

English Language and Uzbek Students: A Linguocultural Point

Dilrabo Bakhronova and Umida Djalilova
Uzbek State World Language University, Uzbekistan

Keywords Interactive Methods, Conceptual Method, Contextual Method, Bilingual Understanding, Intention of the Verb.

Abstract The purpose of this study is to compare English texts with Uzbek ones from a linguocultural point of view when teaching English to Uzbek students. It will be helpful if they use contextual and conceptual methods because Uzbek students usually find it difficult to grasp the meaning of a text from a literal translation. The language structures in English and Uzbek are different, therefore, in the conceptual method, all parts of the sentence (noun, adjective, and verb) are studied by concept, and they must be arranged in the correct order. In all languages, the verb is the main part of the sentence, so the connection between the noun and the verbs gives them the main meaning. In addition, each word has different meanings, which can make it difficult for students to translate. Bilingual understanding will be easier when students know the meaning of each part of a sentence in their native language. However, teachers can use the contextual meanings of these words and correctly describe them based on semantic and stylistic rules.

1 INTRODUCTION

Learning English in the Non- English speaking country is a tough task to do. As one of English as a foreign language countries in the world, Uzbekistan has to emphasize a good understanding of English especially in educational field. Today it is impossible to imagine language-learning environment without methods, technologies and technological innovations. Via internet, students taken the opportunity to develop four basic language skills and grammar, vocabulary, phonetic competences outside classroom environment thanks to many different exercises and activities in more independent and more individualized learning environment.

In order to learn other foreign languages, students should first learn the linguistic features of their own language, its grammatical and morphological relationships.

There are many methods of learning language. On the one hand, each method depends on the situation and perhaps adequately solves the problems of language teaching and learning in a certain period, on the other hand, it reveals its shortcomings, which leads to the emergence of a new method. Our study examines

each method conceptually and selects an eclectic approach by a different language teacher to enhance effective language teaching and learning.

A contextual analysis is simply an analysis of a text (in whatever medium, including multi-media) that helps us not only to assess that text within the context of its historical and cultural setting, but also in terms of its textuality – or the qualities that characterize the text as a text.

Students need to learn how to interpret, analyze, and evaluate texts in order to become effective learners in preparation for participation in English classes and Uzbek life in general.

Literacy strategies that focus on teaching vocabulary and reading comprehension help students understand how individuals and groups use language patterns to express ideas and key concepts to develop and defend arguments. Using literary texts in foreign language classroom can be an opportunity to teach various grammar structures of foreign language in context and internalize the grammar rules. A text-based approach, which is given by the teacher, is a set of concepts which aims to solve the students' problem especially they who are less-communicate.

For the teaching material, the text taught is supposed to be based on the learner's need. It can be meant that

* Corresponding author

the teaching material should be relevant to the student's experience, background and effective needs. Besides, a strategy in determining the student's needs, learning objectives, tests, teaching approach, program evaluation, and material should be all associated one another. Consequently, the choice of the materials used are effected by what is learnt from each of the other components mentioned previously and to whom the materials taught.

Concerning with vocabulary, the selected texts - will be used by each learner as the written source to find new English vocabulary. Each student writes his/her own new words and classify types of the words they found in the text they are reading. They are assigned to alphabetically order those words and provide themselves with part of speech, which have been already explained in advance, and the meaning of the selected words. To decide what part of speech of the selected words, they can consult English dictionaries. By the end the semester, each student is assigned to bundle it into an English pocket dictionary which is further used as the materials of oral vocabulary test. This step of learning vocabulary is then called as Student Self Vocabulary Notes.

In addition, by having read the same text during the learning process, those adult learners are guided to simultaneously learn Grammar in Context. This is done to help them to understand the grammatical rules and the way to use them in context, so that it is hopefully more meaningful. Following the explanation of some certain rules of English language grammar is grammar exercises, which can be in the form of sentence error analysis and sentence construction by using the grammatical rules they have just learnt. In doing the grammar exercises, they can sometimes work in pairs and in some other time, they work in a group of three. This means that they collaborate and cooperate with their peers to reach their real understanding on English grammatical rules. They do peer revision and feedback. Those who do not well understand the grammatical rules implemented in a sentence, they cannot classify the error and give any revision or feedback. This demands their active participation in doing grammar exercises.

Related to Text-Based-Writing, the learners are invited to read their own selected texts on their own interesting topics. Then they are assigned to summarize those texts. It is suggested that they read research report articles, which are useful for them as ideas to do future research. Therefore, in doing this TBW, the learners are assigned to do a mini research. The summaries of the texts are then used as reference. After doing the mini research, the students only write

the abstract of their research reports. This is intended to check how much the students apply some grammatical rules (i.e. simple present tense, past tense, active passive voices, conditional if, and adjective-active) which they have learnt in a real context. This model of instruction again challenges the EFL adult learners to be more active to participate in the EFL instruction. In the speaking part, students prepare a small report based on the text and speak it. It helps learners to improve and evaluate their pronunciation and develop their speaking skills.

These strategies allow students to comprehend what they read and view by applying their growing contextual, semantic, grammatical and phonic knowledge. They develop more sophisticated processes for interpreting, analyzing, evaluating, critiquing ideas, information and issues from a variety of sources.

The language that students learn is important in that it is relevant to express themselves. The "facts" of the language are memorized as vocabulary, but the concepts are learned when students have the chance to manipulate them.

