

STRATEGIC PEDAGOGICAL FRAMEWORK FOR TEACHING ONOMASTIC UNITS THROUGH LINGUOCULTUROLOGICAL INTEGRATION IN ENGLISH AND UZBEK CONTEXTS

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Abstract: This article proposes a strategic pedagogical framework for teaching onomastic units in English and Uzbek languages through linguoculturological integration. It focuses on the didactic potential of proper names as cultural markers and tools for developing intercultural awareness. The study introduces innovative strategic models, including discourse-based instruction, project-oriented learning, and cognitive-linguistic analysis. The results indicate that strategic incorporation of onomastic material into language teaching enhances learners' pragmatic competence and cultural literacy. The paper also outlines practical classroom strategies and assessment tools for effective implementation.

Key words: strategic pedagogy, onomastic units, linguoculturological integration, English and Uzbek languages, discourse analysis, cultural literacy, languageteaching strategies.

Introduction

In the context of globalization and intercultural communication, language education requires more strategic and culturally enriched approaches. Onomastic units, as an integral part of language and culture, provide valuable insights into national identity and worldview. A strategic linguoculturological integration in teaching English and Uzbek enables learners to interpret and use proper names effectively in diverse communicative situations.

Theoretical Background

Onomastic Units as Cultural Codes - proper names function as cultural codes that reflect traditions, values, and historical memory. For instance, Uzbek anthroponyms often carry semantic meanings related to virtues, while English names may reflect historical or biblical origins. A strategic approach helps decode these meanings in the learning process.

Methodological Approaches

Strategic Framework for Teaching - the proposed framework includes several key components:

Discourse-Based Strategy - teaching onomastic units within authentic discourse (texts, media, conversations).

Project-Based Learning Strategy - students conduct mini-research projects on name origins and cultural significance.

Cognitive-Analytical Strategy - encouraging learners to analyze semantic and cultural layers of names.

Collaborative Learning Strategy - group discussions and peer learning to exchange cultural perspectives.

Practical Implementation

Classroom Implementation

Practical techniques include: analyzing literary texts containing proper names; comparing place names (toponyms) in English and Uzbek; role-playing intercultural communication scenarios; using maps and digital tools to explore geographical names.

Assessment Strategies - strategic assessment methods involve: portfolio-based evaluation; project presentations; reflective essays on cultural meanings of names; oral discussions.

Advantages of Strategic Integration

This approach leads to: improved communicative competence; enhanced cultural awareness; development of critical and analytical thinking; stronger motivation among learners.

Conclusion

A strategic pedagogical framework for teaching onomastic units through a linguoculturological approach significantly enriches language education. It ensures the integration of linguistic knowledge with cultural understanding, preparing learners for effective intercultural communication. The adoption of such strategies is essential in modern English language teaching in Uzbekistan.

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