

The Effect of Environment and Culture on Language Development

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ABSTRACT

Today, it is very common to hear foreign speech on the streets of large cities. They speak English, French, German and other languages and dialects. This became possible because since 1991 our country has entered the world language space. Nevertheless, to enter the language space does not mean knowing, understanding and respecting the speakers of another language. A deeper understanding of this issue is needed. After all, behind the language is the state, culture, behavior and way of life. Therefore, one of the main tasks of a modern teacher of a foreign language is not only to teach the younger generation the knowledge of this language, but also to acquaint them with the peculiarities of the life of its speakers. In addition, this, in turn, contributes to an increase in the general cultural level of students in an open educational environment.

KEYWORDS: *the world language space, function of language, educational environment, training and education, methods and conditions, learning environment*

Language is one of the most important categories of culture, since it is through language that a person's worldview is formed and expressed. However, language is not only a means, it is also the environment in which a person is formed and lives, which determines the life experience of a person. It can even be said that a person lives, as it were, inside the language, constantly experiencing its influence.

Language does not just reflect the human world and its culture. The most important function of language is that it preserves culture and passes it on from generation to generation. That is why language plays such a significant, not to say decisive, role in shaping the personality, national character, people, and nation.

Culture is the subject of study of philosophy, cultural studies, history, art history, linguistics (ethnolinguistics), political science, ethnology, psychology, economics, pedagogy, etc. Basically, culture is understood as human activity in its various manifestations, including all forms and methods of human self-expression and self-knowledge, the accumulation of skills and abilities by a person and society as a whole. Culture also appears as a manifestation of human subjectivity and objectivity (character, competencies, skills, abilities and knowledge).

Culture is a set of sustainable forms of human activity, without which it cannot be reproduced, and therefore cannot exist.

Culture is a set of codes that prescribe a certain behavior to a person with his inherent experiences and thoughts, thereby exerting a managerial impact on him.

The source of the origin of culture is thought to be human activity, knowledge and creativity. The second problematic question is: what is an open educational environment? And what role can student culture play in it?

Open educational environment. This concept has recently entered our lives, our training and education. An open educational environment is understood as a set of principles, methods and conditions for the implementation of the educational process that is significant for all subjects of the education system. The goal of an open learning environment is to provide accessibility. High-quality general and vocational education that meets the modern needs of citizens, the socio-economic development of the country and society.

Having considered what was written earlier, only now you begin to understand in what rapidly changing society, we live and develop. Now, indeed, you begin to understand the meaning of the great English phrase - To achieve the goal, all means are good! If only I would like to add one more statement to it - and methods. And how not to mention education here.

The upbringing of the younger generation begins with him. In accordance with the normative documents adopted at the state level, the creation of an open educational environment for schoolchildren and students, the opportunity to receive information from various sources is a means of achieving success. The foreign language also plays an important role in this. Only after studying it, getting acquainted with the peculiarities of the culture of countries in which this language is used as a colloquial or state language, it is possible to include students in the process of enhancing cognitive interest in the development of society and culture of these states.

Consider this issue on the example of learning English by students of secondary and higher educational institutions of the Russian Federation. Today, English is the main language studied by students, and not only by them. In the 20th century, English is recognized as the language of interstate communication, as the easiest to learn among foreign languages. He added to a whole galaxy of languages that were studied at different times and were also the languages of interstate communication. However, that does not mean other languages do not get the same honor.

Despite its simplicity in learning, English is quite informative. Why English? There are several reasons for this:

The fact is that England is a highly developed country in technological, scientific and cultural terms. It also plays a certain political role in the world. Throughout the 19th century, the British political system contributed to the spread of the English language throughout the globe.

Colonial Britain owned in the past India, North America, Australia, part of the territories in Southeast Asia and Africa. English is relatively easy to learn, both in pronunciation and grammatically. In addition, finally, this recognition has become convenient for the majority.

Today, in most countries, it is taught in schools as the main foreign language, replacing other foreign languages.

So we come to the main question: What is the cultural content of foreign languages and how does it affect the development of students' culture?

The answer to this question, perhaps, should begin from the moment you start learning the basics of the language. Even at school, when studying any alphabet, the teacher introduces students to the family ties of the language being studied with other languages of the planet, which, perhaps, draws the attention of students to the possibility of independent study of other languages. The course of the school curriculum of a foreign language necessarily includes questions relating to the history, culture, social system of states using this language as a national language or a language of interstate communication.

According to some authors, the study of a foreign language has a positive effect on the development of the child.

