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## **ROLE OF THE SOCIAL AND CULTURAL ENVIRONMENT IN THE DEVELOPMENT OF STUDENTS' CULTURE OF LINGUISTIC EXPRESSION**

Language is the primary means of communication and simultaneously represents a key factor in the social and cognitive development of students. Its proper use, richness of expression, and capacity for creative articulation form the foundation of linguistic culture, which is shaped not only through formal education but also through the social and cultural environment in which a student grows up. Family, educational institutions, school community, peer groups, mass media, and cultural institutions constitute the environment that directly influences linguistic behavior, shaping students' norms, styles, and linguistic creativity. Understanding the role of these factors is essential both for the theoretical examination of the language acquisition process and for educational practice, as it enables the planning

of effective and successful methods for learning and developing language competencies. The aim of this paper is to analyze the influence of the social and cultural environment on the development of students' linguistic culture, exploring how various social and cultural elements shape students' linguistic abilities and communication habits.

*Keywords: students, culture of linguistic expression, social environment, cultural environment, education, upbringing, educational institutions*

## INTRODUCTION

Language is the basic means of communication between people, i.e. the ability inherent in people to communicate in any language community using the composition of signs such as specific natural human languages (Vuletić, 2007). Developed linguistic expression involves not only the correct use of linguistic signs and rules but also the ability to adapt to different communicative situations and cultural norms. Therefore, strengthening linguistic competence is directly related to shaping students' expressive abilities and their capacity to participate in social and educational interactions. Culture of linguistic expression is defined as a discipline that studies the proper use of language in oral and written communication, as well as the culture of listening, that is, a „higher level of mastery of speech“ (Cvetanović, 2009: 123). Thus, linguistic expression is viewed as a process that connects linguistic knowledge, cognitive activity, and social interaction, making it a key element in shaping students' identity and their active participation in society. The culture of linguistic expression enables each individual to convey their thoughts clearly, precisely, effectively, and expressively, while adhering to the rules of the standard language norm.

Intellectual ability of a person is most intensively manifested in the language and is examined through the language (Kidd & Teagle, 2012). Precisely for this reason, language culture plays an exceptionally important role in the development and expression of intellectual potential. A well-cultivated language culture, which entails correct, clear, and rich expression, enables thoughts to be precisely formulated and easily understood, thereby simultaneously fostering the development of critical thinking and intellectual maturity. Consequently, the level of language culture directly reflects the level of an individual's intellectual development and overall cultural formation.

Regardless of whether communication occurs in formal or informal contexts, a well-developed linguistic competence facilitates the attainment of a high level of expressive ability. Language functions as a primary medium

for interaction among individuals within their social environment. In parallel with the advancement of society, science, and technology, language continuously evolves and adapts, reflecting the cultural, social, and communicative demands of its era.

Understanding social interactions, cultural norms, and community dynamics forms the foundation for comprehending the complexity of language development. Language does not develop in isolation but is intrinsically linked to the social context in which an individual grows and learns to communicate. Numerous factors influence the process of language development, ranging from the family and school environment to cultural values, media discourse, and everyday social contacts. Each of these spheres contributes to shaping the ways in which students acquire, understand, and use language as a means of expression, thought, and cultural identification. In this regard, the development of linguistic culture occupies a central place in the educational process, as it encompasses not only the correct use of language but also the formation of awareness regarding its aesthetic, communicative, and cultural value. The broad scientific and aesthetic domain of the culture of linguistic expression, grounded in the fundamentals of linguistics, aesthetics, poetics, information theory, logic, and other related scientific disciplines, stands as the best testament to the fact that language is „something more than mere writing and speech through which basic communication and understanding are enabled“ (Koković, 2007). Through nurturing linguistic culture, students develop the ability to express themselves clearly, convincingly, and culturally appropriately, which serves as the foundation for their intellectual and social development.

Acquisition of linguistic knowledge within the school context serves as the foundation for the development of language habits and culture, with the social and cultural environment playing a crucial role in shaping students' ability for effective communication. The knowledge gained by students in educational institutions plays a decisive role in developing and nurturing their language habits, promoting linguistic theory and its practical application, as well as in either enhancing or diminishing the level of their linguistic culture; consequently, their overall cultural development (Stevanović, 2013: 29–30). Language is a dynamic and multifaceted phenomenon, intimately intertwined with culture and society (Gumperz & Cook-Gumperz, 2008).

The study of language through various scientific and aesthetic disciplines, such as linguistics, aesthetics, information theory, and logic, demonstrates that language is far more than mere speech and writing, and that its culture and proper use play a crucial role in shaping an individual's communicative abilities. Students' linguistic culture forms the foundation of their communi-

cative and cultural competence. Its development largely depends on the social and cultural environment, as well as on the individual developmental characteristics of the students. Understanding these factors aids in the development of effective educational strategies and in fostering students' linguistic abilities. Successful communication enables students to affirm themselves as autonomous beings, capable of demonstrating their knowledge and values, as well as expressing their opinions, attitudes, and decisions (Petrovački, 2008: 9).

