

19 MARCH

2025



ISOC
INTERNATIONAL
SCIENTIFIC
ONLINE
CONFERENCES

zenodo OpenAIRE

doi digital object identifier OPEN  ACCESS

INTERNATIONAL SCIENTIFIC ONLINE CONFERENCE

BELARUS

INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE



info.interonconf@mail.ru

2025

www.interoncof.com



ISOC
INTERNATIONAL
SCIENTIFIC
ONLINE
CONFERENCES



BELARUS International scientific-online conference
"INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE"

Part 32

March 19th

COLLECTIONS OF SCIENT WORKS

MINSK-2025



**"INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE"
BELARUS, International scientific-online conference**



INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE: a collection of scientific works of the International scientific online conference (19th March, 2025) – BELARUS, MINSK : "CESS", 2025. Part 32 – 212p.

Chief editor:

Candra Zonyfar - PhD Universitas Buana Perjuangan Karawang, Indonesia Sunmoon University, South Korea.

Editorial board:

Martha Merrill - PhD Kent State University, USA

David Pearce - ScD Washington, D.C., USA

Emma Sabzalieva - PhD Toronto, Canada

Languages of publication: русский, english, belorus казақша, о'zbek, limba română, кыргыз тили, Հայերեն....

The collection consists of scientific researches of scientists, graduate students and students who took part in the International Scientific online conference.

"INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE". Which took place in MINSK on March 19th, 2025.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.

© "CESS", 2025
© Authors, 2025



**"INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE"
BELARUS, International scientific-online conference**



MAKTABGACHA TA'LIM TIZIMIDA MILLIY QADRIYATLARNI SINGDIRISH VA UZLUKSIZ TA'LIMGA BOG'LIQLIK	
Mirzamatova Nigora Xatamjonovna	102
Ergashbaev Shohbozbek	
MAKTABGACHA YOSHDAGI BOLALARNI UZLUKSIZ TA'LIMGA TAYYORLASHNING INNOVATSION USULLARI	
Raximjonova Shalola Moxirjonovna	109
Ergashbaev Shohbozbek	
MAKTABGACHA YOSHDAGI BOLALARDA VATANPARVARLIK TUYG'ULARINI SHAKLLANTIRISH	
Zokirova Gulsanam Ubaydullo qizi	116
Ergashbaev Shohbozbek	
UZLUKSIZ TA'LIM TIZIMIDA MAKTABGACHA TA'LIMNING YOSHLAR MA'NAVİYATIGA TA'SIRI	
Akbarova Muattar Rayhonbek qizi	122
Ergashbaev Shohbozbek	
RIVOJLANGAN DAVLATLAR TAJRIBASI: MAKTABGACHA TA'LIMNI UZLUKSIZ TA'LIMGA BOG'LASH AMALIYOTI	
Maqsudova Ziyoda Tolibjonovna	128
Ergashbaev Shohbozbek	
MAKTABGACHA TA'LIM MUASSASALARIDA MA'NAVİY-AXLOQIY TARBIYA TIZIMI	
Raimkulova Charos Akmatovna	134
Сараева Диляшда Абганиевна	
ХИМИЧЕСКИЙ СОСТАВ ПИВА И ЕГО ВЛИЯНИЕ НА ОРГАНИЗМ ЧЕЛОВЕКА	
Júzbaeva Turdixan	139
QARAQALPAQ TILI HÁM ONIŃ BASQA TILLER MENEN BAYLANISI: QOŃSILAS TILLER MENEN ÓZ- ARA TÁSIRI	
Abdulhomidova Fotima	145
PEDAGOG SHAXSINI SHAKLLANISHDA KASBIY DEFORMATSIYANING O'ZIGA XOS XUSUSIYATLARI	
Сидикметов Кудратулло Ирисматович	150
ОЯТ ВА ҲАДИСЛАРДА КЕЛГАН КУФР ВА ТАКФИР ТУШУНЧАЛАРИ ТАҲЛИЛИ	
Shamuratova Liza Keñesbaevna	154
QARAQALPAQ TILINIŃ RAWAJLANIWI HÁM ÁDEBIY TILINIŃ ÓZINE TÁNLIGI	
Petrosyans Ernst Ashotovich	158
LINGUISTIC TRANSFORMATION ON MEDIA: THE INFLUENCE OF THE INTERNET	
Razikova Dilnoza Kadirovna	162
Рахимова Нигора Холмуродовна	
ОПИСАНИЕ БИОЛОГИЧЕСКИХ ОСОБЕННОСТЕЙ ВОЗБУДИТЕЛЕЙ ГЕРПЕТИЧЕСКОГО СТОМАТИТА У ДЕТЕЙ И СОВРЕМЕННОГО СОСТОЯНИЯ СТЕПЕНИ ИХ ВЫЯВЛЕНИЯ	
Tursunov Mirzo Makhmudovich	165
Hamidova Sabrina	
TEACHING ENGLISH THROUGH ACTIVE CULTURAL ELEMENTS	
Reymova Qunduz Tanirbergenovna	170
MAKTABGACHA YOSHDAGI BOLALARNING RIVOJLANISH XUSUSIYATLARI	
Косанова Мехрибан Оразбай қызы	175
МАКТАБГАЧА ТАЪЛИМДА БОЛАЛАРНИ ИЖОДГА ЙЎНАЛТИРИШНИНГ АҲАМИЯТИ ВА УСУЛЛАРИ	
Karimova Shahnoza G'aybullayevna	179
BOLALARNI O'QISHGA MOTIVATSİYASINI QANDAY QILIB OSHIRISH MUMKIN?	
Yusupova Maftunaxon Bobojon qizi	184
Abdullayeva Sayyora Po'latovna	
THE LANGUAGE CONTACT AND MULTILINGUALISM.	
Сайдалиева Ф. Х	189
Рахматуллаева Х.С	
МЕТОДЫ ОРГАНИЗАЦИИ ВНЕКЛАССНЫХ ЗАНЯТИЙ ПО МАТЕМАТИКЕ."	
Жамуратову Айгуль Марат қызы	197
РАЗВИТИЕ ЭСТЕТИЧЕСКОГО ЧУВСТВА У УЧАЩИХСЯ ЧЕРЕЗ ФОРМИРОВАНИЕ	



