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РЕЗЮМЕ. Мақолада лингвомаданиятшунослик тилшуносликнинг алоҳида мустақил соҳаси сифатида таҳлилга тортилган. Маданиятни билиш шу маданият вақилининг ўз маданиятига қанчалик яқинлигини кўрсатади. Маданият бу муайян кишилар гуруҳидан мерос бўлиб ўтувчи, уларни айнан бошқа гуруҳдаги вақилардан фарқлаб турувчи, муайян артефактларига эга ҳулқ моделларини ўз ичига олади. Маданият шаклланган ёки мерос ўтган ҳулқ-атвор моделларини уйғунлаштириш бўлиб, улар инсонларнинг гуруҳларини аниқлайди, уларни бошқа гуруҳ ёки миллатдан фарқлайди ва махсус артефактларда ўз ифодасини топади. Мақолада ҳар бир маданиятнинг мажбурий тавсифи ва унинг рамзий хусусияти мавжуд ва бу хусусиятларни ўрганиш лингвомаданиятшуносликнинг зиммасидадир, деган фикр илгари сурилади.

РЕЗЮМЕ. В данной статье анализируется лингвокультурология как отдельная самостоятельная область языкознания. Знание культуры показывает, насколько близок представитель этой культуры к своей культуре. Культура включает модели поведения, унаследованные от определенной группы людей, отличающие их от представителей другой группы, с определенными артефактами. Культура представляет собой совокупность сформировавшихся или унаследованных моделей поведения, определяющих группы людей, отличающих их от других групп или наций и выражающихся в особых артефактах. В статье предполагается, что существует обязательное описание каждой культуры и ее символических особенностей, а изучение этих особенностей является обязанностью лингвокультурологии.

SUMMARY. This article analyses linguoculturology as a separate independent field of linguistics. Knowing a culture shows how close a representative of that culture is to his own culture. Culture includes behavioral patterns inherited from a certain group of people, which distinguish them from representatives of another group, with certain artifacts. Culture is a combination of formed or inherited patterns of behavior that define groups of people, distinguish them from other groups or nations, and are expressed in special artifacts. The article suggests that there is a mandatory description of each culture and its symbolic features, and the study of these features is the responsibility of linguoculturology.

EFFECTIVENESS OF USING INDUCTIVE AND DEDUCTIVE APPROACH OF TEACHING ENGLISH FOR SCHOOL AND UNIVERSITY STUDENTS

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Tayanch soʻzlar: induktiv usul, deduktiv usul, boshlangʻich bosqich, universitet darajasi, oʻquv yutuqlari.

Ключевые слова: индуктивный метод, дедуктивный метод, начальный этап, университетский уровень, академические достижения.

Key words: inductive method, deductive method, elementary stage, university level, academic achievement

Introduction. According to Bastone (2014), grammar is multi-dimensional; it is a formal mechanism, a functional system from signaling meanings, or a dynamic resource which both users and learners call on in different ways at different times. The main goal of grammar teaching is to enable learners to achieve linguistic competence; learners use grammar as a tool or resource for comprehension, and creation of oral and written discourse efficiently, effectively, and appropriately depending on the situation (Huang, 2015).

Teaching grammar plays a central role in every English foreign language (EFL) teacher's classroom and has been the focus of language teachers and learners for many years. Some people perceive it as essential to teaching any foreign language whereas others view it as an impediment to second language acquisition (SLA). Through his empirical study, (Ellis, 2016) concluded that grammar teaching can help students enhance both their language proficiencies and accuracy, facilitate the internalization of the syntactic system of the second and foreign language, and supply the development of fluency. In addition, grammar teaching can contribute to both acquired knowledge as well as learned knowledge.

Materials and methods. The main aim of the present study is to find the comparative effectiveness of deductive and inductive methods on the academic achievement of the elementary school and university students.

The objective is split into the following sub-objectives:

- To find the effect of both models on the students' grammar academic achievement in schools.

To find the effect of both models on the use of the rules of grammar by the university students.