As this issue is described in the book by Mkrtychev N.S. "... In the modern world, due to global, geopolitical, economic and sociocultural changes, requirements that are more stringent are imposed on a person. There is a growing need to communicate fluently in a foreign language, and sometimes even in several. The way and volume of perception of information has changed, so it is necessary to change approaches to learning. There is an opinion that early teaching of foreign languages complicates the content of preschool education, and is harmful, as it deprives the child of childhood. However, studies have shown that the study of foreign languages, with the correct organization of classes, develops children, increases their educational and cultural level. It has already been proven that early learning of foreign languages not only accelerates the formation of foreign language communicative competence, but also has a positive effect on the overall development of the child.

At present, communication with foreign people is becoming a reality, and encounters with representatives of a different culture are part of our daily lives. This happens when visiting other countries, conferences, and trips related to the exchange of experience, etc. Increasingly, educational institutions exchange students and schoolchildren, teachers organize joint projects and undergo internships abroad, thus participating in intercultural communication and the dialogue of cultures. Which, in turn, cannot positively influence the development of a foreign language culture, the level of mastery of a foreign language. The student finds himself in a completely different environment, where, on the one hand, he finds himself in an open foreign language space, a foreign language open educational (and self-educational) environment that will help him improve his knowledge. On the other hand, there is a problem of hopelessness and a language barrier - no one but his companions (students and teacher) can help him. However, it educates and forms the ability to adapt to new conditions.

Intercultural competence contributes to the achievement of mutual understanding in the process of intercultural communication. Intercultural competence is the ability to

communicate in a foreign language, taking into account the difference in cultures and stereotypes of thinking.

The study of the problems of intercultural communication involves familiarity with the following phenomena and concepts: the principles of communication, the main functions of culture, the influence of culture on perception and communication in its various fields and types, parameters for describing the influence of culture on human activity and the development of society. [1, p. 73].

A modern person who speaks a foreign language is involved in the process of communication with other people who are representatives of their cultures. In this regard, learners of a foreign language are required not only to have a rich vocabulary and decent pronunciation, to know foreign grammar well, but also to form intercultural competence in themselves. This competence involves achieving such a level of language proficiency that will allow, firstly, to respond flexibly to all sorts of unforeseen turns in the course of a conversation; secondly, to determine an adequate line of speech behavior; thirdly, to accurately select specific means from a vast arsenal and, finally, fourthly, to use these means in accordance with the proposed situation.

The formation of intercultural competence involves the interaction of two cultures in several directions: acquaintance with the culture of the country of the language being studied through the foreign language itself and the assimilation of the behavior model of carriers of a foreign language culture; the influence of a foreign language and a foreign culture on the development of the native language and the model of behavior within the framework of the native culture; personality development under the influence of two cultures.

It is necessary to consider how the formation of intercultural competence of students is carried out, taking into account these areas. In the process of mastering a foreign language, students learn material that demonstrates the functioning of the language in the natural environment, the speech and non-speech behavior of native speakers in different situations of communication and reveals the behavioral features associated with folk customs, traditions, the social structure of society, and ethnicity. First, this happens with the help of authentic materials (original texts, audio recordings, videos), which are normative in terms of language design and contain linguistic and cultural information. [2, p. 152].

It is important to know the national and cultural characteristics of the behavior of a foreigner in order to avoid possible conflicts in interethnic communication. Thus, when studying a foreign language, a student must not only learn its lexical, grammatical and syntactic features, but also learn to respond adequately to the situation to the replicas of native speakers, appropriately apply facial expressions and gestures, use formulas of speech etiquette and know the cultural and historical features of the country of the language being studied.

Studying a foreign language in all its diversity, students encounter linguistic and cultural phenomena and compare them with those in their native language. Therefore, for example, while comprehending the lexico-grammatical system of a foreign language, students have to turn to the knowledge gained in English classes in order to highlight similarities and differences in linguistic phenomena and the

scope of their use. The study of a foreign culture also leads the student to the need to turn to the cultural and historical facts of their country.

Thus, by studying a foreign language and participating in intercultural communication, the student gains a deeper understanding of his native language and native culture. In addition, the student's ability to refract cultural values in his behavior contributes to his formation as a good specialist in cooperation with representatives of the world community.

Thus, the influence of a foreign language on the development of students' culture in an open educational environment is great and now it is becoming more and more relevant, accessible and open, since students need knowledge of a foreign language not only in the learning process, but also in everyday life and further work.

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