TEACHING ENGLISH THROUGH ACTIVE CULTURAL ELEMENTS

Tursunov Mirzo Makhmudovich

PhD at Bukhara State University, English linguistics department, e-mail:

mirzobek.tursunov81@gmail.com

Hamidova Sabrina

3-year student at Bukhara State University,

Annotation: This article deals with one of the most popular issues in modern English teaching methodology. That is related to teaching English with the help of active cultural elements. Modern approaches, methods, techniques based on cultural elements are pointed out in this work. Integrating culture and cultural elements in English teaching process is a vital part of modern methodology as culture is entertaining, involving and interesting to work with. The article focuses on these matters consequently.

Annotatsiya: Ushbu maqola zamonaviy ingliz tilini o'qitish metodologiyasidagi eng mashhur masalalardan biri bilan bog'liq. Bu faol madaniy elementlar yordamida ingliz tilini o'rgatish bilan bog'liq. Ushbu ishda madaniy elementlarga asoslangan zamonaviy yondashuvarlar, usullar, uslublar ko'rsatilgan. Ingliz tilini o'qitish jarayoniga madaniyat va madaniy elementlarni integratsiya qilish zamonaviy metodologiyaning muhim qismidir, chunki madaniyat qiziqarli, o'ziga tortadigan va u bilan ishlash quvnoqlik baxsh etadi. Maqolada ushbu masalalarga alohida e'tibor qaratilgan.

Аннотация: В данной статье рассматривается один из самых популярных вопросов современной методики преподавания английского языка. Это связано с обучением английскому языку с помощью активных культурных элементов. В работе указаны современные подходы, методы, приемы, основанные на элементах культуры. Интеграция культуры и культурных элементов в процесс преподавания английского языка является жизненно важной частью современной методологии, поскольку культура – это увлекательно и интересно работать с элементами. В статье последовательно рассматриваются эти вопросы.

Key words: cross-cultural awareness, cultural elements, cultural differences, cultural exposure, culturally diverse, cultural context, cultural competence, cultural events.

Kalit so'zlar: madaniyatlararo xabardorlik, madaniy elementlar, madaniy farqlar, madaniy ta'sir, madaniy xilma-xillik, madaniy kontekst, madaniy kompetentsiya, madaniy voqealar.

Ключевые слова: межкультурная осведомленность, культурные элементы, культурные различия, культурное воздействие, культурное разнообразие, культурный контекст, культурная компетентность, культурные события.

When learning a language, understanding the culture of the countries where that language is spoken plays a significant role. Language and culture are deeply



interconnected, making cultural elements essential in teaching English effectively. However, in most cases, many learners and educators do not take this aspect seriously. Teaching English through culture enhances learners' linguistic competence, cross-cultural awareness, and communication skills. This article explores the role of cultural components such as traditions, customs, literature, idioms, and social behaviors in improving language acquisition. It also highlights the challenges of integrating cultural elements in English language teaching in non-English-speaking countries like Uzbekistan and provides effective strategies for overcoming these challenges.

Teaching English is not just about grammar rules and vocabulary; it also includes understanding how the language is used in real-life cultural contexts. Learning English through culture improves fluency and enriches a learner's imagination. If a student learns a language without understanding its cultural background, they may face various difficulties in comprehension and communication. This means that teaching English should not only cover linguistic elements and skills such as grammar, vocabulary, pronunciation, listening, speaking, writing, and reading but should also introduce the culture that shapes the language. Indeed, as mentioned earlier, culture plays a fundamental role in communication. Teaching only the language itself is not enough to achieve effective and meaningful learning outcomes. For example, imagine a teacher explaining the present tense to students. While learners may understand it theoretically, they may struggle to apply it in real-life situations. Suppose a student meets their neighbor and asks, "Where are you going?" If they respond appropriately, considering both the grammatical and cultural aspects of the language, it demonstrates their deeper understanding. This example highlights that cultural elements are crucial at every stage of language learning.