Many researchers are interested in comparing the effectiveness of deductive and inductive methods in teaching EFL. In the present study, the researcher mentioned some of their studies that conducted at school level, while others were conducted at university level.

Studies related to School level

Aisha (2002) conducted a study to investigate the comparative effectiveness of teaching English grammar with the help of text book (deductive method) and by using group work activities (inductive teaching model). The sample size was eighty (80) at the secondary and one hundred and twelve (112) at the elementary stage in Pakistan. The duration of teaching was about one month with daily period of thirty-five minutes at each stage. The experimental group at each stage was taught English

grammar through group work activities by using the inductive teaching model whereas the control group was taught English grammar through textbook using deductive method (traditional method). At the end of the treatment period, relevant post-tests were administered to the students of both the groups at each stage and were scored. The main findings of the study were; the experimental and control groups at both the elementary and secondary stage were equivalent at the time of starting the experiment and the teaching of English grammar through group work activities (inductive approach) played a positive role in improving the academic achievement of the students studying English at the elementary as well as the secondary stage.

Al- Emami (2005) carried out a study aimed at comparing the effect of the inductive and deductive ways of teaching on learning relative clauses in English Language. The sample of the study consisted of 160 scientific and literary male and female students who were divided into two groups, the inductive and deductive. This sample was given a pre- test to find out if there was a statistically significant difference ($\alpha \leq 0, 05$) between the means of students' achievement marks. After conducting the experiment, a post- test was given to the students in both groups; results indicated a statistically significant difference ($\alpha \leq 0, 05$) between students' achievement on relative clauses according to way of instruction, stream of study. Concerning the first question of this study which addresses if there are any statistically significant differences ($\alpha \leq 0, 05$) in the students' achievement according to ways of instruction, results show a significant difference in favor of the inductive way of teaching.

The sample of the study was randomly chosen from EFL learners at universities and schools. They were divided into four experimental groups. The first and second groups learn grammar at university level (deductive and inductive methods) by the two instructors (specialized in TEFL&curricula); the third and fourth groups learn grammar by using inductive and deductive methods in schools by English teachers. Duration of teaching university students is about one month with weekly period of five classes of an hour at each class, twenty lessons for the two classes but duration of teaching school students is about one month with daily period of forty-five minutes at elementary stage.

To achieve the aims of the study, there searcher design the following Instruments:

- A grammar achievement test for university students (as pre-post test & post-test) and a test for elementary school students (as pre-post test & post-test)
- Inductive instructional program based on the syllabus of each level and deductive instructional program based on the syllabus of each level.

RESULTS AND DISCUSSION. For the purpose of the study two grammar achievement tests were used. Forty-item test were prepared for each level by the researcher to cover the Grammar at university and school levels. The general purpose of these instruments was to compare the achievements of the four groups on the pre and post tests.

The test of both levels measures the students' ability to:

- 1- Recognize the rules of tenses.
- 2- Recognize subject-verb agreement.
- 3- Make yes/no questions.
- 4- Make WH questions.
- 5- Make or form negative form.

There searcher designed to table so specifications for both tests (for university and school students) that show the distribution of questions among content and objectives.

This study was conducted during the second semester of the academic year 2021 at university level and conducted during the 2nd semester of the academic year 2021 at school level so it finished in June. The following procedures were followed for the purpose of the study:

1. Getting the approval of the selected universities and schools to conduct the study.
2. Drawing a sample of the study from Uzbek schools and universities.
3. Preparing the inductive and deductive programs which were taught to the experimental group and ensuring its validity.
4. Constructing the pre-/post-test and ensuring its validity and reliability.
5. Two instructors (almost similar in respect of educational qualifications, age, training, teaching experience at university level, socio-economic status) are selected; one instructor assigned to the 1st experimental and one to the 2nd experimental group.
6. Administering pre-test to the four groups of the study to measure their grammar before applying the programs.
7. Training the volunteer instructors and teachers in implementing the programs by the researcher.
8. Conducting the experiment and visiting the experimental groups regularly to help them overcome any difficulties or problems that may appear during the implementation of the program,
9. Post-testing the groups to measure their grammar.
10. Analyzing the obtained data.

