



## **THE NEED FOR ANTHROPOCENTRIC APPROACH TO TEACHING THE UZBEK LANGUAGE**

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 24 <sup>th</sup> July 2025 <b>Accepted:</b> 20 <sup>th</sup> August 2025	Teaching language in a multilingual and multicultural environment requires a deep understanding of the psycholinguistic and pragmatic features that affect the learning process. This article discusses the psycholinguistic and pragmatic aspects of teaching language in a multilingual and multicultural environment. The article examines how the main concepts and phenomena theoretically studied in psycholinguistics and pragmatics manifest themselves in the process of teaching the Uzbek language, in particular in teaching the language in a multilingual and multicultural environment. Conclusions and proposals for effective teaching and learning of the Uzbek language in a multilingual and multicultural environment are given.

**Keywords** multilingual (multilingual) environment, multicultural environment, culture, Uzbek language, teaching, psycholinguistics, pragmatics, speech creation, acceptance and perception of speech, encoding and decoding of information, interference, transference

### **INTRODUCTION**

In human society, people of different languages and cultures live side by side, coexist. That is why the language and culture of people of different ethnic groups living in the same region interact, assimilate each other and absorb each other's elements. It is known that culture is the appearance (clothing) of humanity, the way of life of a certain person or society, moral standards, worldview, customs, traditions, a window to knowledge of the world and a way of expressing identity. Culture is a set of norms, that is, what is allowed and what is prohibited. These norms are spread by a certain society, they are assimilated by people, and a person becomes a part of it [Shirinova E.T., Iskandarov G.T. 2023; Shirinova E.T. 2022]. The mixing of cultural norms of representatives of different cultures living in the same environment can be actively observed in the educational process. As you know, Uzbekistan is a country in which many nationalities and ethnic groups live. In addition, today the study of the Uzbek language is becoming more relevant, due to the fact that our country has a high potential for industrial, industrial and economic development. This relevance is of great importance in the field of education, tourism, sports, business, etc. All this presupposes teaching the Uzbek language in a multilingual and multicultural environment. To achieve effective learning, it is

necessary to determine which psycholinguistic and pragmatic aspects are actively manifested in the process of teaching a language in a multilingual and multicultural environment. This article is about such principles and approaches.

### **MAIN PART**

Languages are taught as a state language and as a foreign language. In both cases, a group of students studying this language may consist of native speakers of this language and culture, or such a group may include multilingual and multicultural people.

In Uzbekistan, as a multiethnic and densely populated country, the Uzbek language is taught as a native, state and foreign language. At the same time, the issue of teaching the Uzbek language to foreigners as a foreign language has become one of the most pressing issues on the agenda [UP No. 6084; PP No. 19].

The tourist attractiveness, rich history and rich natural resources of our country, which can provide opportunities for economic growth, increase the interest of many foreigners in studying the Uzbek language and culture. Despite such efforts, there are a number of problems in the field of pedagogy and methodology for the implementation of effective teaching of Uzbek as a foreign language, for the creation of methodological support for this activity, which need to be addressed.



Many scientific papers and articles are devoted to solving such problems, in particular, in the article authored by E.P. Glumova, S.Kh. Mukhamedova, N.B. Rashidova "Regional educational environment in multilingual universities of Russia and Uzbekistan" it is emphasized that the issue of high-quality training of teaching staff capable of organizing teaching in several languages is also a priority task; linguistic, socio-cultural, pedagogical and psychological components form the basis of the personality of a multilingual teacher, regardless of the region, and are universal in nature [Glumova E.P., Mukhamedova S.Kh., Rashidova N.B. 2022]. The article by N. Musulmanova analyzes the problems of teaching the Uzbek language in foreign language groups using the example of language tiers. Some tasks from school textbooks are analyzed and options for solving these problems are proposed [Musulmanova N.R. 2021].

