

THE LINGUODIDACTIC FOUNDATIONS OF TEACHING THE UZBEK LANGUAGE TO FOREIGN LEARNERS

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Abstract. *This article analyzes methodological foundations and modern techniques for teaching the Uzbek language to foreign learners in an effective and accessible manner. It discusses ways of simplifying phonetic, lexical, and grammatical features of Uzbek for a foreign audience, the use of visual, audio, and interactive tools, and the advantages of the communicative approach. The integration of cultural components into lessons, strategies for enhancing learner motivation, and methods for personalizing learning activities are also examined.*

Keywords: *Uzbek language, foreign learners, language teaching methodology, interactive methods, communicative approach, language teaching techniques, intercultural communication, visual tools.*

INTRODUCTION.

With the acceleration of globalization, the strengthening of international cooperation across various fields, and the deepening of intercultural communication, the need to learn foreign languages is steadily increasing. Along with globally widespread languages such as English, Russian, Chinese, and Arabic, interest in regional and national languages is also rising. Uzbek, as a language that plays a significant role in the political, economic, and cultural life of Central Asia, is attracting the attention of foreign citizens. The growth of Uzbekistan's international reputation and its expanding cooperation in tourism, investment, and education have further intensified the demand for learning the language.

Teaching Uzbek to foreign learners requires the study of specialized methodological approaches, modern technologies, and linguodidactic foundations. For learners studying Uzbek as a foreign language, the phonetic system, stress patterns, speech sounds, as well as the agglutinative morphology, traces of ergativity, and particular syntactic structures of Uzbek can pose certain challenges [Abdurahmonov & Rustamov, 1984, p. 16]. Lexical-semantic features, word order patterns, and culturally encoded expressions may also be difficult for foreigners to understand. Therefore, the use of interactive methods, multimedia resources, visual materials, and communicative approaches is crucial in the language-teaching process. Organizing the learning process in a learner-centered manner, identifying learners' needs and learning styles, and selecting appropriate methods significantly improve the quality of education. It should be emphasized that language learning is not limited to mastering linguistic units; it also includes gaining insight into culture, mentality, speech etiquette, and pragmatic contexts. This necessitates the development of intercultural competence within the linguodidactic framework [Khalilov, 2018, p. 52].

This article analyzes the linguodidactic principles used in teaching Uzbek as a foreign language, methodological strategies aimed at developing learners' communicative competence, and practical techniques implemented during the teaching process. It also elaborates on psycholinguistic aspects of how foreign learners perceive the language, the main challenges they face when learning Uzbek, and ways to address these problems.

Linguodidactic Approaches in Teaching Uzbek as a Foreign Language

Linguodidactic approaches play a fundamental methodological role in teaching Uzbek to foreigners. Linguodidactics is defined as a field that analyzes the interaction among the language system, the learner's personality, and didactic tools during language teaching. When presenting Uzbek to a foreign audience, its structural and functional features must be delivered in a simplified and systematic way [Shukurov, 2006, p. 48].

At the initial stages, learners should be provided with basic phonetic and morphological elements, word formation patterns, and sentence structure in simplified form. In this context, synthetic methodological approaches may be more effective than analytical ones. Methods based on the communicative principle—which encourage learners to engage in real-life communicative situations—have proven highly effective [Abdurahmonov & Rustamov, 1984, p. 23]. As an agglutinative language, Uzbek expresses grammatical meanings through affixation. This may be unfamiliar to European or English-speaking learners. Thus, linguodidactic approaches often employ visual schemes, diagrams, charts, and examples to explain morphological elements such as possessive suffixes, plural forms, tense markers, and personal endings [Khalilov, 2018, p. 69]. Culturally encoded forms—such as address terms, respect markers, direct and indirect speech patterns—must also be taught explicitly, as they may pose pragmatic difficulties for foreign learners. Integrating language and culture in the teaching process fosters intercultural competence [Turniyozov & Rahimov, 2006, p. 75].

Major Challenges Faced by Foreign Learners of Uzbek

Foreign learners encounter several linguistic and extralinguistic challenges when studying Uzbek. These difficulties mainly stem from typological differences between Uzbek and the learners' native languages, structural features of Uzbek, and intercultural factors.

