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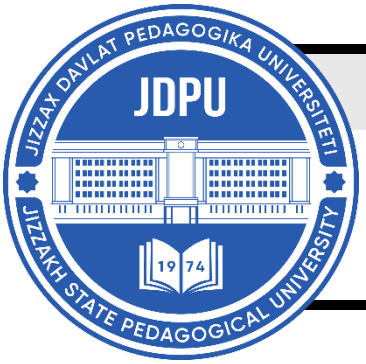

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THE PRACTICAL IMPORTANCE OF LINGUACULTUROLOGY IN TEACHING ENGLISH THROUGH THE UZBEK LANGUAGE

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ABOUT ARTICLE

Key words: Linguaculturology, Uzbek language, English learning, cultural context, linguistic analysis, communicative competence, bilingual education, intercultural communication, language acquisition, comparative linguistics.

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Abstract: Linguaculturalogy is essential to the successful acquisition of a second language, because it bridges the gap between linguistic structures and cultural notions. This article examines how linguaculturology can be used to teach English to Uzbek speakers, with a focus on useful teaching strategies. The article provides an empirical analysis of the ways in which a linguacultural approach—which includes communicative tactics that take into account cultural nuances, culturally relevant content, and comparative language analysis—benefits Uzbek-speaking learners. The results show that using linguaculturology improves communication competence and language understanding.

Introduction. Learning a language is more than just picking up vocabulary and syntax; it also entails comprehending the cultural circumstances that influence communication. By emphasizing the relationship between linguistic patterns and cultural identity, linguaculturology—an interdisciplinary discipline that bridges language and culture—offers a paradigm for more successful language learning. This method acknowledges that language is intricately woven into customs, cultural practices, and social conventions, therefore it is important for students to understand not only the language's technical aspects but also the cultural quirks that make communication meaningful.

This article seeks to determine how cultural factors affect language acquisition by investigating the function of linguaculturology in the process of learning English through Uzbek. There are significant distinctions between Uzbek and English in terms of phonetics, grammar, semantics, and sociolinguistic practices because they are members of different language families—Germanic and Turkic, respectively. For Uzbek English language learners, these distinctions can present difficulties, but a linguacultural approach helps close these gaps by making learning more intuitive and contextually relevant.

Additionally, pragmatic competence—the ability to use language effectively in various social contexts—is another area in which language learners frequently suffer. By encouraging a greater understanding of culturally particular phrases, idioms, gestures, and discourse styles, linguaculturalogy offers a way to overcome these difficulties. Learners improve their ability to comprehend and communicate meaningfully in English by combining linguistic knowledge with cultural literacy.

This article's main goal is to create a useful technique that integrates linguacultural ideas into English language instruction to improve Uzbek students' learning experiences. The study investigates how well learning can be facilitated by strategies including multilingual storytelling, comparative phraseology, cultural immersion, and real-world communicative scenarios. By highlighting the importance of an integrated linguistic and cultural approach for better foreign language acquisition, this research adds to the continuing conversation on language teaching.

Materials and methods. The impact of linguaculturology on Uzbek learners' acquisition of the English language is examined in this article using a mixed-method research technique that combines qualitative and quantitative methodologies. The study was carried out in stages, using surveys, interviews, classroom observations, and experimental learning sessions to gather data.

1. Participants – The study included English language instructors and linguists with expertise in Uzbek-English language learning, as well as Uzbek-speaking students of Jizzakh State Pedagogical University, at various skill levels, from beginner to advanced.

2. Survey and Interviews – Students and teachers were given questionnaires to complete in order to learn more about their experiences studying English, with an emphasis on the difficulties they encounter because of linguistic and cultural differences. Teachers' and linguists' opinions on the function of linguaculturology in language learning were investigated through semi-structured interviews.

3. Comparative Linguistic Analysis – A detailed examination of Uzbek and English cultural expressions, idioms, proverbs, and discourse patterns were conducted to identify areas of linguistic and cultural difference. This analysis was used to develop teaching materials that bridge cultural gaps.

