

O'ZBEKISTON RESPUBLIKASI  
OLIIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

FARG'ONA DAVLAT UNIVERSITETI

**FarDU.  
ILMIY  
XABARLAR**

1995-yildan nashr etiladi  
Yilda 6 marta chiqadi

**2024/3--SON  
ILOVA TO'PLAM**

**НАУЧНЫЙ  
ВЕСТНИК.  
ФерГУ**

Издаётся с 1995 года  
Выходит 6 раз в год

<b>I.O.Raxmonova</b>	
Ingliz tilidagi "Food"/"Oziq-ovqat" konseptining milliy xususiyatlari.....	1101
<b>Sh.G.Akbarova</b>	
A comparative analysis of the original and the translations of the essay "The stranger" (L'etranger) by Alber Camus.....	1107
<b>Sh.G.Akbarova</b>	
Alber Kamyu asarlari tarjimasiga mazmun va mohiyat ta'siri .....	1111
<b>Sh.G.Akbarova</b>	
О некоторых тайнах Французских артиклей .....	1115
<b>D.A.Ganieva, G.S.Mirzayeva</b>	
Realialarning madaniy konnotativ xususiyatlari.....	1118
<b>G.S.Mirzayeva</b>	
Lingvokulturemalar tarjimasida translitratsiya usuli.....	1122
<b>N.K.Abbasova</b>	
Formation of foreign-language communicative competences in language learners using english proverbs and sayings.....	1125
<b>A.A.Qayumov, A.B.Kosimova</b>	
Jahon adabiyotida drabllarning o'rganilishi .....	1130
<b>D.I.Mirzayeva</b>	
O'xshatish uslubiy kategoriyasining semantik-stilistik xususiyatlari.....	1134
<b>D.A.G'aniyeva, S.Yaxyoyeva</b>	
Abbreviatsiya so'z yasashning samarador usuli sifatida .....	1137
<b>Sh.B.Dushatova</b>	
Unveiling implicit meaning: exploring the subtext of euphemisms .....	1140
<b>Sh.B.Dushatova, X.J.Xoliqova</b>	
The psychology of euphemisms: why do we use them?.....	1144
<b>Z.M.Xalilova</b>	
Kognitiv tilshunoslik zamonaviy tilshunoslikning yangi yo'nalishi sifatida .....	1148
<b>A.S.Toshmatov</b>	
Beyond grammar: building confidence and clarity in student writing (higher education) .....	1153
<b>N.X.Qurbonov</b>	
The positive effects of video games in teaching english to beginner-level learners .....	1160
<b>D.E.Normatova</b>	
Sharq ilk uyg'onish davri va uning ilmiy-falsafiy mohiyati.....	1166
<b>D.R.Axmadaliyeva</b>	
Talabalarning ingliz tilida nutqiy kompetensiyasini o'yin texnologiyalari asosida rivojlantirish metodikasi.....	1171
<b>N.Sh.Abdullayeva</b>	
Talabalarning xorijiy tilda kasbiy muloqotini o'rgatish jarayonida dlii texnologiyalarining integratsiyasi.....	1177
<b>S.A.Aliyeva</b>	
Geortonimlar bilan bog'liq perifrazalar tadqiqi.....	1182
<b>S.A.Aliyeva</b>	
Turli tizimli tillarda geortonimik indikatorlarning leksik-semantik xususiyatlari .....	1185
<b>M.A.Axundjanova</b>	
A cooperative small group methodology in teaching english for esp students .....	1189
<b>R.M.Shukurov, F.B.Abduraximova</b>	
Turli tizimli tillarda so'z yasashining umumiy va farqli jihatlari .....	1193
<b>F.B.Abduraximova</b>	
O'zbek tilida mubolag'a va uning darajalanishi .....	1203
<b>Sh.F.Latipov</b>	
Unveiling the significance of linguistic lacuna in foreign language teaching.....	1208
<b>L.T.Galimullina</b>	
Semantic peculiarities of english phraseological synonyms with the component of precious stones and metals .....	1210