The effective organization of the language teaching process is becoming more complicated, when a group of Uzbek language learners gathers together representatives of different languages and cultures. Because usually when learning a foreign language a certain language is used as an intermediary language (interlanguage, interlanguage). However, when the group members speak completely different languages and cultures, the issue of choosing an intermediary language is difficult. Imagine: out of a group of 6 language learners, 3 are Chinese, 2 are French, 1 is Russian, and none of them knows a common language (for example, English). Naturally, it is very unlikely that the language teacher knows all these languages, and even if he does, it is difficult to explain the topic to each of the listeners individually 3 times in their native language. Nevertheless, such a multilingual teacher can get out of the problematic situation relatively easily. But most teachers may not know the native language of the language learners or the language they know well. In such a situation, there will be no common intermediary language (interlanguage, interlanguage), and such a situation creates psychological and pedagogical inconveniences for both the language learners and the language teachers. Such inconveniences certainly complicate the process of learning and mastering the language. As a result of difficulties, students may stop learning the language.

Teaching a language in a multilingual and multicultural environment requires a deep understanding of the psycholinguistic features that affect the learning process. A multilingual environment is characterized by the presence of several languages, which can be native, secondary or foreign for students. A multicultural

environment implies the coexistence of different cultures, which also affects the perception and acquisition of language.

Psycholinguistics is a science that studies the relationship between language and the human psyche. It examines the processes through which people understand, produce and perceive language. It is important for teachers to consider how these processes work in a multilingual and multicultural environment, as they can affect motivation, understanding and use of language. Psycholinguistics, according to the definition of Russian scientists, is speech activity. The key concepts of this science are speech ontogenesis, speech creation, speech acceptance and perception, information encoding and decoding, interference, transference...

Below we will consider how some of these psycholinguistic phenomena manifest themselves in the process of language education in a multilingual environment.

1. Speech ontogenesis. It is known that the process of learning a second language is very similar to the speech ontogenesis of a child who learns a language from the natural environment. Because in a child's mind there is no specific language reserve for learning by comparison and making rules. As a result, the child has no other opportunity to learn the language. Today, many linguists and methodologists rely on this argument and note that it is necessary to study a foreign language in exactly the same way, that is, as the child learns his native language, they create textbooks and manuals based on this strategy, that is, they put forward the opinion that language learning should be carried out without grammar rules, based on natural communication, listening to audio, watching videos, etc. Of course, without denying that such an approach has its positive effect, I would also like to note that in the minds of adults, unlike a child learning a language for the first time, a reserve of a certain language (or languages) is preserved, and the skills of comparison and comparative learning are formed and developed. Children learn their native language to the best of their abilities. So why shouldn't adults take advantage of all the opportunities they have (abilities that children do not yet have)? A child learns a language naturally, and regardless of the method he is learning on the basis of, an adult realizes that he is learning a new language. This means that the process of learning and mastering a language in adults is parallel, and, in our opinion, it is advisable to effectively use a method based on grammar (formulas) and making it possible to compare and study the native language and the language being



studied. In addition, in a multilingual environment, multilingualism can serve as a resource. In this situation, transference is manifested. Knowledge of several languages allows students to approach learning a new language more flexibly, using similar grammatical structures and vocabulary. For example, if a student knows a certain Turkic language and is learning Uzbek, he can compare and contrast them, which makes the learning process easier.

2. Interference. Interference in language learning in a multilingual environment manifests itself in several aspects, since in such a context, students often interact with several languages at the same time. Here are the main points to pay attention to:

A. Lexical interference: words from one language may be accidentally used instead of words from another. For example, a student who knows English and Russian may use a Russian word in an Uzbek sentence. Also, lexical interference in a multilingual environment can cause linguistic shock for some learners due to the fact that a word with this form in their native language has a completely different (sometimes indecent) meaning.