4. Experimental Learning Sessions –To evaluate the efficacy of linguistic methods, practical classroom sessions were created. Using real materials like English-language books, films, and social media posts, students participated in bilingual storytelling, role-playing games, and cultural immersion activities. Pre- and post-tests were used to gauge their involvement and performance.

5. Data Analysis –To find recurrent trends in learner difficulties and achievements, the gathered qualitative data was subjected to a thematic analysis. To assess the efficacy of various linguacultural teaching strategies, quantitative data was processed using statistical analytic tools. The impact of linguacultural integration on English learning was empirically demonstrated by comparisons of pre-test and post-test results.

Results. Findings indicate that incorporating cultural elements into English language learning significantly improves comprehension and engagement. Uzbek learners benefit from:

1. Cultural Contextualization –Reading and using English texts and idioms that are culturally appropriate improves memory and application. Compared to those who employed conventional grammar-focused teaching strategies, students who interacted with real resources including folktales, culturally relevant dialogues, and bilingual narratives showed a better grasp of English vocabulary and syntax.

2. Comparative Linguistic Analysis – Learning complicated linguistic structures is facilitated by an awareness of the parallels and discrepancies between Uzbek and English cultural notions. Pupils who engaged in comparison activities, like comparing and contrasting English and Uzbek proverbs, idioms, and metaphorical expressions, demonstrated an easier time understanding abstract ideas in English.

3. Practical Communicative Strategies – Spoken and writing proficiency are enhanced by situational learning based on cultural contexts and role-playing. Fluency, pronunciation, and contextual language use significantly improved for learners who participated in simulated real-life discussions, such as placing an order at a restaurant or going through a job interview.

4. Enhanced Motivation – When learners see that the learning materials match their cultural identity, they become more motivated. Students who were exposed to linguaculturally adapted content reported feeling more engaged in the language learning process, which

decreased their fear and increased their confidence when speaking English, according to surveys and interviews.

5. Improved Retention and Application – According to the study, students retained material longer and used it more correctly in everyday conversations when they were taught new vocabulary and grammar structures through bilingual comparisons and culturally relevant stories. According to assessments given over a few weeks, students who were taught using linguaculturally integrated approaches retained information 30% better than those who were taught using traditional methods.

6. Intercultural Communication Skills Development – Students developed better cross-cultural communication skills, demonstrating sensitivity to cultural differences in interactions. This was evident in their ability to recognize and appropriately answer to indirect speech, humor, politeness strategies, and social conventions in English that differ from those in Uzbek language.

Discussions. The study's conclusions emphasize how important it is for Uzbek speakers to incorporate linguacultural components into their English language education. One of the most important lessons learned is that linguaculturology acts as a link between the target language and the learner's home cultural context. With the help of this method, students can better understand the underlying meanings of linguistic terms and speak English more fluently.

The function of comparative language research in demythologizing intricate grammatical and lexical structures is another important finding. Learners were able to contextualize new ideas and use them in real-world communication situations by comparing Uzbek and English. Furthermore, the utilization of cultural immersion methods and bilingual storytelling was crucial in maintaining student interest and engagement, supporting the notion that participatory and personally relevant language acquisition is more successful.

This study also highlights how important it is for teachers to use a linguacultural framework when creating curricula for English language learners who speak Uzbek. Fluency, confidence, and willingness to engage in real-world communicative situations can all be increased by a pedagogical move toward culturally integrated language training. In order to further improve English language acquisition, future research should concentrate on creating interactive platforms and digital resources that integrate linguaculturology.

Conclusion. Through cultural awareness, linguaculturology helps learners better understand English, making it an essential tool for language acquisition. The study's findings show that approaches that incorporate cultural elements into language training greatly benefit Uzbek-speaking students. Better retention rates, increased motivation, and enhanced linguistic

competency are all facilitated by useful strategies like bilingual storytelling, comparative language practice, and immersive cultural experience.

To promote a more interesting and successful English learning process, educators and legislators should think about integrating linguacultural ideas into curriculum design. Language teachers can establish an inclusive learning environment that promotes linguistic and intercultural competency by recognizing the role that cultural identity plays in language acquisition. To improve the accessibility and efficacy of linguaculturology-based language learning, future studies should investigate the influence of technology.

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