



Culture and pragmatics in language teaching and learning

Saidova Mukhayyo Umedilloevna

Associate professor of English linguistics department (BSU)

Shamsieva Sevara

Masters degree student of BSU

Key words: language acquisition, pragmatic competence.

Nowadays English is the language of globalization, international communication, commerce and trade, the music, the media, therefore different motivations for learning it come into act. As Richards (2001) stated, English is no longer viewed as the property of the English-speaking world but it is an international commodity sometimes referred to as English an International Language.

In the process of language acquisition the role of culture and pragmatics is really high. Crystal (2008: 379) defines pragmatics as “the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication”. Succinctly stated in this definition is the fact that the way we use language is constrained by a number of sociocultural constraints. These constraints affect not only our linguistic choices (the speaker’s point of view), but also the way we comprehend language (the hearer’s point of view). On this view, ILP is the study of how speakers develop, produce, and comprehend linguistic action in context (Kasper & Blum-Kulka, 1993). Actually, during this interaction learners encounter pragmatic differences that may challenge the understanding of the language.

In the nineteenth century the question of relating language to culture did not arise with particular urgency. Nevertheless, since the reform movement in the last century and even before, language teaching theorists repeatedly stated that an important purpose of language learning was learn about a country and its people. Thus in the post- war word the idea of the study of language combined with the study of culture and society was familiar to most theorists. This view point is reflected in the post war writing on language pedagogy. The leading works on language teaching theory of the last few decades (for example, Lada, Brooks, Rivers and Chastain) have all firmly stated that cultural understanding and cross-cultural comparisons are a necessary component of language pedagogy. It’s clear that when learning a new language, it doesn’t take long to encounter cultural differences. These differences not only dictate how to speak to a native speaker but also depict the world view of their culture.

The purpose of the application of different teaching and learning activities is to help students become more effective, fluent and successive communicators in the target language. As Harlow (1990:348) states, “. . . most importantly, both teachers and textbooks alike need to emphasis to the learner that language is composed of not just linguistic and lexical elements; rather, language reflects also the social context, taking into account situational and social factors in the act of communication.” Since pragmatic competence is a combination of these factors, the development of the pragmatic ability should be accepted as one of the primary teaching goals. Students will be able to act different communicative patterns, they will find themselves active and involved in concrete acts in the classroom.



Pragmatic competence will secure them good levels of grammatical and functional competences as well. They will react fluently, coherently and accurately. What is more, pragmatic competence will urge their critical thinking.

Reference

1. Campbell, R. and R. Wales. 1970. *"The Study of Language Acquisition."* In J. Lyons (ed.) *New Horizons In Linguistics*. Harmondsworth: Penguin.
2. Barron, Anne. 2003. *Acquisition in Interlanguage Pragmatics. Learning how to do things with words in a study abroad context*. Philadelphia: John Benjamins Publishing Company
3. Расулов, З. И. (2011). Синтаксический эллипсис как проявление экономии языка): автореферат дисс.. кандидата филологических наук/Расулов ЗубайдуллоИзомович.- Самарканд, 2011.-27 с.
https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=BMFYyzIAAAAJ&citation_for_view=BMFYyzIAAAAJ:UeHWp8X0CEIC
4. Расулов, З. И. (2010). Принцип контекстуального анализа эллиптических предложений (на материале английского языка). Вестник Челябинского государственного университета, (21), 91-94. <https://cyberleninka.ru/article/n/printsip-kontekstualnogo-analiza-ellipticheskikh-predlozheniy-na-materiale-angliyskogo-yazyka/viewer>
5. Saidova, M. U. (2019). Lexical Stylistic Devices and Literary Terms of Figurative Language. *International Journal of Recent Technology and Engineering (IJRTE) ISSN, 2277-3878*. <https://www.ijrte.org/wp-content/uploads/papers/v8i3S/C10541083S19.pdf>.
6. Saidova, MukhayyoUmedilloevna (2020) "LEXICOGRAPHIC AND ETHYMOLOGICAL ANALYSIS OF THE CONCISE OXFORD DICTIONARY OF LITERARY TERMS BY Ch. BALDICK," *Scientific Bulletin of Namangan State University: Vol. 2: Iss. 9, Article 45*. Available at: <https://uzjournals.edu.uz/namdu/vol2/iss9/45>
7. Saidova, Muhayyo (2021) "SEMANTIC ANALYSIS OF LITERARY TERMS BY LITERARY TYPES IN "THE CONCISE OXFORD DICTIONARY OF LITERATURE TERMS"," *Philology Matters: Vol. 2021: Iss. 1, Article 11*. DOI: 10.36078/987654486 Available at: <https://uzjournals.edu.uz/philolm/vol2021/iss1/11>
8. Kobilova, N. S. (2016). LITERARY INTERPRETATION OF SOCIAL PSYCHOLOGY IN THE NOVEL " MARTIN EDEN". *World science, 4(3 (7)), 52-* <https://www.elibrary.ru/item.asp?id=25619815>
9. Kobilova, N. S. (2018). BENEFITS OF USING SONGS IN TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS. In *Инновационные подходы в современной науке* (pp. 102-107). <https://www.elibrary.ru/item.asp?id=35081671>
10. IzzatilloevnaKhodjaevaDilafruz, TolibovnaSaidovaZokira. "Dependent taxis: Semantic features and methods of expression in English", *ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH: 2021, Volume: 10, Issue: 5, Online ISSN: 2278-4853, Article DOI: 10.5958/2278-4853.2021.00411.0*
11. DilafruzIzzatilloevna KHODJAYEVA, ZokiraTolibovna SAIDOVA. "THE ORIGIN AND JUSTIFICATION OF THE TERM TAXIS INLINGUISTICS", *E-Conference Globe: 2021/4/13, 375-379, Web: https://econferenceglobe.com*