



THE ROLE OF LOAN WORDS IN LINGUISTIC AND DIDACTIC ASPECT IN TEACHING EFL

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Abstract : *In the given article the theoretical information about the role of loan words in linguistic and didactic aspects while teaching EFL is presented. The central idea of this article is to discuss the main peculiarities of loans in teaching English as a foreign language. It is obvious that loans may be both ease or hindrance for the learners. However, there is an important role that loans play in building enriching the vocabulary system of the language. Therefore, in teaching EFL linguistic and didactic aspects of the loans should be considered.*

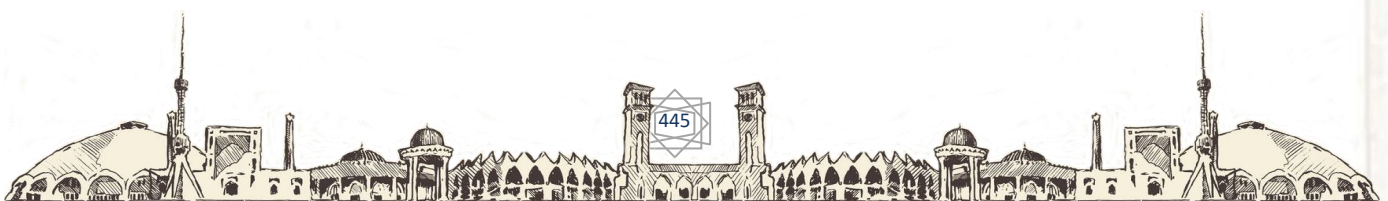
Keywords: *loans, linguistic aspect, didactic aspect, EFL, lexical units, lexicon, source language, target language.*

Annotatsiya : *Maqolada ingliz tilini chet tili sifatida o'qitishda chet tilidan kirib kelgan so'zlarni lingvistik va didaktik aspektlari haqida nazariy ma'lumot beradi. Maqolaning asosiy g'oyasi ingliz tilini o'qitishda chet tillardan kirib kelgan so'zlarning muhim ahamiyatlarini muhokama qilishdir. Aniqki, chet tilidan kirib kelgan so'zlar til o'rhanishda osonlik yoki qiyinchilik bo'lishi mumkin. Biroq, chet tilidan kirib kelgan so'zlar tilni boyitishda muhim rol o'ynaydi. Shuning uchun ingliz tilini xorijiy til sifatida o'qitishda bu so'zlarning lingvistik va didaktik xususiyatlari inobatga olinishi kerak.*

Kalit so'zlar: *o'zlashma so'zlar, lingvistik aspekt, didaktik aspekt, EFL, leksik birliklar, asosiy til, o'rganilayotgan til.*

INTRODUCTION

Lexical borrowing is one method of language enrichment that does not result in the loss of a language's uniqueness and identity. Even if it incorporates a significant number of foreign terms into its lexicon, as the English language did after the Norman invasion, language growth continues in line with its intrinsic laws [Volodina, 2000]. Some loan words are securely entrenched in a recipient language and continue as an essential part of general language, while others remain in the position of terms for particular reasons, and the third, having ceased to fulfill the





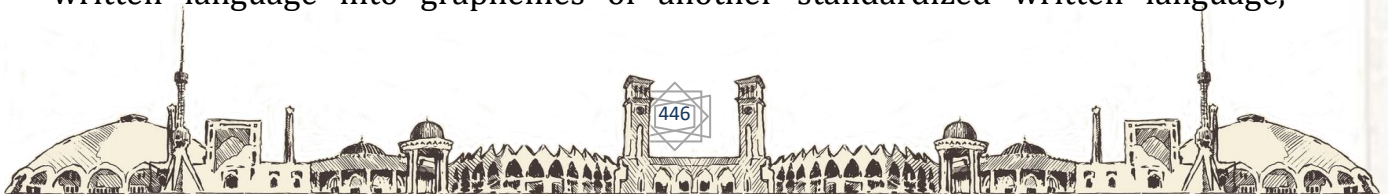
objectives of communication, gradually dropped out of usage, and ultimately vanished entirely.

DISCUSSIONS AND RESULTS

It takes a long time and a lot of effort to integrate foreign terms into a lexical system of the receiving language. Assimilation can be inappropriate for a variety of reasons, and the borrowed term preserves some of the characteristics of the donor language. These "residual" effects, on the other hand, cannot be thought of as a mechanical rough "handling" of the word in the recipient language: a lexical unit with "features of a foreign language" must be supported by a sufficient number of other words with similar features, or by a past or present linguistic practice. Peripheral systems are made up of groups of words that strive to adapt and dissolve in the host system, or to penetrate it and cause partial rebuilding.

