

## A STRATEGIC LINGUOCULTUROLOGICAL MODEL FOR TEACHING ONOMASTIC UNITS IN ENGLISH AND UZBEK LANGUAGE EDUCATION

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**Abstract:** This article develops a strategic linguoculturological model for teaching onomastic units in English and Uzbek language education. It argues that proper names function as culturally embedded linguistic units that reflect national identity, historical memory, and social values. The study integrates strategic teaching principles with linguoculturological analysis to design an effective instructional model. The proposed model combines comparative, cognitive, and communicative strategies to facilitate deeper comprehension of onomastic meanings. The findings demonstrate that a strategically structured approach to onomastics significantly enhances learners' intercultural communicative competence, analytical thinking, and pragmatic language use.

**Key words:** strategic model, onomastics, linguoculturology, English and Uzbek languages, intercultural competence, communicative approach, cognitive strategy, language pedagogy

### Introduction

In modern language pedagogy, the integration of language and culture has become a strategic priority. Onomastic units—such as personal names, place names, and ethnonyms—represent a unique intersection of linguistic structure and cultural meaning. Despite their importance, they are often underrepresented in language teaching practice. Therefore, developing a strategic linguoculturological model for teaching onomastics is essential, particularly in the context of English and Uzbek language education, where cultural systems differ significantly

### Theoretical Background

The research is grounded in three interrelated theoretical perspectives: Linguoculturology, which studies the relationship between language and culture; Onomastics, which focuses on the classification and functions of proper names; Strategic Language Teaching, which emphasizes purposeful, learner-centered instruction.

A strategic synthesis of these fields allows for a more holistic and effective teaching methodology.

### **Methodological Approaches**

Onomastic units serve not only as identifiers but also as carriers of cultural meaning. For example, Uzbek anthroponyms often encode wishes, beliefs, and moral values, while English names may reflect historical traditions, religious influences, or social trends. A strategic teaching approach enables learners to interpret these meanings beyond surface-level understanding.

The proposed model consists of the following interconnected components:

Comparative-Analytical Strategy - learners analyze similarities and differences between English and Uzbek onomastic systems.

Contextual-Communicative Strategy - proper names are taught within real-life communicative situations, texts, and discourse.

Cognitive-Interpretative Strategy - students explore semantic, symbolic, and cultural layers of names.

Interactive Strategy – group discussions, role plays, and collaborative tasks enhance engagement.

Digital Strategy - use of multimedia resources, online corpora, and interactive maps to study onomastic data.

### **Practical Implementation**

To implement this model effectively, teachers should:

- integrate onomastic material into all language skills;
- use authentic texts (literature, media, historical documents);
- design culturally oriented tasks and projects;
- encourage independent research and presentations.

Assessment and Evaluation - strategic assessment plays a key role in measuring learning outcomes. Effective tools include:

- project-based evaluation;
- analytical essays;
- oral presentations;
- reflective learning journals.

These methods assess not only linguistic knowledge but also cultural understanding.

The strategic linguoculturological model contributes to:

- formation of intercultural communicative competence;
- development of critical and independent thinking;
- deeper understanding of national and global cultures;
- increased learner motivation and engagement.

### **Conclusion**

The integration of strategic and linguoculturological approaches in teaching onomastic units offers a powerful framework for modern language education. It

transforms the learning process from mechanical memorization into meaningful cultural exploration. The proposed model can be effectively applied in higher education institutions, particularly in training future language teachers. Its implementation will ensure the development of linguistically competent and culturally aware specialists.

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