IMPACTS OF SOCIOCULTURAL FACTORS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Annotatsiya: Ushbu maqolada ba'zi ijtimoiy - madaniy omillar-madaniy o'ziga xoslik, sotsiolingvistik kompetentsiya va ijtimoiy-madaniy kontekstning chet tilini o'zlashtirishga ta'siri tahlil qilinadi.

Kalit so'zlar: tilni o'zlashtirish, ijtimoiy-madaniy omillar, madaniy o'ziga xoslik, sotsiolingvistik kompetentsiya, ijtimoiy-madaniy kontekst.

Аннотация: В данной статье анализируется влияние некоторых социокультурных факторов - культурной идентичности, социолингвистической компетенции и социокультурного контекста на освоение иностранного языка. ***Ключевые слова:*** *освоение языка, социокультурные факторы, культурная идентичность, социолингвистическая компетенция, социокультурный контекст.*

Abstract. In this article the influence of some sociocultural factors: cultural identity, sociolinguistic competence, sociocultural context in foreign language acquisition is analyzed.

Keywords: language acquisition, sociocultural factors, cultural identity, sociolinguistic competence, sociocultural context.

Learning a foreign language is more than just acquiring grammar rules and vocabulary. It involves understanding and integrating oneself into a new language community, which is influenced by various sociocultural factors. These factors play a significant role in shaping the language learning experience and have a profound

impact on the success and effectiveness of foreign language acquisition. Below some examples of them are given and explained:

Cultural Identity and Language Learning. One of the key sociocultural factors that influence foreign language acquisition is cultural identity. Language is deeply connected to culture, and the two are inseparable. When individuals learn a foreign language, they are not simply learning a new set of words and grammar structures; they are also engaging with a new cultural system. This interaction has a profound impact on how individuals perceive and interpret the language they are learning. For example, research has shown that individuals who identify strongly with their native culture may experience difficulty in adopting the cultural norms and values embedded in the target language. This can result in a challenge to adapt to the new communication style and may impede their language acquisition process (Bourdieu, 1977). On the other hand, individuals who approach language learning with an open mind, embracing the cultural aspects of the target language, often develop a deeper understanding of the language and ultimately exhibit higher levels of proficiency (Kramsch, 1993).

Sociolinguistic Competence and Language Use. Sociolinguistic competence plays a crucial role in foreign language acquisition as it pertains to the ability of language learners to use the target language appropriately in different sociocultural contexts. Sociocultural factors such as societal norms, values, and expectations influence the way language is used and perceived in a given community. To become proficient in a foreign language, learners must not only master the grammar and vocabulary but also understand and apply the appropriate language use in various social situations. For instance, the use of honorifics in East Asian languages, such as Korean and Japanese, is deeply rooted in sociocultural norms and hierarchy. Language learners must develop sociolinguistic competence to properly address and communicate with individuals of different social statuses. Failure to understand and apply these cultural norms can lead to misunderstandings, miscommunications, and negative impressions (Ochs, 1992).

Moreover, sociocultural factors also influence language variation and diglossia – the coexistence of two or more varieties of a language within a speech community. Many languages have formal and informal registers, dialects, and variations that are influenced by sociocultural factors such as age, regional belonging, and social class. These variations impact the language acquisition process, as learners need to navigate between different language forms to communicate effectively within the target language community (Gumperz, 1964).

Sociocultural Context and Language Acquisition. The sociocultural context in which foreign language acquisition takes place is another critical factor that influences the process. Language learners acquire a language more effectively when they are exposed to rich, authentic cultural contexts that provide meaningful interactions with native speakers. These interactions allow learners to not only practice the language but also understand the cultural nuances embedded within it. For example, immersion programs provide learners with an opportunity to experience the target language and culture first-hand. Living in a foreign country and engaging with native speakers on a daily basis allows learners to develop a deep understanding of the language and culture simultaneously. Moreover, the sociocultural context of immersion programs facilitates the development of communicative competence as learners are required to use the language in various everyday situations (Pavlenko & Lantolf, 2000).

On the other hand, learners who are isolated from the target language community, relying solely on books or instructional materials, may find it difficult to fully grasp the language and assimilate into the culture. The lack of authentic cultural input can hinder the development of communicative skills and sociocultural understanding, making the language acquisition process less effective.

In conclusion, sociocultural factors significantly impact the process of foreign language acquisition. Cultural identity, sociolinguistic competence, and the sociocultural context all play a vital role in shaping the language learning experience. To enhance the effectiveness of language acquisition, educators, curriculum designers, and learners themselves must consider and integrate these factors into their

teaching and learning practices. Understanding and embracing the sociocultural aspects of language learning can lead to a more meaningful and successful journey towards becoming proficient in a foreign language.

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