The underlying causes of borrowed lexical units can be divided into two categories: extralinguistic and linguistic proper causes. Among the non-linguistic explanations are: cultural impact of one nation on another nation, presence of oral or written connections between countries with different languages, increasing interest in learning language, prestige of the donor or source language (which sometimes leads to borrowing by many languages from one language and the appearance of internationalisms), specific social passion towards another country's culture, linguistic culture of social communication that introduce a new word. The proper linguistic reasons are: a lack of equivalent words for the new object or concept in the native language, a tendency to use a single loan word instead of descriptive phrases, the goal to improve and retain the communicative differentiation of lexical units, which is done in the recipient language by eliminating polysemy or homonymy, the necessity to identify the right meaning, to separate specific shades of meaning by associating them with other terms, a proclivity for expressiveness, which contributes to the emergence of stylistic synonyms in foreign languages, lack of mother tongue capacity to produce derivatives based on similar terms already in the language, the borrowing of morphemes and derivational components, which results in the accumulation of words with comparable elements in the receiving language.

As can be seen, the first step is to investigate the reasons and mechanisms of foreign terms penetration into the terminological system of the receiving language. Enrichment of any terminological system is usually done with the goal of filling in the gaps discovered during its assessment. A.V. Superanskaya devised this categorization, which offers a pretty comprehensive, though not always verifiable, list of ways and techniques of adapting borrowed lexis in the recipient language [Superanskaya, 1962: 42]. The first of the six methods is direct borrowing, which involves no changes in the way the loan words are written. Transliteration is the second method of borrowing. "Transliteration is the translation of graphemes of one written language into graphemes of another standardized written language,"





according to A.V. Superanskaya [Superanskaya, 1962: 36]. The third option, a practical transcription, is characterized as a transcription that is firmly confined by the graphemes of the written language of the receiver. The fourth method, academic transcription (phonetic and phonemic), is only utilized in specialist literature in specified, well-defined instances. The morphological transfer of a foreign word using forms peculiar to the grammar of the receiving language is the fifth fruitful approach of lexical system enrichment through loan words (not only terminology, but also general vocabulary). The sixth method of gaining access to borrowed vocabulary is by lexical "transfer," which involves complete or partial translation. So the role of loans in lexical aspect of the language is undeniable and of utmost importance in language development.

Another significant role of loans can be seen in terms of deductive aspect of foreign language teaching since the methods, approaches, ways of teaching loans should be further improved. Terminological lexis is an important part of the content of foreign language instruction. The curriculum determines its composition and quantity, but qualitative characteristics of terminology necessitate a different approach than broad vocabulary. The compositional properties of the selected terminological units are influenced by the processes that lead to the creation of terminological systems [Boris V. Tarev, 2012] As a result, there is a need for periodic assessment of chosen words, as well as the addition of new (borrowed) units to this terminological pool, whose position in the language's terminological system is scientifically demonstrated and recognized by standards, not only by usage. As a result, we may conclude that the theory of terminological borrowings has a significant impact on the decision-making process when it comes to forming the list of words needed for the teaching process.

Another methodological feature that is influenced by this approach is the presentation and semanticization of borrowed terminological units. This process appears to have significant cultural, if not cross-cultural, implications. Using information about history and etymology of the terms in the donor language (for example, French for English, English for Russian, and so on) allows "crossing" the aspects of professional cultures. The student gains an empirical understanding of the degree of growth of his professional field in various nations. All of this is geared toward the development of a professional cross-cultural mindset, which is critical in today's intercultural communication environment. It may be perceived and understood that the smaller but no less significant for learning a foreign language learning process are more pragmatic value in addition to global changes in the substructure of the personality consciousness.

CONCLUSIONS

Understanding the essence of a phenomenon like lexical borrowing, the causes that lead to its irreversibility, knowledge of the basic patterns, and the ability to predict the most likely ways of integrating new foreign-language terms into the





lexical system of the recipient language will allow students to grasp (realize, process, and memorize) the loan terms. As a result of our reasoning, we can conclude that when teaching terminology in a foreign language, students should be focused on the ways and means of terminological borrowings. This is an intriguing method that is relevant both in a narrow (methodological) and broad (didactical) sense.

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