Contemporary society is confronted with a noticeable decline in the level of linguistic expression culture, a phenomenon evident not only within the educational system but also in the media landscape and the activities of cultural institutions. This situation points to a profound crisis of linguistic norms and communicative responsibility. Incorrect and inadequate language use, once recognized as a deficiency in education and culture, is now often relativized and tolerated, contributing to a general lowering of linguistic culture standards in society. The media's amplification of poor language and the glorification of disregard for linguistic norms have become a form of social entertainment, which rapidly influences the school population (Stevanović, 2013). Thus, there is an observable trend of promoting improper speech and relativizing respect for linguistic norms, which extends to the school environment. This phenomenon poses a significant challenge to the development of standardized linguistic culture and awareness of proper expression among students.

#### Social Environment as a Factor in the Development of the Culture of Linguistic Expression

Development of linguistic culture in younger school-age students is not merely a matter of speech technique but constitutes a key component of their overall cultural formation and a means of successful communication. Their linguistic expression and ability to shape thoughts are influenced by various developmental factors, with the family environment playing a particularly significant role. Research consistently shows that reciprocal interactions between parents and children are a strong predictor of children's language skills (Tamis-LeMonda et al., 2001). The family functions as the primary social framework in which the child learns linguistic forms and patterns, behavioral norms, and values that later shape their speech and expressive style.

The quality of parents' linguistic culture, as well as the level of education and cultural literacy within the family, directly influence the extent to which a child develops precise and clear expression. Additionally, family relationships, emotional climate, and the value placed on communication within the household contribute to the development of speech competence. In some

cultures, direct communication between parents and young children is less common, with children primarily learning through overheard conversations among adults or interactions with older siblings (Sperry et al., 2018). Of particular significance is the manner in which the family structures the child's leisure time, since shared activities, such as conversation and play, offer valuable opportunities for the child to acquire refined and expressive speech through direct social interaction.

In this context, the family functions not only as the environment in which the child develops but also as a direct determinant in shaping the child's linguistic culture and language style, which constitute the foundation for successful learning, social interaction, and overall development. Social interactions with caregivers represent proximal processes closely linked to early language acquisition (Bronfenbrenner & Morris, 2006), whereby a child's linguistic development is influenced within the relational framework of maternal and paternal interactions. Moreover, the degree of parental attention devoted to language, conversation, communicative openness, active listening, and the culture of expression is directly correlated with the quality of children's linguistic competence. This, in turn, significantly impacts their capacity to develop coherent thought, reasoned argumentation, and confident communication within the social sphere.

Through everyday conversations, joint activities, and family rituals, children learn how to adapt their speech to different interlocutors, develop a sense of culturally appropriate expression, as well as the ability to listen to and understand others. Shared reading with children is a key aspect of the home literacy environment (HLE) that supports children's development of linguistic and literacy competencies (Niklas et al., 2016b). Thus, shared reading not only contributes to the acquisition of vocabulary and grammatical structures but also facilitates the development of communicative and interpretative skills, as well as the understanding of narrative and cultural language patterns. This activity functions as a bridge between the home and school environments, strengthening the foundation for students' linguistic culture and their ability to use language accurately and creatively in various contexts. Consequently, it is expected that parental attitudes toward shared reading influence children's interest in literacy and books, which in turn may impact their linguistic and literacy competencies (Bingham, 2007; Skibbe et al., 2008). Additionally, through joint activities such as reading stories, recounting events, or discussing everyday experiences, children acquire skills in structured expression and enrich their vocabulary.

Particularly important role is played by the value attributed to language within the family. Families that actively engage in conversations with their

children, ask questions, and encourage discussion and commentary contribute significantly to the development of critical and diverse thinking, as well as expressive independence in students. The development of linguistic competencies in children encompasses a range of interconnected abilities that enable the comprehension and active use of language across various communicative situations. Language comprehension skills include fundamental abilities such as activating word meanings, understanding sentences, receptive vocabulary, knowledge of text and sentence structures, as well as language production skills, including children's expressive vocabulary (Lepola et al., 2016; Niklas et al., 2016a).

Emotional aspect must not be neglected; providing support and encouragement in the expression of thoughts and feelings strengthens the child's self-confidence, thereby enabling more spontaneous experimentation with language and the creative construction of messages. In this manner, the family not only offers fundamental linguistic models but also cultivates the child's ability to achieve social adaptability, develop argumentative skills, and employ a cultured mode of communication through speech.

