

**THE INFLUENCE OF WESTERN CULTURE ON ENGLISH LEARNERS' LANGUAGE BEHAVIOR****Makhliyo Shermirzayeva**

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**Annotatsiya:** Ushbu maqolada ingliz tilini o'rganuvchi o'zbek yoshlarining til xulqiga G'arb madaniyatining ta'siri tahlil qilinadi. Tadqiqot G'arb ommaviy axborot vositalari, kino, musiqasi va ijtimoiy tarmoqlar orqali kirib kelayotgan lingvomadaniy unsurlar o'quvchilarning so'z boyligi, talaffuzi, nutq uslubi, tanlovlari va ijtimoiy identitetiga qanday ta'sir ko'rsatayotganini ko'rsatadi. Maqolada globalizatsiya jarayonida ingliz tili orqali madaniy transfer kuchaygani, yoshlarning nutqida inglizcha gaplar, slanglar va G'arb qadriyatlari aks etishi ilmiy manbalar va statistik ma'lumotlar asosida yoritiladi.

**Kalit so'zlar:** G'arb madaniyati, ingliz tili, lingvomadaniyat, globalizatsiya, til xulqi, o'quvchilar, identitet.

**Аннотация:** В данной статье анализируется влияние западной культуры на языковое поведение узбекских изучающих английский язык. Исследование показывает, как элементы западной массовой культуры — медиа, кино, музыка и социальные сети — формируют словарный запас, произношение, стиль речи, предпочтения и социальную идентичность молодых людей. Рассматривается усилившийся культурный трансфер в условиях глобализации и проявление англицизмов, сленгов и западных ценностей в речи узбекской молодежи.

**Ключевые слова:** западная культура, английский язык, лингвокультура, глобализация, языковое поведение, молодежь, идентичность.

**Abstract:** This article examines the influence of Western culture on the language behavior of Uzbek learners of English. It reveals how Western media, movies, music, and social networks shape learners' vocabulary, pronunciation, speech style, preferences, and identity. The study highlights the intensifying cultural transfer through English in the era of globalization and demonstrates how anglicisms, slang, and Western values increasingly appear in the speech of Uzbek youth. The analysis is supported by academic sources, surveys, and recent global statistics.

**Keywords:** Western culture, English language, linguoculture, globalization, language behavior, youth identity.

**INTRODUCTION**

In the modern globalized world, English is not merely a linguistic system but a carrier of Western culture, values, and worldviews. As English spreads through digital platforms, popular culture, and global communication, it brings with it new linguistic habits and socio-cultural norms. According to the "Digital 2024 Global Overview Report", 92% of global online content consumed by youth is created in English or Western cultural context. In Uzbekistan, English learning has grown rapidly: the Ministry of Preschool and School Education (2024) recorded a 61% increase in English learners between 2020 and 2024. This expansion is accompanied by cultural exposure. Uzbek learners often adopt Western slang ("literally", "OMG", "bro", "no way"), Western communicative styles (directness, emotional expressiveness), and even Western

identity markers (fashion, lifestyle, digital behaviors). This research aims to explore how Western culture affects English learners' linguistic choices, communication patterns, and cultural identity.

## METHODOLOGY

The research uses a mixed-method approach: Quantitative Data: 300 Uzbek English learners aged 16–25 participated in an online survey. Statistical data was collected from Statista (2024), UNESCO (2024), and EF EPI (2024). Qualitative Analysis: Discourse analysis of English learners' real-life conversations, social media comments, and classroom interactions. Interviews with 15 English teachers regarding students' language behavior. Observational Analysis: Monitoring students' vocabulary choices, pronunciation tendencies, and use of Western slang in academic and informal settings. This triangulation ensured reliability and validity of the findings.

## DISCUSSION AND RESULTS

The findings of the research indicate that Western culture profoundly shapes the linguistic and communicative behavior of Uzbek English learners. First, lexical influence is the most visible. Survey results show that 74% of respondents frequently use English slang or Western-influenced expressions even when speaking Uzbek (e.g., “vibe”, “mood”, “okay bro”, “sorry”, “literally”). This demonstrates that Western media significantly alters everyday speech patterns. Second, pronunciation shifts have become increasingly common. A majority of learners (63%) stated that they prefer “American-style pronunciation”, which they learn from movies, YouTube bloggers, and TikTok creators. Teachers interviewed noted that students often imitate Western intonation, emotional tone, and rhythm—sometimes excessively—leading to noticeable changes in their linguistic identity. Third, communication style transformation is evident. Western culture promotes directness, confidence, and informal social norms. As a result, 52% of learners reported that they now communicate more openly and expressively, especially in online spaces. This contrasts with traditional Uzbek communicative norms, which emphasize politeness, indirectness, and modesty. Furthermore, the influence extends to worldview and personal identity. According to survey data, 41% of learners feel more “globally connected” and adopt Western values related to independence, self-expression, and creativity. However, 29% reported feeling cultural conflict, as Western communicative norms sometimes clash with Uzbek social expectations. Teachers also confirmed that English learners increasingly reference Western pop culture in discussions. This mirrors similar findings from research in East Asia and the Middle East, where Western entertainment strongly shapes youth linguistic behavior (Kim, 2023; Al-Naser, 2022). Overall, the results reveal that Westernization through English is active and multifaceted—affecting speech, thinking, and identity simultaneously.

## CONCLUSION

The study concludes that Western culture significantly influences the language behavior of English learners in Uzbekistan. Western media, social networks, and entertainment shape vocabulary, pronunciation, communicative norms, and even personal identity. While this exposure enhances learners' global competence and linguistic fluency, it may also lead to cultural imbalance if not accompanied by strong national values and media literacy. Therefore, English teaching in Uzbekistan should integrate cultural awareness, critical thinking, and balanced multilingual identity development. This will allow learners to benefit from global culture while preserving local traditions and linguistic richness.

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