First, phonetic challenges are significant. Some vowels and consonants of Uzbek (such as o', g', q, sh) do not exist in many other languages, leading to mispronunciation. Misplaced stress may also result in semantic misunderstandings, complicating listening comprehension and spoken communication [Komilova, 2020, p. 113].

Second, grammatical challenges arise, particularly in the noun and verb systems. Uzbek possessive suffixes combine with plural markers (kitobim, do'stlarimiz, o'quvchilaringiz), expressing multiple grammatical meanings simultaneously—something unfamiliar to speakers of analytic languages. The verb system, with its numerous tense and mood forms and context-dependent distinctions, may also cause confusion [Bo'ronov, 1973, p. 94].

Third, pragmatic and cultural challenges are present. Address forms such as siz and sen are used depending on social status, age, and context, which foreigners may misinterpret. Speech etiquette expressions—marhamat, yo'l bo'lsin, borib keling, yaxshi boring—often lack direct semantic equivalents and require cultural explanation [Khalilov, 2018, p. 84].

Fourth, word order challenges occur due to structural differences. Uzbek generally follows an S+O+V pattern, unlike English S+V+O. For example, learners may incorrectly form sentences such as Tez-tez do'konlarga u boradi.

In summary, phonetic, grammatical, pragmatic, and syntactic difficulties can hinder learners' progress. Teachers must identify these issues early and design appropriate pedagogical solutions.

Methodological Techniques and Technologies Used in Teaching Uzbek

Methodological approaches used in teaching Uzbek as a foreign language are selected based on the purpose of learning, the profile of the learners, and their needs. Modern linguodidactics employs a range of methods—from the traditional grammar-translation method to communicative, interactive, and constructivist approaches [Rasulov, 2015, p. 56]. Today, the communicative method is considered the most effective for foreign learners, as it promotes active participation in speaking and writing. Here, the emphasis is not on grammatical rules but on real communication. Role-plays, dialogues, and interviews encourage learners to use the language actively [Komilova, 2020, p. 115]. Visual techniques—pictures, pictograms, schemes, videos, and interactive textbook features—help learners grasp Uzbek morphology and syntax quickly and effectively. For example, visualizing possessive suffixes or illustrating tense forms through diagrams strengthens comprehension [Bo'ronov, 2015, p. 88]. The audiolingual method is also useful for mastering phonetic features. Listening exercises, sound discrimination tasks, and intonation practice support learners struggling with pronunciation [Shukurov, 2006, p. 94]. Interactive methods—pair work, group discussions, quizzes, language games—promote communication, self-expression, and learning through trial and error, while fostering

culturally contextualized communication skills [Khalilov, 2018, p. 99]. Another effective approach is task-based learning, in which learners perform real-life tasks such as “shopping,” “asking for directions,” or “introducing oneself,” helping them apply Uzbek in practical contexts [Mavlonov, 2010, p. 71]. Selecting techniques according to learners’ age, background, native language, and learning goals significantly enhances effectiveness. For instance, English speakers may benefit from simplified explanations of verb forms, while Arabic speakers may benefit from phonetic contrasts [A’zamov, 2010, p. 47]. Thus, teaching Uzbek to foreigners requires a multi-component and integrated approach. When properly combined, various methods yield high results.

Conclusion

Teaching Uzbek to foreign learners is a complex and highly relevant issue from a linguodidactic perspective. This article examined the theoretical foundations, methodological directions, and linguocultural needs of foreign learners. The findings indicate that textbooks and teaching materials designed for foreigners should emphasize linguistic simplification, cultural adaptation, and communicative methodology. Interactive, competence-based, and differentiated approaches play a key role in helping learners master Uzbek not only grammatically but also culturally, socially, and pragmatically. Incorporating authentic materials, national values, and the functional features of the language helps increase learner motivation. Thus, effective teaching of Uzbek to foreigners requires the integration of modern linguodidactic approaches, cultural authenticity, and communicative principles. Future efforts should focus on utilizing modern technologies, developing textbooks based on linguistic corpora, and studying international experiences to further promote the global learning of the Uzbek language.

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