Schools, as institutions of the educational system within which future generations are developed and shaped as individuals (Marković et al., 2023: 55), hold a pivotal role in the systematic cultivation of students' linguistic culture of expression through structured activities and formal instruction. Given the fundamental importance of communication within society, the development of students' communicative competence constitutes a core responsibility of educational institutions (Kleinert, 2019). In contrast to the family environment, where language acquisition occurs spontaneously through everyday interactions, schools offer organized and deliberate educational contexts wherein students are introduced to the standard language, various expressive styles, and diverse textual genres. Educators utilize a range of pedagogical approaches to foster students' analytical and creative thinking, enhance their argumentative skills, and promote the comprehension and interpretation of both written and oral discourse.

Schools have a particularly important function in broadening students' vocabulary and expressive range by facilitating their engagement with literature, scientific texts, poetic works, and journalistic materials that children seldom encounter within the family environment. Early intervention services targeting communication, alongside transition-to-school programs, must prioritize the development of communicative competence as a foremost objective within individualized service plans for both students and their families (Light & Drager, 2007; Romski & Sevcik, 2005). It is imperative that such support programs are systematic and tailored to individual needs, incorporating active

family involvement to ensure that the child acquires the essential linguistic and social skills necessary for successful integration into educational and societal contexts. The development of communicative abilities extends beyond a mere linguistic process, encompassing pedagogical as well as socio-emotional dimensions, grounded in the dynamic interaction among the child, family, and educational environment. Furthermore, school activities, including collaborative group work, debate exercises, and project-based learning, cultivate the capacity to adapt language appropriately across diverse communicative situations, thereby strengthening students' proficiency in formal and professional communication.

Through these structured processes, schools serve as an environment where linguistic skills are intentionally cultivated, enhanced, and broadened, complementing and extending the competencies acquired by children in earlier developmental stages. Consequently, students establish a robust foundation that enables them to function effectively across diverse social and educational contexts.

Interaction with peers constitutes a significant element in the development of students' linguistic culture of expression. Peer interactions are well-documented to positively influence children's cognitive, language, and social development (Hartup, 1989; Umberson & Montez, 2010). Such interactions provide students with opportunities to practice and enhance their communicative skills within authentic social contexts. This form of learning fosters the development of social skills, expands vocabulary, and enables students to express themselves with greater confidence and in accordance with societal norms. Peers represent an important component of the students' social environment and exert a substantial influence on the development of their linguistic competence.

Through interactions with peers, students acquire the ability to express themselves clearly, precisely, and appropriately in various communicative situations. Participation in conversations and joint activities provides them with opportunities to practice language structures, expand their vocabulary, and develop the skill to adapt their expression to the interlocutor. Research shows that children acquire many aspects of language not only from their parents or other older generations but primarily from their peers, who are close to them in age, interests, language development level, and ways of thinking (Pinker, 1995). Moreover, peers serve as models of verbal behavior, enabling students to further enhance their social and communicative competence through imitation and active listening. These interactions foster language development, at the same time contributing to building self-confidence and social skills, thereby supporting the overall culture of linguistic expression among students.

## Community and Culture as a Framework for the Development of Students' Language Expression Culture

The broader social and cultural environment encompasses the local community, media, literature, tradition, and social norms that students acquire on a daily basis. Similarly, vocabulary development can also be influenced by individual and environmental factors, including cultural aspects of the child's environment (Tardif et al., 2008). This context shapes the style of expression, the normative use of language, and the ability to adapt to various communicative situations. Such an approach emphasizes that students acquire language through social interactions within their cultural context. Accordingly, teachers and parents contribute to creating a linguistically rich environment by providing diverse language styles and meaningful opportunities for communication. Considering the child's cultural background enhances the contextual relevance of linguistic experiences and facilitates the development of expressive and receptive language skills.

Social and cultural environment represents a significant element in the development of linguistic expression among students, as it provides a rich linguistic setting and opportunities for daily interactions. Through contact with family, peers, and the broader social environment, students acquire not only vocabulary and linguistic structures but also culturally relevant communication patterns. Language and culture are inseparable entities, with language not only reflecting culture but also actively contributing to its formation (Brown, 2007). Cultural context shapes the way language is used and the understanding of community norms, values, and customs, which is of great importance for the development of social and communicative competence. This symbiotic relationship between language and culture stands as a cornerstone for effective language acquisition and meaningful communication (Kramsch, 2013). Learning a language in such an environment becomes meaningful and motivating, as students connect linguistic content with their own experiences and social situations. Therefore, the integration of social and cultural elements into pedagogical practice is essential to support the overall development of students' linguistic abilities. The culture section explores the importance of cultural content in language learning, the impact of language stereotypes, and the role of culture in fostering effective communication (Byram et al., 2002; Pennycook, 2006).

