

STRATEGIC METHODOLOGY FOR TEACHING ONOMASTIC UNITS IN ENGLISH AND UZBEK LANGUAGES BASED ON A LINGUOCULTUROLOGICAL APPROACH

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Abstract: This article examines strategic methodology for teaching onomastic units in English and Uzbek languages through a linguoculturological approach. The study highlights the importance of proper names (anthroponyms, toponyms, ethnonyms) as carriers of cultural and historical information. A strategic integration of linguistic and cultural components is proposed to enhance learners' communicative and intercultural competence. The research emphasizes modern pedagogical strategies such as contextual learning, comparative analysis, and culturally oriented tasks. The findings suggest that a strategic approach to teaching onomastics fosters deeper understanding of national identity, cultural values, and language usage in real communicative contexts.

Key words: strategic approach, onomastics, linguoculturology, English language teaching, Uzbek language, intercultural competence, anthroponyms, toponyms, methodology

Introduction

In contemporary linguistics and language pedagogy, the teaching of onomastic units has gained strategic importance. Proper names are not merely linguistic elements but also reflect cultural identity, traditions, and historical development of a nation. Therefore, teaching onomastics through a linguoculturological and strategic approach allows learners to better understand both language and culture simultaneously. This is particularly relevant in the context of teaching English and Uzbek languages.

Theoretical Background

Theoretical Foundations of Onomastics and Linguoculturology-onomastics is a branch of linguistics that studies proper names, including personal names, geographical names, and ethnic names. Linguoculturology, on the other hand, examines the interaction between language and culture. A strategic combination of these two fields provides a strong theoretical basis for effective language teaching.

Methodological Approaches

Strategic Importance of Teaching Onomastic Units

Teaching onomastic units strategically helps learners:
 understand cultural meanings behind names;
 develop intercultural communicative competence;
 compare linguistic and cultural features of English and Uzbek;
 use proper names appropriately in different contexts.

For example, Uzbek names often reflect religious, historical, or moral values, while English names may carry different cultural connotations.

Practical Implementation

Strategic Teaching Methods - the following strategic methods are effective in teaching onomastics:

Comparative Analysis Strategy- students compare English and Uzbek names to identify similarities and differences.

Context-Based Learning Strategy - proper names are taught within authentic texts, dialogues, and real-life situations.

Cultural Interpretation Strategy-learners analyze cultural meanings and symbolism behind names.

Task-Based Strategy - students complete tasks such as researching name origins or presenting cultural reports.

Interactive and Digital Strategy- use of multimedia, maps, and online databases to explore onomastic data.

4. Pedagogical Implications

A strategic linguoculturological approach ensures:
 deeper cognitive engagement;
 integration of language and culture;
 development of analytical thinking;
 increased learner motivation.

5. Challenges and Strategic Solutions

Some challenges include lack of authentic materials and limited methodological resources. Strategic solutions involve:

developing specialized teaching materials;
 integrating digital tools;
 providing teacher training programs.

Conclusion

Teaching onomastic units in English and Uzbek languages through a linguoculturological approach requires well-designed strategic methodologies. Such an approach not only improves language proficiency but also enhances cultural awareness and intercultural competence. Therefore, it should be widely implemented in modern language education systems.

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