



## **TEACHING ENGLISH LEXICAN THROUGH CULTURAL REALITIES: A LINGUISTOCULTURAL APPROACH**

***Jalolova Iroda Maxmudjanovna***

*Senior Lecturer, Tashkent State University of Oriental Studies*

**Abstract:** This article analyzes the importance and effectiveness of teaching English vocabulary through cultural realities. It shows the need for the teacher to provide a cultural context, to take into account not only the grammatical and syntactic aspects of the language, but also cultural norms in language teaching. The combination of linguistic and cultural elements is important in highlighting the uniqueness of lexical units, that is, the system of words and phrases. The article provides practical recommendations aimed at more effectively developing students' language skills in teaching English through the use of a linguocultural approach.

**Keywords:** cultural realities, English, lexicon, linguistic and cultural elements, linguistic and cultural approach, language learning, learning process, cultural context.

**Introduction:** When teaching English, it is not enough to focus only on the structure and grammatical rules of the language. In the process of teaching a language, it is especially important to take into account the cultural context. The lexicon of the English language consists not only of words and phrases, but also of cultural realities specific to this language, the study of which helps to fully understand the language. Teaching English vocabulary through cultural realities illuminates not only the theoretical, but also the practical aspects of the language for students. In this regard, there is a need to explain to students the cultural essence of the English language and its connection with different cultures through a linguocultural approach.

The linguocultural approach to language teaching helps to ensure understanding of the content of the English language and its social context. This approach develops students' skills in the correct use of words, phrases, and cultural elements in the English language. By understanding the relationship between culture and language, students learn English not only from the perspective of vocabulary, but also from the perspective of cultural and social significance. This article discusses the advantages of using cultural realities in teaching English vocabulary and how to do it effectively.

**Main part:** Understanding cultural realities in the process of teaching English means not only teaching students the meaning of words, but also providing them with the social and cultural context of the language. Cultural realities are elements that help students understand the uniqueness of the English language, words and phrases related to their own culture and historical traditions. For example, words like "Thanksgiving" are not only unique to English words, but also reflect the cultural traditions of the people who communicate in English through these words. Teaching cultural realities in English helps students better understand the context in which the language is used. Cultural realities include, for example:

Historical and cultural terms: For example, words such as "London Eye", "Big Ben", "Statue of Liberty", "Hollywood" are related to culture.

Social customs: Phrases like "Cheers", "Sorry", "Excuse me" are customs and expressions that

are widely used in English but are only understood in that culture.

Special festivals and holidays: Holidays like "*Christmas*", "*Easter*", "*Halloween*" are part of the cultural part of English and help students understand not only the language but also the customs associated with the holidays.

The linguocultural approach emphasizes the interrelationship between language and culture in the process of teaching English. Through this approach, students not only understand the correct use of words, but also their cultural and social significance. By using the linguocultural approach, students learn the language more easily because they understand English not only as a means of written or oral communication, but also as an element related to English culture, customs and lifestyle.

For example, using a linguocultural approach to teaching English, teachers need to explain to students not only the grammatical correctness of English phrases, but also the cultural and contextual significance of these phrases. While the phrase "How are you?" is a common greeting in English, in some cultures, asking this word implies a personal approach.

Effective methods for teaching cultural realities in English can include:

Cultural discussion in class: Introducing students to cultural topics, such as popular festivals, holidays, or national traditions in English.

Cross-cultural activities: Activities related to the cultural traditions and lifestyles of people who communicate in English, such as watching movies, reading books in English, or analyzing new articles, blogs, and stories in English.

Video and audio materials: Using video and audio materials to present cultural realities in a vivid way attracts students' attention and enriches their cultural knowledge.

Practical exercises: Exercises in using words in a cultural context help students learn practical aspects of language use. For example, students can role-play using English phrases related to the holiday "New Year" or words related to "Halloween".