Integration of cultural aspects represents an important tool in the development of intercultural competence among students. This approach enables students to understand and respond appropriately in various cultural contexts, while simultaneously fostering openness and empathy. The acquisition of lin-

guistic culture of expression thus goes beyond mere grammar and vocabulary, encompassing the social and cultural skills necessary for effective communication. By seamlessly integrating cultural aspects into language learning, educators create invaluable opportunities for learners to develop intercultural competence, a skill deemed vital for navigating global contexts and fostering open-mindedness and empathy (Byram et al., 2002; Canagarajah, 2012).

Familiarizing students with and transmitting cultural elements enables them to develop intercultural competence, which entails the ability to understand, interpret, and respond appropriately in diverse cultural contexts. This skill is especially important in today's globalized society, where communication often involves interaction with people from different cultural backgrounds. Beyond the cognitive dimension, the development of intercultural competence also fosters students' emotional capacities, such as openness and empathy, thereby contributing to more successful adaptation in multicultural and international environments. In the educational context, this implies that families and educational institutions should provide students with opportunities to explore various cultural practices and values, as well as to reflect on their own cultural beliefs and attitudes. Integrating culture into language learning motivates learners by providing practical applications of the language through culturally relevant materials and topics (Brown, 2007; Seidlhofer, 2001).

Use of culturally relevant materials and topics increases student motivation by enabling practical application of the language in real-life situations. Furthermore, the development of cultural awareness contributes to the improvement of learners' language strategies, allowing them to adapt their communication style to various situations and interlocutors. This approach emphasizes that language learning involves not only mastering vocabulary and grammatical rules but also acquiring the ability to use language flexibly and adaptively in accordance with social and cultural contexts. Additionally, cultural awareness enhances learners' language learning strategies, allowing them to adapt their communication style and strategies for different situations and audiences (Byram et al., 2002; Kramersch, 2013).

## Conclusion

The social and cultural environment constitutes a fundamental factor in shaping students' linguistic culture of expression, as interaction across social, familial, and educational contexts enables the acquisition of verbal and nonverbal communication patterns. The synergy of family, school, peers, and the broader social and cultural environment enables a comprehensive development of linguistic culture of expression, which serves as a foundation for

successful and cultured communication of students in diverse situations. Language development is not an isolated process but is formed within the dynamic relationships between students, peers, teachers, and the wider community, where each of these factors contributes to shaping the ways of thinking, expressing, and understanding the world. Cultural values, traditions, media content, and social norms shape patterns of speech, styles of expression, and the level of communicative competence among students.

Contemporary pedagogical approaches emphasize the need for students' linguistic culture of expression to develop in an environment that encourages dialogue, collaborative activities, tolerance, and respect for diversity. In this regard, the school holds a key role as a space where the culture of speech and expression is systematically developed through curricular and extracurricular activities, as well as through the nurturing of cultural diversity and intercultural awareness. Effective development of linguistic culture of expression implies connecting formal education with students' experiences from their social and cultural context, thereby making language learning more authentic, functional, qualitative, successful, and enduring.

In conclusion, the development of students' linguistic culture of expression represents a complex process that depends on the quality of social relationships, the richness of cultural influences, and the active role of educational institutions in fostering communicative and intercultural competence. Only an integrated and supportive socio-cultural framework can contribute to the formation of students capable of expressing themselves clearly, argumentatively, and with cultural awareness.

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**ULOGA DRUŠTVENOG I KULTURNOG OKRUŽENJA  
U RAZVOJU KULTURE JEZIČKOG  
IZRAŽAVANJA KOD UČENIKA**

Jezik je osnovno sredstvo komunikacije koji ujedno predstavlja i ključni faktor socijalnog i kognitivnog razvoja učenika. Njegova pravilna upotreba, bogatstvo izraza i sposobnost kreativnog izražavanja predstavljaju temelje jezičke kulture, koja se oblikuje ne samo kroz formalno obrazovanje, već i kroz socijalno i kulturno okruženje u kojem učenik odrasta. Porodica, vaspitno-obrazovne institucije, školska zajednica, vršnjački krugovi, mas mediji i kulturne institucije čine okruženje koje neposredno utiče na jezičko ponašanje, razvijajući norme, stilove i jezičku kreativnost učenika. Razumevanje uloge ovih faktora važno je kako za teorijsko sagledavanje procesa usvajanja jezika, tako i za praksu obrazovanja, jer omogućava planiranje efektivnih i uspešnih metoda učenja i razvijanja jezičkih kompetencija. Ovaj rad ima za cilj da analizira uticaj socijalnog i kulturnog okruženja na razvoj jezičke kulture učenika, istražujući kako različiti društveni i kulturni elementi oblikuju jezičke sposobnosti i komunikacijske navike učenika.

Ključne reči: *učenici, jezička kultura izražavanja, socijalno okruženje, kulturno okruženje, obrazovanje, odgoj, obrazovne institucije*