In non-English-speaking countries like Uzbekistan, English is primarily learned as a foreign language rather than a second language. Since it is not widely spoken in daily communication, incorporating cultural aspects into English lessons can be challenging. Many students learn English for academic purposes or career advancement, focusing more on grammar and vocabulary rather than cultural competence. However, with the increasing influence of globalization, understanding English-speaking cultures has become more important than ever.

In recent years, discussions have emerged about how linguistic competence alone is insufficient for effective language learning. It is argued that learners should not merely memorize grammar rules, vocabulary, and idioms blindly but should also apply their knowledge in real-life situations. Developing cultural awareness is crucial, as it helps learners understand different ways of thinking, behaving, and expressing ideas in English-speaking societies. A lack of cultural awareness can



lead to misunderstandings in communication. For instance, certain expressions or gestures that are acceptable in one culture might be considered impolite or confusing in another. Here are some examples of cultural differences in communication: in English-speaking countries, direct eye contact is considered a sign of confidence, while in some cultures, it may be seen as disrespectful. The phrase "How are you?" is often used as a greeting rather than a literal question about health, but learners from different cultural backgrounds might take it literally. Humor, sarcasm, and idiomatic expressions vary across cultures and can be difficult for non-native speakers to understand without cultural exposure. By incorporating cultural elements into language education, students can better grasp the nuances of communication, including tone, politeness strategies, and social etiquette. Exact cultural elements in English language teaching process can be the following: to make English learning more engaging and effective, teachers can integrate the following cultural elements into their lessons: 1. Traditions and customs, learning about holidays, festivals, and social customs in English-speaking countries helps students understand how language is used in different contexts. For example, discussing Christmas, Thanksgiving, or Halloween can introduce new vocabulary and expressions while teaching cultural values. 2. Literature and storytelling, reading short stories, poems, or famous speeches from English-speaking cultures can improve language skills while providing insight into historical and social aspects of those societies. Classic works by authors like William Shakespeare, Charles Dickens, and Mark Twain can introduce learners to different writing styles and cultural themes. 3. Idioms and proverbs, English is rich in idiomatic expressions that often have cultural significance. Phrases like "Break a leg" (Good luck) or "The ball is in your court" (It's your turn to decide) can be confusing for learners unless they understand the cultural background behind them. Teaching idioms alongside their meanings and usage can enhance comprehension. 4. Social behaviors and communication styles, understanding how people interact in different social settings is crucial for effective communication. For instance, formal and informal speech, politeness strategies, and nonverbal cues such as gestures and facial expressions all vary across cultures. Role-playing activities can help students practice these skills in real-life situations.

While integrating culture into English lessons is beneficial, it presents certain challenges, especially in countries like Uzbekistan, where English is not widely spoken. Some of the main challenges include: limited exposure to native speakers: Many students have few opportunities to interact with native English speakers, making it difficult to experience authentic cultural exchanges. Focus on exam-oriented learning: In many educational systems, students prioritize grammar and vocabulary for exams rather than developing cultural competence. Lack of



culturally diverse teaching materials: Some English textbooks focus more on linguistic aspects and provide limited information on cultural contexts. To address these challenges, educators can use online resources, virtual exchange programs, and multimedia tools to expose students to different cultures.

Teachers play a crucial role in integrating culture into English lessons. They should not only focus on linguistic competence but also help students develop cultural competence. This can be achieved through various methods, such as: using authentic materials – including books, movies, songs, and news articles from English-speaking countries to expose students to real-life language use. Encouraging role-plays and discussions – simulating cultural situations where students practice appropriate language and behavior. Exploring idiomatic expressions and proverbs – teaching the meaning and cultural significance of commonly used phrases. Celebrating cultural events – introducing students to traditional holidays, customs, and social norms from different English-speaking countries.

Additionally, teachers should be aware of students' learning challenges and cultural differences to ensure an inclusive and supportive learning environment. This sensitivity prevents learners from feeling discouraged and helps maintain their motivation to improve.

To effectively communicate in English, students must not only master linguistic skills but also develop cultural awareness. Teaching English through cultural elements enhances fluency, deepens understanding, and prepares learners for real-world communication. In Uzbekistan, where English is not a dominant language in daily life, integrating cultural aspects into language education can make learning more engaging and meaningful. Teachers must take an active role in fostering both language proficiency and cultural understanding by using authentic materials, interactive activities, and diverse teaching strategies. By doing so, students will not only learn English but also gain the cultural knowledge necessary to use the language confidently and appropriately in different social contexts. In today's interconnected world, cultural competence is just as important as linguistic accuracy. The more students understand the cultural aspects of the English language, the more effectively they will be able to communicate and interact in a globalized society. Therefore, integrating culture into English teaching should not be seen as an additional task but as a fundamental part of the language learning process.



REFERENCES:

1. Brooks, N. (1968). Teaching culture in the foreign language classroom. *Foreign Language Annals*, 1, 204-217.
2. Brown, H. D. (2000). *Principles and language learning and teaching* (4th ed.). White Plains, NY: Addison Wesley Longman.
3. Byram, M. (1989). *Cultural studies in foreign language education*. Clevedon, Avon: Multilingual Matters.