2 METHODOLOGY

A contextual analysis is simply an analysis of a text (in whatever medium, including multi-media) that helps us not only to assess that text within the context of its historical and cultural setting, but also in terms of its textuality – or the qualities that characterize the text as a text. A contextual analysis combines features of formal analysis with features of "cultural archeology" or the systematic study of social, political, economic, philosophical, religious, and aesthetic conditions that were (or can be assumed to have been) in place at the time and when the text was created, while this may sound complicated.

A particular language usually refers to a particular group of people, and when you communicate with that language, you are also communicating with the culture that speaks that language. You can read about another culture in your native language, but if you utilize the language of that culture, you will understand that culture better.

There is a verbal difference between English and Uzbek languages. The verb gives main meaning to the sentence. However, their structures are different, it is sometimes difficult to translate from one to another. While teaching English to Uzbek students, teachers should use linguistic circumstances of each language. Translation should be done according to the contextual and conceptual methods of linguistics

first, and then the noun and verb must be connected correctly. Teachers should mention these points.

Not all translations might be suitable for its original language, because idiomatic expressions or proverbs are not translated from one language to another as they appear in original one, which means contextual method of translation. One can give the meaning of these expressions but may not give the real translation which author means.

Do you struggle with words that have multiple meanings? Have you ever come across a word that you know (as you thought) but is used in a very strange way? English vocabulary is especially difficult because many words have different meanings and can be confused. After all, it is not easy to remember different definitions for each word. Take the word date for example. This word refers to a certain day of the month, and a time when two people spend romantically with each other.

It may mean that the only way to determine correctly, which value is being used is to look at the context. This means that it is necessary to use the surrounding words and sentences to understand which definition of the ambiguous word fits here.

Even if you do not know the meaning of a difficult word, contextual clues will help you understand it! Can you identify the meaning of the word date in the sentences below? I would like to fix a date for our next meeting. Do you want to go on a date with me? The first sentence is about arranging the day for meeting. This is not a romantic meeting between the two. The first definition fits here.

As mentioned above, students' grammatical knowledge is important when translating English texts into Uzbek. However, in English, sentences are mostly made up of nouns and verbs. For example, I want to drink water or water these plants. This is an easy grammar rule, but as some students fail to understand it, they need to improve their grammar.

If the speech goes about contextual analyzing of the text one can easily understand that idioms and some phrases are not translated into another language word by word. Teachers should explain whether it is idiom or simple word that could be translated word by word. The way of understanding context is catching the meaning of whole text by skimming and scanning methods and it will be helpful to understand which meaning of the given word is suitable in the sentence. English idioms, proverbs, and expressions are an important part of everyday English. They come up all the time in both written and spoken English. Because idioms do not always make sense literally, you will need to familiarize yourself with the meaning and usage of each idiom. That may seem like a lot of

work, but learning idioms is fun, especially when you compare English idioms to the idioms in your own language.

Therefore, readers should find their correct meanings in their own language.

Better late than never. – Better to arrive late than not to come at all.

Break a leg. – Good luck.

Cut somebody some slack. - Don't be so critical.

Cutting corners. – Doing something poorly in order to save time or money.

3 CONCLUSION

Some of these expressions have similar ones in Uzbek also and that is why students can use them in order to translate correctly, but if they cannot find them in their language, they should use correct meaning of whole expressions. They should never translate them word by word. Translation is such a delicate thing that one wrongly chosen word can change the meaning of the whole text and lose its impact.

REFERENCES

- Abdujabborova K. (2021). "Improving literacy skills through learning reading" *Nauka i obrazovaniye segodnya*, no. 4 (63), 2021, pp. (85-86).
- Akramxodjaeva, D., Nasretdinova, M., & Abdullayeva, M. (2020). Translation of national events and concepts in fiction. *International Journal of Scientific and Technology Research*, 9(2), 2984-2986.
- Sevara Baxodirovna, I., Sharipjanovna, R. (2021). Development Of Lexical Competence In Students Of Higher Educational Institutions. *Int. J. of Aquatic Science*. 12(3), (2938-2943).
- Alefirenko N.F. (2010). *Lingvokulturologiya. Sennostno-smislovoye prostranstvo yazika*. Moscow; Nauka. – 275 s.
- Avramova V. (2007) *Lingvokulturologiya*. Shumen: Universitetskoye izd-vo "Yepiskop Kontstantin Preslavski". – 243 c.
- Bakhronova Dilrabo. (2020). Psycholinguistic Factors of Foreign Language Teaching To Students and Cadets (on the example of the Uzbek language). *GIS Business*, 15(6), 155-161. Retrieved from <https://gisbusiness.org/index.php/gis/article/view/20224>
- Bakhronova, D. (2021). COVID-19 and Higher Education. The globalization of e-learning. *Religación. Revista De Ciencias Sociales Y Humanidades*, 6(28), 62-69. <https://doi.org/10.46652/rgn.v6i28.809>
- Bakhronova, D., Omonov, Q. (2021). Digital and Innovative Education During The Covid-19 Pandemic:

Uzbekistan. 2022 ECS Trans. 107 13113.
<https://iopscience.iop.org/article/10.1149/10701.12977ecst>

- Belova M.A. (2017). Lingvokulturologicheskiy i lingvopersonologicheskiy analiz realizatsii religioznykh konseptov v russkoy krealizovannoy karikature // Vestnik Rossiyskogo universiteta drujby narodov. Seriya: Russkiy i inostranniy yazyki i metodika ix prepodavaniya. № 2. S.(189-203.).
- Abdullayeva M. (2022). "Grouping of opposite options of verbal phrasemas in uzbek language (example of translations of agatha christie's works)" Scientific progress, vol. 3, no. 2, pp. (190-193).

