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GLOBAL PERSPECTIVES ON TEACHING ENGLISH AND UZBEK ONOMASTIC VOCABULARY THROUGH A LINGUOCULTURAL APPROACH

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Abstract: The present study examines the comparative teaching of English and Uzbek onomastic words through a linguocultural approach. Onomastic units, including personal names, geographical names, ethnonyms, and cultural place names, serve as linguistic signs reflecting national identity, history, traditions, and cultural values. In foreign language education, learners often encounter difficulties in understanding the cultural meanings embedded in proper names. Therefore, integrating linguocultural principles into language teaching contributes to the development of learners' communicative, intercultural, and sociolinguistic competence. The study analyzes similarities and differences between English and Uzbek onomastic systems and proposes methodological strategies for their effective comparative instruction. The research employs comparative, descriptive, and pedagogical methods. The findings indicate that linguocultural instruction significantly improves learners' vocabulary acquisition, cultural awareness, and communicative competence.

Key words: onomastics, linguocultural approach, comparative teaching, English language, Uzbek language, intercultural competence, proper names, language education.

Introduction: Language is inseparable from culture, and proper names represent one of the most important linguistic elements carrying cultural information. Every nation preserves its history, traditions, beliefs, and worldview through onomastic units. Consequently, teaching proper names requires more than lexical explanation; it demands the interpretation of their cultural significance.

Modern language education emphasizes communicative competence together with intercultural competence. As English has become a global language, Uzbek learners need not only grammatical knowledge but also cultural understanding of authentic linguistic phenomena. Comparative analysis of English and Uzbek onomastic systems allows students to identify both universal and culture-specific naming traditions, thereby facilitating effective intercultural communication.

The linguocultural approach has become one of the leading methodologies in contemporary foreign language teaching because it combines linguistic knowledge with cultural awareness. This study aims to develop methodological recommendations for teaching English and Uzbek onomastic words comparatively.

Literature Review: Onomastics has attracted considerable attention in modern linguistics. Researchers have demonstrated that proper names function as carriers of historical memory and cultural identity. Linguocultural studies emphasize the close relationship between language and national mentality.

Scholars in linguistics and language pedagogy have highlighted the importance of integrating cultural content into vocabulary instruction. Comparative studies indicate that learners comprehend

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lexical units more effectively when linguistic forms are presented together with their cultural meanings. Despite increasing interest in linguocultural education, comparatively few studies have focused specifically on teaching English and Uzbek onomastic vocabulary through comparative methods.

Methodology: The research employed qualitative methods, including comparative analysis, descriptive analysis, and pedagogical observation. English and Uzbek anthroponyms, toponyms, ethnonyms, hydronyms, and other onomastic categories were examined from linguistic and cultural perspectives.

The proposed teaching methodology consists of the following stages:

- Identification of onomastic units.
- Linguistic analysis of lexical and semantic features.
- Interpretation of cultural and historical meanings.
- Comparative analysis between English and Uzbek naming systems.
- Communicative classroom activities based on authentic materials.
- Assessment of learners' intercultural competence.

Interactive teaching techniques such as role-play, project-based learning, digital resources, case studies, and collaborative discussions were incorporated into the instructional model.

Results and Discussion: The comparative analysis revealed both common and distinctive characteristics of English and Uzbek onomastic systems.

English personal names frequently originate from Biblical, Germanic, Greek, Latin, and French traditions, whereas Uzbek anthroponyms largely reflect Turkic, Arabic, and Persian cultural influences. Place names in both languages preserve valuable historical and geographical information, although their linguistic structures differ significantly.

The linguocultural teaching model demonstrated several educational advantages:

enhanced vocabulary retention;
improved cultural awareness;
stronger communicative competence;
increased learner motivation;
better understanding of authentic texts;
development of critical thinking through cultural comparison.

Students participating in linguocultural activities showed greater confidence when interpreting culturally marked vocabulary and communicating in intercultural contexts. Comparative instruction also reduced misunderstanding caused by literal translation of proper names.

Digital technologies further enriched instruction by providing multimedia resources, interactive maps, online corpora, and authentic cultural materials.

Pedagogical Implications: The study recommends integrating onomastic vocabulary into English language curricula through communicative and culturally oriented activities. Teachers should:

- introduce proper names within authentic cultural contexts;
- compare English and Uzbek naming traditions;
- employ project-based learning and digital technologies;
- encourage intercultural discussions;

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- use literary texts, historical documents, films, and media resources containing authentic onomastic units.

Such practices contribute to learners' linguistic, cultural, and pragmatic competence simultaneously.

Conclusion: Teaching English and Uzbek onomastic words through a linguocultural approach represents an effective methodology for developing intercultural communicative competence. Comparative instruction enables learners to understand the cultural meanings embedded in proper names while strengthening vocabulary acquisition and communicative skills.

The proposed methodology supports the objectives of modern foreign language education by integrating linguistic knowledge with cultural understanding.

Future research may focus on corpus-based instruction, artificial intelligence technologies, and digital educational platforms for teaching culturally marked vocabulary.

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