Firstly, to make sure that both groups are equivalent, the pre-test between the two groups of university stage was computed as shown in Table 1.

Table 1. Results of T-test on the grammar achievement on the Pre-test between the Two Groups of University Stage

Method	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
PRE Inductive	21	30.24	10.990	.189	40	.851
Deductive	21	29.62	10.244			

As can be seen from Table 1, the experimental group's mean score on pre-test was slightly similar to the control group's mean score on the same test (30.24; 29.62) respectively. It indicates that the T value of grammar was .189. Thus, it is not statistically significant at ($\alpha \leq 0, 09$) and both groups are equivalent.

To test the significance of these differences between the mean scores of both groups on the reading comprehension in the post-test, the T test statistical procedure was computed as shown in Table 2.

Table 2. Results of T-test on the Grammar Achievement on the Post-test between the Two Groups of the University Stage

Method	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
POST Inductive	21	37.38	10.230	2.034	40	.049
Deductive	21	31.48	8.507			

Table 2 indicates that the T value of grammar was 2.034. It is statistically significant at ($\alpha \leq 0, 09$). Thus, the null hypothesis which stated that there is no statistically significant difference at ($\alpha \leq 0, 09$) in the mean scores of grammar between the two groups was rejected. The mean scores of the grammar post-test shown in table 2 indicate that the mean scores of the experimental group were higher than the mean scores of the control, where the mean score of the experimental group was 37.38, while the mean scores of the control group was 31.48.

The pre-test between the two groups of school stage was computed to show that both groups are equivalent as shown in Table 3.

Table 3. Results of T-test on the Grammar Achievement on the Pre-test between the Two Groups of School Stage

Method	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
PRE Inductive	20	29.55	9.654	-.328	38	.744
Deductive	20	30.60	10.545			

As can be seen from Table 3, the experimental group's mean score on pre-test was slightly similar to the control group's mean score on the same test (30.24; 29.62) respectively. It indicates that the T value of grammar was - .328. Thus, it is not statistically significant at ($\alpha \leq 0,09$) and both groups are equivalent.

According to the second question, which addresses if there are any statistically significant differences ($\alpha \leq 0, 09$) in the university students' achievement according to ways of instruction, results also show a significant difference in favor of the inductive way of teaching. This result is expected because of the characteristics of inductive method where all students like to learn grammar through communicating and practicing structures so they do not need to speak grammatically correct sentences to communicate well. Also, in inductive method, the teacher provides as many examples as possible in teaching structures so eliciting the grammatical rules from examples, make students improving their grammatical accuracy.

The result of the first question is consistent with Takimoto (2015), who proves experimentally that the difference in students' score is in favor of the inductive way of teaching when combined with problem-solving tasks or structured in put tasks. It is also consistent with Vogetal. (2011) whose results indicate a significantly great effect of the guide inductive approach on short-term learning. On the other hand, the result of (Haight and et al., 2017) shows that the guide inductive method had statistically significant effects on the long-term learning of grammatical structures.

Concerning the first question of this study which addresses if there are any statistically significant differences ($\alpha \leq 0, 09$) in the school students' achievement according to ways of instruction, results show a significant difference in favor of the inductive way of teaching. This result can be explained through the fact that the Ministry of Education has recently held many training courses for English

language teachers in order to acquaint them with up to date or contemporary methods of teaching English language. I think that these training courses have changed the atmosphere of the class to become more suitable for students to induce the grammatical rules from relevant activities and exercises. Also, the teachers understand the instructions and strategies given in the "Teacher's Book" that based on inductive method so they make students infer the rules from the given examples.

The result of the second question is consistent with Al-Emami (2015) who proves experimentally that the difference in students' score is in favor of the inductive way of teaching. It is also consistent with Aisha (2012) whose results show the efficiency of the inductive method in teaching English grammar to non-native speakers.

