that ethnic understanding is necessary to effective language gain. The consequences confirm other lessons that emphasize the link between language and values. Cultural understanding benefits learners in understanding social implications and talking efficiently.

## **Chapter 5: Conclusion and Recommendations**

### **Conclusion**

This study proves that cultural consciousness shows a sizable role in language training. It increases communication skills, grows enthusiasm, and eases learners comprehend real-everyday language use. Teaching values together with language assists students to foster intercultural capability and practice them for international interaction.

### **Recommendations**

Teachers ought to combine cultural content into language teaching to facilitate learners identify realistic-life communication. Authentic objects such as videos, text, and media ought to be applied to display students to cultural backgrounds. Language instructors ought to persuade classroom conversations that acknowledge learners to contrast distinct customs and advance intercultural perception. Learning associations must support qualified training programs to facilitate educators successfully teach cultural understanding. Future investigate ought to discover new approaches and tools that reinforce cultural acquiring in language teaching.

### **References**

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