UO'K 81'243:801.5:81'1

**РАСКРОЙТЕ ЗНАЧЕНИЕ ЛИНГВИСТИЧЕСКОЙ ЛАКУНЫ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ****CHET TILI O'QITISHDA LINGVISTIK LAKUNANING AHAMIYATINI OCHISH****UNVEILING THE SIGNIFICANCE OF LINGUISTIC LACUNA IN FOREIGN LANGUAGE TEACHING****Latipov Sherzod Foziljon o'g'li**

Farg'ona davlat universiteti, Amaliy ingliz tili kafedrası o'qituvchisi

**Annotatsiya**

*Bu maqola chet tilda o'qitishda lingvistik lakunaning katta ahamiyatga ega ekanligini muhokama qiladi, Michael Long, Claire Kramsch va Jack C. Richards kabi mashhur ilmushunoslarining tajribalaridan foydalanib aytish mumkinki, ular tajribalarning tafakkur va motivatsiya uchun samarali qat'iyatlar sifatida ko'rsatilganiga e'tibor qaratadi, va maqola, lingvistik bo'shliklarni dinamik va madaniy tarqalgan o'qish muhitlarini yaratishda foydalanishni taklif qiladi. Interdistsiplinari ko'rinish orqali, maqola qanday lingvistik lacunalar o'qitish nazariyasi va metodikalar bilan kuzatish, ularning til o'rganish jarayoniga, dars ish rejimiga va talabalar jalb qilishiga ko'rsatilgan ko'plik jihatlari bo'yicha ilmiy yoritish qiladi. Shuningdek, maqola talabalarning turli lingvistik fonlari va o'qish uslublari kiritishni, shuningdek, interkultural kompetentsiya va kommunikatsion mahoratni rivojlantirishni ko'rsatadi. Natijada, ushbu tadqiqot lingvistik lacunalarining o'zbek tili o'qitish paradigmalarini tiklash va tili o'qitishning umumiy samaradorligini oshirishdagi o'zgartirish kuchini ajratadi.*

**Аннотация**

*Данный статья затрагивает ключевую роль лингвистических лакун в преподавании иностранных языков, опираясь на исследования таких известных ученых, как Майкл Лонг, Клер Крамш и Джек С. Ричардс. Подчеркивая их потенциал как катализаторов исследований и мотивации, статья отстаивает идею о необходимости использования лингвистических пробелов для создания динамичных и культурно насыщенных образовательных сред. Через междисциплинарный подход рассматривается, как лингвистические лакуны пересекаются с педагогическими теориями и методиками, проливая свет на их многоаспектное воздействие на процесс изучения языка, динамику классной работы и вовлеченность учащихся. Кроме того, статья аргументирует за включение разнообразных лингвистических фонов и стилей обучения студентов, а также за развитие межкультурной компетенции и коммуникативной грамотности. В конечном итоге, данное исследование подчеркивает трансформационный потенциал лингвистических лакун в реформировании парадигм преподавания иностранных языков и улучшении общей эффективности языкового образования.*

**Abstract**

*Ushbu maqola Maykl Long, Kler Kramsh va Jek C. Richards kabi taniqli olimlarning fikrlaridan kelib chiqib, chet tillarini o'qitishdagi lingvistik bo'shliqlarning muhim rolini o'rganadi. Oddiy lingvistik bo'shliqlardan tashqari, bu bo'shliqlar tilni o'rganish jarayonida kashfiyot va motivatsiya uchun kuchli katalizator sifatida ko'riladi. Ushbu bo'shliqlarni o'zlashtirib, strategik jihatdan qo'llash orqali o'qituvchilar dinamik va madaniy jihatdan boyitilgan o'quv muhitini rivojlantirishlari mumkin. Maqola fanlararo ob'ektiv orqali lingvistik lakunalarning pedagogik nazariyalar va metodologiyalar bilan qanday kesishishini ko'rib chiqadi, ularning tilni o'zlashtirishga, sinf dinamikasiga va o'quvchilarning faolligiga ko'p qirali ta'sirini yoritadi. Bundan tashqari, u o'quvchilarning turli lingvistik kelib chiqishi va o'rganish uslublarni tan oladigan, shuningdek, madaniyatlararo kompetentsiya va kommunikativ malakani rag'batlantiradigan inklyuziv yondashuvni yoqlaydi. Oxir oqibat, ushbu tadqiqot xorijiy tillarni o'qitish paradigmalarini qayta shakllantirish va tilni o'qitish amaliyotining umumiy samaradorligini oshirishda lingvistik bo'shliqlarning transformatsion salohiyatini ta'kidlaydi.*

**Kalit so'zlar:** lingvistik bo'shliq, chet tilini o'rgatish, tilni o'zlashtirish, kommunikativ bo'shliqlar, madaniy o'lchovlar, madaniyatlararo kompetentsiya, o'quvchi avtonomligi, motivatsiya, tilni bilish, pedagogik yondashuvlar.