Conclusion. The expected findings of the study indicate that the experimental groups at both primary and university stages are equivalent at the time of starting the experiment and the teaching of English grammar through inductive approach plays a positive role in improving the academic achievement of the students studying English grammar in both levels (university and elementary).

- It is necessary for teachers to vary their techniques and ways of teaching according to their students' interests and achievement levels with more emphasis on using the inductive way of teaching grammar.

- Teachers and instructors are encouraged to attend different intensive training course held by the Ministry of Education in order to be aware of various modern ways of teaching English language. They are also encouraged to apply modern ways of teaching in their classes since this is one of the aims of the Educational Reform for Knowledge Economy.

Researchers should conduct other studies in other regions and on other are as on syntax in order to obtain a more comprehensive idea about which way of teaching is more influential in teaching grammar in Uzbekistan.

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REZYUME. Tadqiqot ingliz tili grammatikasini deduktiv va induktiv o'qitish modellaridan foydalangan holda o'qitishning qiyosiy samaradorligini o'rganadi. Tadqiqot, shuningdek, bu ikki usulning qaysi biri universitet talabalari va o'quv yurtlaridagi grammatik o'quv bilimlariga ijobiy ta'sir ko'rsatishini ko'rishga harakat qiladi. Shuning uchun u quyidagi savollarga javob beradi:

- Universitet darajasida induktiv metodning grammatika bilimiga ta'siri qanday?
- Boshlang'ich bosqichda dedustiv usul bilan taqqoslanadigan grammatika o'rganishga induktiv metodning ta'siri qanday?

Tadqiqot savollariga javob berish uchun tadqiqotchi har bir zamonaviy talablar uchun induktiv va dedustiv usullarga asoslangan ikkita dasturni tayyorlaydi. 0 talaba; 1-kurs darajasida ingliz tili bo'limlarida universitet darajasida sakson va elementar bosqichda bir yuz. Tadqiqot ishtirokchilari to'rtta tayinlangan bo'limdan iborat edi.

РЕЗЮМЕ. В исследовании рассматривается сравнительная эффективность обучения английской грамматике с использованием дедуктивной и индуктивной моделей обучения. В исследовании также делается попытка увидеть, какой из этих двух методов оказывает положительное влияние на знание грамматики аsdemis у студентов университетов и учебных заведений. поэтому он отвечает на следующие вопросы:

- Каково влияние промышленного метода на знание грамматики на университетском уровне?
- Каково влияние индуктивного метода на изучение грамматики по сравнению с дедуктивным методом на начальном уровне?

Чтобы ответить на вопросы исследования, исследователь готовит две программы, основанные на индуктивных и дедуктивных методах для каждого современного требования. 0 студентов; Восемьдесят на университетском уровне и сто на начальном уровне на факультетах английского языка на уровне 1-го курса. Участники исследования состояли из четырех назначенных секций.

SUMMARY. The study investigates the comparative effectiveness of teaching English grammar by using deductive and inductive teaching models. The study also attempts to see which of these two methods has a positive effect on the grammar academic achievement of the university students and elementary school students in Uzbekistan so it answers the following questions:

- What is the effect of inductive method on grammar achievement compared with deductive method at university level?
- What is the effect of inductive method on grammar achievement compared with deductive method at elementary stage?

To answer the questions of the study, the researcher prepares two programs based on inductive and deductive methods for each level based on its syllabus. The sample consists 180 students; eighty at the 1st year level in English departments at university level and one hundred at the elementary stage. The participants of the study consisted of four assigned sections.

ИСПОЛЬЗОВАНИЕ СПОРТИВНЫХ АНГЛИЦИЗМОВ В СОВРЕМЕННОМ КАРАКАЛПАКСКОМ ЯЗЫКЕ

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Таянч сўзлар: спорт англицизм, спорт луғати ва атамалари, ўйин турлари, ўйинчи турлари, ўйин ҳаракатлари турлари, спорт анжомлари турлари.

Ключевые слова: спортивный англицизм, спортивные лексика и термины, виды игр, виды игрока, виды игровых действий, виды спортивных снаряжений.

