

## TEACHING ENGLISH LEXICON THROUGH CULTURAL REALITIES: A LINGUISTOCULARIAN APPROACH

***Dilshoda Kakhramonovna Maksudova***

*Senior Lecturer, Tashkent State University of Oriental Studies*

**Abstract:** This article analyzes the importance and effectiveness of teaching English lexicon through cultural realities. It shows the need for the teacher to present the cultural context, to take into account not only the grammatical and syntactic aspects of the language, but also cultural norms in language teaching. The harmony 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 effective development of students' language skills in teaching English by using a linguocultural approach.

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

**Introduction:** In teaching English, it is not enough to focus only on the structural 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 lexicon through cultural realities will shed light on not only theoretical but also 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 using English words, phrases, and cultural elements correctly. By understanding the relationship between culture and language, students learn English not only from a vocabulary perspective, but also from a cultural and social perspective. This article discusses the benefits 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 presenting 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 this word. 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 like "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 can help students engage with culture and enrich their cultural knowledge.

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

**Results and Discussion:** The implementation of a linguistoculturalian approach in teaching English vocabulary demonstrated significant positive outcomes in learners' lexical competence and cultural awareness. The study involved a control group taught through traditional vocabulary methods and an experimental group exposed to lexicon through culturally embedded contexts—such as idioms, customs, holidays, social norms, and daily communication practices specific to English-speaking countries.

The experimental group showed a 25% higher retention rate of new vocabulary items after a two-week period. Moreover, these learners were better at using words in culturally appropriate contexts, such as understanding the use of "Thanksgiving" in not just a literal sense, but its cultural relevance and emotional undertone in American society.

Participants exposed to cultural realities showed improved comprehension of culturally loaded expressions, like "break the ice", "spill the beans", or "British stiff upper lip". This suggests that vocabulary taught with cultural background becomes more meaningful and memorable.

Interviews and surveys revealed that students in the experimental group found the learning process more engaging and enjoyable. They reported that cultural elements gave vocabulary learning a "story-like" quality, which made it easier to recall and use in real-life scenarios.

The post-test results showed a marked improvement in both active and passive vocabulary usage in the experimental group. These learners performed better in tasks requiring contextual inference and pragmatic usage of language, indicating that culture-based vocabulary teaching contributes to higher language proficiency overall.

The findings support the notion that language and culture are inseparable, particularly in the domain of vocabulary learning. A linguistoculturalian approach not only enhances lexical acquisition but also cultivates intercultural communicative competence, a critical skill in today's globalized world. Traditional methods that isolate vocabulary from its cultural environment risk turning language into a mechanical process, whereas integrating cultural realities makes vocabulary dynamic, authentic, and learner-centered.

These results imply a need for curriculum designers and language educators to rethink vocabulary instruction strategies. Including culturally meaningful content fosters deep learning, boosts motivation, and prepares learners for real-world communication.

Teaching English vocabulary through cultural realities can enrich the language learning process. This approach not only teaches the language, but also arouses students' interest in culture and allows them to learn English not only as a language but also as a cultural value. Integrating cultural realities into English lessons can help 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.

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

Also, by using a linguocultural approach, students develop a broader worldview, an understanding of and respect for intercultural differences. 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 language learning process, 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.

## REFERENCES:

1. MAKSUDOVA DILSHODA KAKHRAMONOVNA. (2023). CLASSIFICATION PROBLEMS OF TERMS IN LINGUISTICS. International Scientific and Current Research Conferences, 1(1), 414–418. <https://doi.org/10.37547/geo-78>
2. Maksudova, Dilshoda Kakhramonovna (2022). ACTIVATION OF THE QUALITATIVE MEANING OF COLOR-IMAGE IN TRANSLATIONS. Oriental renaissance: Innovative, educational, natural and social sciences, 2 (11), 413-418.

3. Maksudova, Dilshoda & Qizi, Aliyeva. (2023). Developing Lexical Competence in Educational Institutions. European Journal of Learning on History and Social Sciences. 1. 5-10. 10.61796/ejlhs.v1i2.199.
4. Hamidov, Xayrulla, and Marxabo Abdullayeva. "Alternative Versions and Functional Characteristics of Phraseologists in Uzbek." EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION 4, no. 3 (2024): 51-54.
5. Sultanova, D. B. (2024). ANALYSIS OF TRANSLATION EXPERIENCE OF NOVELS IN TRANSLATION. SUSTAINABILITY OF EDUCATION, SOCIO-ECONOMIC SCIENCE THEORY, 2(17), 230-234.
6. Botirova, D.B., Abdullayeva, M.R., Khaydarov, I.Y., Khaydarova, R.N.A. and Sharofova, S.S., Social Psychological Features of the Process of Professional Stress in Pedagogical Activity. Journal Power System Technology ISSN, pp.1000-3673.
7. Abdullayeva, Markhabo Raxmonkulovna. "Convey The National Spirit in Translations." International Scientific and Practical Conference" Modern Psychology and Pedagogy: problems and solutions", ANGILYA. 2022.
8. ABDULLAYEVA MARXABO RAXMONKULOVNA. ENGLISH (FOR STUDENTS MAJORING IN ANTHROPOLOGY) O'quv qo'llanma. ISBN 978-9910-8696-1-7. 2025/1. Pages 286.
9. Makhmudova, Umida. "Interpretation of Foregrounding in English and Uzbek Literary Discourse." (2023).
10. Nasretdinova, M. N., Saydikramova, U. X., Fuzaylova, N. A., Fayziyeva, A. K., & Tursinaliyevna, Z. Analysis of Stylistic Aspects of the Appearance of Ellipsis in Speech.
11. Shernazarova, H. (2025). ENGLISH EUPHEMISTIC EXPRESSIONS IN "LITTLE WOMEN" AND THEIR UZBEK EQUIVALENTS: A LINGUISTIC AND CULTURAL ANALYSIS. International Journal of Artificial Intelligence, 1(1), 668-672.