**Ключевые слова:** лингвистические лакуны, обучение иностранному языку, овладение языком, коммуникативные пробелы, культурные аспекты, межкультурная компетентность, автономия обучающегося, мотивация, владение языком, педагогические подходы.

**Key words:** linguistic lacuna, foreign language teaching, language acquisition, communicative gaps, cultural dimensions, intercultural competence, learner autonomy, motivation, language proficiency, pedagogical approaches.



## INTRODUCTION

In the ever-evolving landscape of foreign language education, the concept of linguistic lacuna emerges as a crucial element shaping the dynamics of language acquisition. This article delves into the importance of linguistic lacuna in the context of foreign language teaching, drawing insights from esteemed authors who have explored its impact on language learners.

## LITERATURE ANALYSIS AND METHODOLOGY

Linguistic lacuna, defined as the gaps or deficiencies in one's language proficiency, is often characterized by the absence of specific vocabulary, structures, or cultural nuances (Long, 1996, p. 413). Rather than viewing these gaps as obstacles, educators are recognizing the potential of linguistic lacuna as fertile ground for effective language learning, providing opportunities for exploration, curiosity, and a deeper understanding of the foreign language.

Renowned linguist Michael Long's work on the interaction hypothesis sheds light on the role of linguistic lacuna in language acquisition. Long argues that communicative gaps, or "input floods," create a cognitive need for learners to actively seek and process linguistic information, making educators able to leverage these gaps as stimuli for meaningful communication (Long, 1996, p. 413). This encourages learners to fill their linguistic lacuna through interaction and engagement.

Linguistic lacuna extends beyond vocabulary and grammar to cultural dimensions as well. Understanding a foreign language involves grasping the intricacies of its cultural context, and the gaps in cultural knowledge present opportunities for exploration and enrichment (Kramersch, 1993, p. 17). Incorporating cultural elements into language teaching enhances linguistic competence and fosters a profound connection and appreciation for the target language.

Claire Kramersch, a prominent figure in the field of applied linguistics, emphasizes the inseparable link between language and culture (Kramersch, 1993). Kramersch's intercultural competence framework underscores the importance of addressing linguistic lacuna by immersing learners in the cultural intricacies of the foreign language (Kramersch, 1993, p. 18). By integrating cultural dimensions into language lessons, educators can bridge the gaps in learners' understanding, creating a more holistic and authentic language learning experience.

## RESULTS AND DISCUSSION

Linguistic lacuna plays a pivotal role in fostering learner motivation and autonomy. When learners encounter gaps in their language proficiency, the intrinsic desire to fill those gaps becomes a powerful driving force. Educators can harness this motivation by encouraging self-directed learning, guiding learners to independently explore resources, and take ownership of their language development (Richards, 2015, p. 3).

Jack C. Richards, a renowned authority in language teaching methodology, emphasizes the importance of learner autonomy. Richards' work highlights that creating opportunities for learners to identify and address their linguistic lacuna contributes to a more effective and sustainable language learning process (Richards, 2015, p. 4). By empowering learners to take an active role in their language acquisition, educators pave the way for a more dynamic and personalized learning journey.

## CONCLUSION

In conclusion, recognizing the importance of linguistic lacuna in the realm of foreign language teaching opens doors to innovative and effective pedagogical approaches. Drawing from insights provided by Michael Long, Claire Kramersch, and Jack C. Richards, educators can shape a learning environment that transforms gaps in proficiency into opportunities for exploration, cultural understanding, and intrinsic motivation. By embracing linguistic lacuna, foreign language teaching becomes a dynamic and enriching endeavor that empowers learners to navigate the complexities of language and culture with confidence and curiosity.

## References:

1. Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 413–468). San Diego, CA: Academic Press.
2. Kramersch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
3. Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.