LINGUODIDACTIC ASPECTS OF TEACHING THE ENGLISH LANGUAGE TO A UZBEK-SPEAKING AUDIENCE

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ABSTRACT

Teaching English to a Uzbek-speaking audience presents unique challenges due to significant linguistic and cultural differences. This article explores linguodidactic principles and strategies designed to address these challenges. It highlights phonetic, syntactic, and lexical contrasts between English and Uzbek and proposes culturally responsive teaching methodologies. The research emphasizes the importance of bilingual resources, phonetic training, and contrastive grammar instruction to improve learners' proficiency and motivation.

Key words: English as a lingua franca, Grammar and syntax, Contrastive analysis, Task-based learning (TBL), SOV vs. SVO structure.

ЛИНГВОДИДАКТИЧЕСКИЕ АСПЕКТЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ УЗБЕКСКОЯЗЫЧНОЙ АУДИТОРИИ

АННОТАЦИЯ

Преподавание английского языка узбекоязычной аудитории представляет собой уникальные проблемы из-за значительных языковых и культурных различий. В этой статье рассматриваются лингводидактические принципы и стратегии, разработанные для решения этих проблем. В ней подчеркиваются фонетические, синтаксические и лексические контрасты между английским и узбекским языками и предлагаются культурно-чувствительные методики обучения. В исследовании подчеркивается важность двуязычных ресурсов, фонетической подготовки и контрастивного обучения грамматике для повышения уровня владения языком и мотивации учащихся.

Ключевые слова: английский как лингва франка, грамматика и синтаксис, контрастивный анализ, обучение на основе задач (TBL), структура SOV против SVO.

INTRODUCTION

Globalization has amplified the importance of English as an international lingua franca, making it a priority in educational

systems worldwide. In Uzbekistan, where English has become an essential part of academic and professional development, teaching English to Uzbek speakers demands tailored approaches that consider the unique features of the Uzbek language.

Uzbek, a Turkic language, differs significantly from English in its phonology, grammar, and syntax. These differences often result in specific learning challenges, such as difficulties in pronunciation, sentence structure, and vocabulary usage. This article aims to examine these linguistic differences and provide effective teaching strategies grounded in linguodidactic principles.

Linguistic Challenges for Uzbek Learners

Phonetic and Pronunciation Issues. Uzbek lacks certain English phonemes, such as /θ/ (as in "think") and /ð/ (as in "this"). Additionally, stress and intonation patterns differ significantly. Uzbek has a relatively monotonic stress pattern, while English uses stress to convey meaning and emotion.

Grammar and Syntax. The subject-object-verb (SOV) structure of Uzbek contrasts with the subject-verb-object (SVO) structure of English. Uzbek learners may struggle with auxiliary verbs, articles, and prepositions, which are either absent or used differently in Uzbek.

Vocabulary and Lexicon. While Uzbek has borrowed many English words, false cognates and differences in idiomatic expressions can lead to confusion. Learners may also face challenges with phrasal verbs, which have no direct equivalents in Uzbek.

Linguodidactic Principles

1. Contrastive Analysis. Comparing English and Uzbek structures helps learners understand key differences and avoid common errors. For example, teachers can demonstrate how sentence word order changes between the two languages and practice restructuring sentences. Such as: English requires definite (*the*) and indefinite (*a/an*) articles, which do not exist in Uzbek. Uzbek learners may omit articles or misuse them. English uses prepositions (e.g., *in, on, at*) to indicate relationships, while Uzbek often uses postpositions or case endings. English frequently uses auxiliary verbs for forming questions, negatives, and tenses (e.g., *Does she eat apples?*). Uzbek often conveys similar meanings without auxiliary verbs, relying instead on verb suffixes or context.

English: Typically follows a Subject-Verb-Object (SVO) structure. Example: *She eats apples.*

Uzbek: Follows a Subject-Object-Verb (SOV) structure. Example: *U olmani yeydi.* (*She apples eats.*)

2. Phonetic Training. Phonetic exercises using minimal pairs (e.g., "think" vs. "sink") can help Uzbek learners recognize

and produce unfamiliar English sounds. Incorporating audio-lingual methods and repetition drills further reinforces correct pronunciation. By incorporating phonetic exercises like minimal pairs and repetition drills, educators can effectively address the pronunciation challenges faced by Uzbek learners, paving the way for clearer and more confident communication in English.

3. Contextualized Vocabulary Instruction. Teaching new vocabulary in meaningful contexts enables learners to associate words with real-life situations. Incorporating Uzbek-English bilingual dictionaries and translation tools also aids comprehension.

Using culturally familiar examples and materials increases learner engagement and makes the content more relatable. For instance, lessons could integrate Uzbek folklore or daily life scenarios to introduce English vocabulary and expressions.

Methodological Approaches

Bilingual Resources. Leveraging Uzbek-English resources, such as glossaries and translation apps, provides a bridge for learners transitioning between languages.

Task-Based Learning (TBL). Activities such as role-plays, problem-solving tasks, and group projects encourage active language use. Tasks can be designed to simulate real-world scenarios, such as ordering food or making travel arrangements.

Technology Integration. Digital platforms tailored for Uzbek learners, such as mobile apps and online language games, make learning interactive and accessible. Incorporating video and audio materials with Uzbek subtitles can also improve comprehension. Many digital platforms provide instant feedback, allowing learners to correct mistakes immediately and understand their errors in context. Teachers can use analytics tools to track student progress and tailor lessons to address specific weaknesses.

Regular feedback through quizzes, peer reviews, and teacher comments helps learners identify areas for improvement and track their progress.

CONCLUSION

Teaching English to Uzbek-speaking learners requires a linguodidactic approach that addresses their specific linguistic and cultural needs. By incorporating contrastive analysis, phonetic training, and culturally responsive methods, educators can enhance learners' proficiency and engagement. Future research should focus on developing digital tools and resources tailored to the Uzbek context to further support learners and teachers.

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