B. Phonetic interference: pronunciation may suffer from the influence of another language. For example, if a learner speaks Russian and studies Uzbek, he may use Russian phonemes instead of Uzbek phonemes, which will lead to incorrect pronunciation of Uzbek words. For example: the word o'quvchi can be pronounced as okuvchi. Because in Russian there are no phonemes o', q, g', h. These phonemes can be easily pronounced by learners who are native speakers of Turkic languages. And in a multilingual environment, where many correctly pronounce the phonemes of the language being studied, a learner who is a native speaker of a language that is not part of the same system as the language being studied, will quickly master the skills of correct pronunciation.

C. Grammatical interference: learners can transfer the grammar rules of one language to another. For example, if one language has a certain sentence structure, learners may try to apply it to another language, which may lead to errors. Sentence structures may be distorted due to mixing of languages. For example, the word order of one language structure may be applied to another, which often leads to incomprehensible phrases.

D. Cultural interference: Cultural characteristics can affect the understanding and use of language. Learners may misinterpret phrases or expressions due to differences in cultural context.

E. Cognitive load: In a multilingual and multicultural environment, learners usually intentionally learn a

particular language, but not consciously, due to communication with others in the group, due to the fact that many often speak their native languages when they have difficulty speaking the target language, to some extent simultaneously mastering the languages of the group members. And learning (mastering) several languages at the same time requires more cognitive load, which may lead to errors and confusion.

To minimize the negative effects of interference, it is important to create conditions for a clear division of languages, use contextual learning, and provide students with opportunities to practice and actively use the target language in a variety of situations. It is also useful to use methods that promote awareness and analysis of differences between languages.

Coding and Decoding Information. According to the speech perception model of C. Osgood, for effective communication, coding and decoding of information must occur within the framework of one code, that is, one language. But in a multilingual environment, the communication process does not correspond to this point of view and this prevents the correct decoding of the information transmitted by the addressee. The teacher codes information in the language being taught, and students try to decode it by translating it into their native or more familiar language. The principles of economy, accuracy, and efficiency may be violated. The teacher has to repeat what has been said so that students correctly understand what he has said. Naturally, this affects the duration of training, that is, language learning in a multilingual environment can last longer than in a monolingual environment. Pragmatics studies how context affects the meaning of words and expressions in language. It studies how native speakers use a language in different situations to achieve certain goals. Teaching a language in a multilingual environment involves introducing students to the differences in language use depending on cultural and social conditions. For example, the same words or expressions may have different connotations in different cultures, which is important to take into account when teaching.

As you know, pragmatics is the speaker's attitude to his speech, linguistic units. Attitudes to the style of utterance vary among speakers of different cultures. While in one culture an indirect speech act (expressing thoughts in emotional, complex sentences) is normal, from the point of view of another culture this may not be acceptable.

While a direct speech act (direct and brief expression) is considered rational in a certain culture, from the point of view of another culture this may seem like insufficient



knowledge of the language. In each group of people there may be a need to communicate with each other, and the above pragmatic and linguocultural factors may prevent this. This may cause psychological discomfort in the group. Locution, illocution and perlocution of the speech act may not coincide.

The above pragmatic factors can be observed in communication between group members and between a teacher and a student.

For example, a teacher of the Uzbek language, who often uses an indirect act in his speech, when communicating with a student who usually uses a direct speech act, should keep in mind that his interlocutor may not understand him not because he does not know the language, but because, according to his speech culture, he does not use this type of speech act.

## CONCLUSION

Language learning is a it is a complex process that requires strong needs, effective teaching methods and approaches, as well as constant efforts from both language learners and teachers. It requires strong potential and responsibility. For this, a teacher, when teaching a language in a multilingual and multicultural environment, in our example of the Uzbek language, must first of all have a certain understanding of the speech culture, linguopragmatic features of the speech of his students, and also teach not only vocabulary, grammar of the language, but also explain the culture and linguopragmatic aspects of the language and work on the development of sociopragmatic competence of students. It is necessary to introduce theoretical provisions of psycholinguistics, linguopragmatics and linguaculturology into the methodology of teaching a language.

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