Key words: sports Englishism, sports vocabulary and terms, types of games, types of player, types of game actions, types of sports equipment.

В современном мире английский язык становится все более распространенным, используется в различных областях и сферах, таких как образование, медицина, наука, технологии, коммуникации и спорт. Это приводит к тому, что англицизмы становятся все более распространенными в других языках, включая каракалпакский язык. В данной работе мы рассмотрим использование спортивных англицизмов в современном каракалпакском языке.

Каракалпакский язык является тюркским языком, который является одним из официальных языков Республики Каракалпакстан. В современном каракалпакском языке можно встретить множество слов, обозначающих спорт и спортивные действия, происходящих из английского языка, таких как "футбол", "волейбол", "баскетбол", "гандбол" и другие. Эти слова стали частью повседневного языка и используются в различных видах спорта.

Как нам известно, ничто не может представить страну миру быстрее, чем спорт. Это является важной частью культуры и самосознания одного народа, а также частью социальной, экономической и политической жизни конкретной страны. Спортивное направление находится в центре внимания специалистов разных областей, в том числе лингвистов, которых особенно привлекает язык спорта своей лексикой. В последние десятилетия произошли серьезные изменения в области спортивных англицизмов в связи с появлением различных соревнований и необходимостью развивать правильное использование языка. Это потребовало пополнения словарного запаса уникальными словами и иноязычными заимствованиями в области физической культуры и спорта.

Несмотря на внешнюю элегантность, доступность и зрелищность спорта, все его стили имеют сложную лексику, требующую определенного мастерства и усилий по использованию. Актуальность работы определяется недостаточным знанием спортивной лексики. Спортивные термины выходят далеко за рамки понятий, относящихся только к данной отрасли научных и прикладных знаний. Владение спортивной лексикой и терминологией является одним из условий развития коммуникативной компетентности носителя языка. В связи с этим тема данного исследования представляется нам актуальной.

Спортивная терминология является малоизученной области лексики каракалпакского языка. Наибольшее количество научных работ посвящено спортивной терминологии, однако научная работа в сравнительном аспекте спортивной терминологии английского и каракалпакского языков изучена недостаточно.

В мировом языкознании проведен ряд исследований по вопросам спортивной лексики и терминологии. В этом направлении работают такие зарубежные исследователи, как М. Аднан, Р. Вайнц, Э. Гуреева, М. Мещ, П. Белый, З. Мурзоев, Ю. Шоломицкий, Р. Исмоилов, М. Норкин, Х. Рафиев, и наши учёные как М. Бобоёров, З. Абдуллаева и Н. Гафуров, научные исследования наших отечественных ученых занимают особое место в исследованиях.

Предметом исследования в их работах было словообразование в спортивной терминологии, методы преподавания физической культуры и формирование спортивной терминологии в период независимости: «русская спортивная терминология на основе баскетбольной терминологии» [6], вопросы преподавания физической культуры в Узбекских школах [7], кроме того, был издан словарь: «Толковый словарь терминов спорта и физической культуры» [3]. В конце XX века появились кандидатские диссертации, в которых рассматривались становление и развитие спортивных терминов в каракалпакском языке [4], структурно-семантическая характеристика лексики узбекского спорта в лексемах [8] и др.

Спортивный англицизм - это слово, выражение или конструкция, которые происходят из английского языка и используются в контексте спорта [5:30]. Некоторые примеры спортивных англицизмов включают в себя: "гол" (goal) - в футболе и хоккее означает забитый мяч или шайбу в ворота; "тайм-аут" (time out) - перерыв в игре, который может быть вызван тренером команды для обсуждения стратегии или отдыха игроков; "баскетбольное кольцо" (basketball hoop) - металлический обод и сетка, прикрепленные к доске, на которую бросают мяч в баскетболе; "спринтер" (sprinter) - бегун, специализирующийся на коротких дистанциях.

Использование спортивных англицизмов может быть полезным в спортивном контексте, так как они могут представлять собой универсальный термин, который понимают спортсмены по всему миру. Однако, использование слишком многих спортивных