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## THE REFLECTION OF LINGUISTIC ASPECTS OF CULTURE IN A LITERARY TEXT

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**Matmuratov Nurabulla Seydullaevich**

2nd course Master's degree student of Karakalpak State University, Uzbekistan

### ABSTRACT

English language learners can learn about many cultures and ideas through literature. In social life, literature, language, and culture are intertwined and mutually dependent. Because some words in a foreign language correspond to unique meanings in a particular civilization, members of other cultures may not understand them until the cultural background is provided, literary works play a crucial role in language education. As a result, the article addresses how crucial it is to teach culture in English language classrooms through literature in order to understand the societal values, religious beliefs, and cultural components of other societies.

### KEYWORDS

Literature, language, culture, linguoculturology, linguistics, literary texts, influence.

### INTRODUCTION

Literature is thought to reflect culture and society by imaginatively and creatively expressing people's thoughts and aspirations when they are placed inside specific temporal and spatial contexts. It is frequently

seen as a reliable source of cultural representation because it both represents and stimulates social developments. Yet literary works shouldn't be viewed as documents that accurately and objectively depict a

society [3, 204]. The world envisioned in literary works is made up, but it offers a rich and vivid backdrop for literary heroes whose upbringing, attitudes, beliefs, values, routines, and daily lives disclose to the reader the norms and standards of the real world [3,204].

Effective communication is accepted to be difficult without having a "deep and comprehensive background understanding of native speakers' culture, which entails way of life, mindset, vision of the world, the national character, customs, beliefs, systems of values, and kinds of social behavior" [4, 67-70].

The core tenets of language and culture are:

- (a) that language and culture are closely related;
- (b) that text is a method of studying culture and the primary repository of cultural knowledge and information [2, 125-130].

The following characteristics of text and culture are shared:

- Text and culture are both intended to be interpreted;
- they both contain objective and subjective, rational and emotive qualities.

The evidence presented here demonstrates the connections between text linguistics and linguocultureology. As is well known, the anthropocentric paradigm's complex scientific field of

linguocultureology investigates the relationships between culture and language.

In the intersection of linguistics, cultural studies, ethnolinguistics, and sociolinguistics lies a field called linguocultureology, which is quickly growing. It does, however, have a crucial role to play in the study of language and culture. Linguocultureology examines the "deep level" of semantics and connects the notions of universal and local cultures with linguistic meanings. Studying the linguistic mechanisms through which language embodies, stores, and transmits culture is the goal of linguocultureology [2, 125-130].

We wholeheartedly concur with the notion that writings are influenced by a wide range of cultural rules and are thus closely tied to culture. They gather, preserve, and transmit knowledge about history, ethnography, national psychology, and other topics from generation to generation. In light of this, text analysis aims to reveal cultural information, investigate the unique characteristics of national mindset, and define culturally significant linguistic devices utilized in the text.

In fictional writings, the connections between language and culture are most obvious. It can be explained by the fact that a fictitious writing is by definition a form of culture. It is a fictitious text that conveys societal, artistic, emotional, and evaluative information first and foremost. Because different texts

have varying degrees of the culturally relevant information, it should be recognized that the cultural information in the text is gradual in nature. The texts that reflect the intellectual and spiritual areas of human life are the most fascinating. Particular emphasis should be paid to texts that are national in scope and that interweave objective features of reality with national perspectives and individual evaluations.

This is best illustrated by the following excerpt from Galsworthy's "To Let":

On the day of the cancelled meeting at the National Gallery, began the second anniversary' of the resurrection of England's pride and glory'—or, more shortly, the top hat. "Lord's"—that festival which the war had driven from the field—raised its light and dark blue flags for the second time, displaying almost every feature of a glorious past. Here, in the luncheon interval, were all species of female and one species of male hat, protecting the multiple types of face associated with "the classes" The observing Forsyte might discern in the free or unconsidered seats a certain number of the squash-hatted, but they hardly ventured on the grass; the old school—or schools—could still rejoice that the proletariat was not yet paying the necessary' half-crown. Here was still a close borough, the only one left on a large scale—for the papers were about to estimate the attendance at ten thousand. And the ten thousand, all animated by one hope, were asking each other one question: "Where

are you lunching?" Something wonderfully uplifting and reassuring in that quety and the sight of so many people like themselves voicing it! What reserve power in the British realm— enough pigeons, lobsters, lamb, salmon mayonnaise, strawberries, and bottles of champagne, to feed the lot! No miracle in prospect—no case of seven loaves and a few fishes—faith rested on surer foundations. Six thousand top hats, four thousand parasols would be doffed and furled, ten thousand mouths all speaking the same English would be filled. There was life in the old dog yet! Tradition! And again Tradition! How strong and how elastic! Wars might rage, taxation prey, Trades Unions take toll, and Europe perish of starvation; but the ten thousand would be fed; and, within their ring fence, stroll upon green turf wear their top hats, and meet—themselves. The heart was sound, the pulse still regular. E-ton! E-ton! Har-r-o-o-o-w!

The condition described in the text is that of the national perception of English reality at the turn of the nineteenth and twentieth century. The event being described is a trip to a well-known stadium in London where a prominent national sport, cricket, will be played. The event's extensive depiction reveals the bourgeois society's way of life, which stubbornly clings to its established ways of living in the face of impending disaster. The observance of customs is one of the pillars of their way of life (Tradition! In this instance, it is a yearly appearance at the customary

cricket match. So, it is not by accident that every element of this descriptive framework takes on a symbolic value. The name and description make it clear.

Because writings represent a person's inner spiritual world and provide cultural knowledge about the world and core cultural values, it is necessary to examine texts within the context of culture.

From this vantage point, the tasks listed below are suggested by text analysis:

- defining a system of linguocultural units that make up the text's linguocultural field;
- considering the text as the author's unique view of the world, which encompasses a wide range of conceptual meanings for all things human, national-specific, and individual/personal characteristics;
- investigating cultural concepts as the text's dominant themes and content-themes.

### CONCLUSION

Taking all into account it can be concluded that literary texts are reflected by the linguistic aspect of culture. Language growth and progress are influenced by literature. Literature is utilized in English language instruction to extend students' perspectives by introducing them to the canons of the literary canon, to enhance students' general cultural awareness, to

pique students' literary and creative imaginations, and to foster students' appreciation of literature. Literary texts can help students practice their four language skills—listening, speaking, reading, and writing—and provide a rich stream of linguistic input.

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