Teaching English vocabulary through cultural realities further enriches the language learning process. This approach not only teaches the language, but also awakens students' interest in culture and allows them to learn English not only as a language, but also its cultural significance. Integrating cultural realities into English lessons helps students learn in a more effective, interesting and practical way.

The process of teaching English vocabulary through cultural realities is an important and effective approach to language teaching, allowing students to understand the language not only grammatically and lexically, but also in its cultural context. Learning English through a linguocultural approach can introduce students to other cultures, making them more precise and goal-oriented in their use of language. Integrating cultural realities into English lessons allows not only to learn the meaning of words, but also to explain their cultural, social and historical significance. Such an approach allows students to learn the language easily and effectively, because they perceive the language not only as a means of communication, but also as a work that represents English culture and its various layers. By teaching cultural realities, students better understand the contextual significance of English expressions, which allows them to use the language more freely and correctly.

Also, by using a linguocultural approach, students develop a broader worldview, an understanding of intercultural differences and a sense of respect for them. One of the greatest advantages of integrating cultural realities into English is that it helps students develop an

interest in world cultures, not only in the process of learning a language, but also in the whole world.

At the same time, there are some difficulties in this approach, such as cultural differences or students' misunderstanding of some expressions. However, by using the right methodologies and didactic approaches to overcome these, the process of teaching cultural realities to English can be made more effective.

Result and discussion: Teaching English lexicon through cultural realities significantly enhances the effectiveness and meaningfulness of the language learning process. A linguocultural approach not only facilitates vocabulary acquisition but also shapes learners' intercultural awareness and communicative competence. Based on theoretical insights and practical observations, the following conclusions can be drawn:

Vocabulary is acquired more meaningfully – learners do not simply memorize words, but understand the cultural, historical, and social meanings behind them, which leads to deeper comprehension.

The connection between language and culture becomes clearer – students learn that many English words and expressions are culturally loaded and context-dependent, encouraging them to apply vocabulary more appropriately.

Intercultural communicative competence is enhanced – by learning language within cultural contexts, learners are better prepared to avoid misunderstandings and communicate effectively in cross-cultural situations.

Lexical items are better retained in long-term memory – words learned through real-life situations and cultural contexts tend to stay in learners' active vocabulary longer, improving both fluency and confidence.

Teaching methodology is enriched – incorporating cultural materials, audiovisual resources, and comparative analysis into the classroom makes learning more interactive, engaging, and dynamic for both students and teachers.

**In conclusion**, teaching English vocabulary through cultural realities provides students with broader and deeper language knowledge, develops their cultural thinking, and helps them establish successful communication on a global scale.

#### **List of used literature:**

1. Cook V. Introduction to linguistics. Routledge. 2003
2. Thornbury S. An A-Z of ELT: A dictionary of terms and concepts in English language teaching. Macmillan Education. 2006.
3. Johnson K. An introduction to foreign language learning and teaching. Pearson Education. 2001.
4. Wardhaugh, R. An introduction to sociolinguistics. Blackwell Publishing. -2006.
5. Baker, W. Intercultural awareness and intercultural communication in ELT: What do we know and what do we need to know? *Language Teaching*, 44(4), 2011. 445–467.
6. JALOLOVA IRODA MAKHMUDJANOVNA. (2023). FORMATION OF SELF-MANAGEMENT IN FOREIGN LANGUAGE TEACHING. *International Scientific and*

*Current Research Conferences*, 1(1), 375–378. <https://doi.org/10.37547/geo-71>

7. Saodat Parkhadjanovna Saidakbarova, Nargiza Komiljonovna Mukhamedova, Iroda Makhmudjanovna Jalolova, Zulfiya Olimjonovna Mirabdullayeva, & Difuza Abduganiyevna Akramkhodjayeva. (2024). The Role Of Speech Genres In The Communication Process. *Educational Administration: Theory and Practice*, 30(5), 2500–2503. <https://doi.org/10.53555/kuey.v30i5.3304>