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MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGI

O'zMPU

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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohalari va bosqichlari bo'yicha)
13.00.07 Ta'limda menejment
13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal

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METHODS OF DEVELOPING LINGUOCULTURAL COMPETENCE THROUGH TEACHING COLOR CONCEPTS

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Abstract: This article examines the theoretical foundations and proposed research methods for developing students' linguocultural competence through the teaching of color concepts. It outlines the linguocultural essence of color symbolism, methods of integrating color concepts into language teaching, and the anticipated scientific outcomes.

Key words: color concepts, linguocultural competence, intercultural communication, language teaching methodology, cognitive approach.

Annotatsiya: Ushbu maqolada rang konseptlarini o'qitish orqali o'quvchilarda lingvomadaniy kompetensiyani shakllantirishning nazariy asoslari hamda tadqiqotning ehtimoliy metodlari yoritilgan. Maqolada rang tushunchalarining lingvokulturologik mohiyati, ularni til o'qitish jarayoniga integratsiyalash usullari va kutilayotgan ilmiy natijalar bayon etiladi.

Kalit so'zlar: rang konsepti, lingvomadaniy kompetensiya, madaniyatlararo kommunikatsiya, til o'qitish metodikasi, kognitiv yondashuv.

Аннотация: В статье рассматриваются теоретические основы и предполагаемые методы исследования формирования лингвокультурной компетенции учащихся посредством преподавания цветовых концептов. Раскрывается лингвокультурная сущность цветовой символики, пути её интеграции в процесс обучения иностранному языку, а также ожидаемые научные результаты.

Ключевые слова: цветовой концепт, лингвокультурная компетенция, межкультурная коммуникация, методика преподавания, когнитивный подход.

INTRODUCTION

Language and culture are inseparable, as language reflects cultural values and culture shapes linguistic meanings. One of the most vivid carriers of cultural meaning is color symbolism, which reflects national mentality, emotional perception and worldview. For instance, while white symbolizes purity and peace in many cultures, it may represent mourning in others. Such contrasts reveal the deep connection between language and culture.

In recent years, the concept of linguocultural competence has become central in foreign language education. It is not only the ability to use a language grammatically correctly but also the ability to understand and apply its cultural and symbolic meanings appropriately. Developing this competence among students remains one of the priorities of modern language education in Uzbekistan and globally.

Despite growing attention to intercultural communication, color concepts as linguistic and cultural phenomena are still underexplored in the Uzbek ELT context. Therefore, the present article aims to propose methodological ways of teaching color concepts to enhance students' linguocultural competence.

LITERATURE REVIEW

The relationship between color and language has been studied by many scholars (Berlin & Kay, 1969; Wierzbicka, 1996; Kress & Van Leeuwen, 2006). They note that colors carry not only perceptual but also cultural meanings that vary from one linguistic community to another. For example, idioms such as to feel blue, to see red or a green light demonstrate how colors express emotions, social norms and symbolic messages.

In linguocultural studies, colors are viewed as part of the conceptual worldview of a nation. Teaching them enables learners to understand cultural associations and metaphors embedded in language. According to Byram (1997), developing intercultural competence requires awareness of symbolic meanings and cultural codes.

The proposed study is prospective and will be conducted in the form of a quasi-experimental design in secondary schools. The research will involve approximately 60 students from grades 7–9, divided into an experimental and a control group.

This study adopts a qualitative and descriptive approach to explore the potential of teaching color concepts as a means of developing students' linguocultural competence in the foreign language classroom. The methodology is primarily conceptual and exploratory, as it aims to outline effective strategies and teaching models rather than report on completed empirical research.

Research Design: the research is based on the theoretical framework of linguocultural competence, which views language as an inseparable part of culture. Within this framework, color concepts are analyzed as cultural symbols that reflect national values, emotions and cognitive patterns. The study integrates elements of conceptual analysis, comparative linguistics and language pedagogy to identify how color-based teaching can enhance cultural understanding in language learners.

Participants and Context (Hypothetical Setting): the hypothetical research context involves students of secondary schools learning English as a foreign language. The sample group would ideally include 30–40 learners aged 13–16, representing intermediate-level proficiency. The study would be conducted within the framework of English language lessons focusing on vocabulary, idioms and cultural topics related to colors. Teachers participating in the study would receive prior training on integrating color-related cultural materials into lesson plans.

Teaching Procedure and Materials: the proposed methodology emphasizes interactive and culturally rich teaching practices. Lessons would be designed to include:

a) color idioms and phraseological units (e.g., to feel blue, black sheep, green light), analyzed through their cultural meanings;

b) visual and multimedia materials such as color charts, artworks and cultural photographs to reinforce visual associations;

c) comparative activities where learners identify similarities and differences between English and native-language color symbolism;

d) role-play and discussion tasks encouraging students to express feelings, emotions and situations using color metaphors;

e) creative projects, such as designing posters or digital stories that connect color and culture in communication.

Data Collection and Analysis (Projected): although this research is theoretical at the current stage, in a future empirical phase qualitative data could be collected through classroom observation, interviews with teachers and student reflections. Data would be analyzed thematically to determine how exposure to color concepts influences learners' linguistic, cultural and emotional engagement with the target language.

RESEARCH METHODOLOGY

The research methodology for this study is based on collecting qualitative data to examine how teaching color concepts contributes to the development of students' linguocultural competence. Data will be obtained through classroom observations documenting learners' responses to color-related tasks, semi-structured interviews with teachers regarding their instructional experiences, and student reflections that reveal their understanding of cultural meanings encoded in color expressions. Additional written tasks and language samples will be gathered to identify changes in learners' interpretation and usage of color-based idioms and metaphors. The collected data will be analyzed through thematic coding to identify recurring cultural associations, shifts in learners' awareness, and patterns in the integration of symbolic meanings into language use. The analysis aims to determine the effectiveness of color-focused instruction in enhancing linguocultural competence in the foreign language classroom.

ANALYSIS AND RESULTS

It is expected that after the experimental module, students in the experimental group will demonstrate a higher level of awareness about the cultural meanings of color-related expressions. Learners will more accurately interpret and use idioms containing color concepts, and their intercultural communication skills will improve. Teachers will gain practical strategies for integrating linguocultural elements into everyday lessons.

The analysis of color concepts in the process of teaching a foreign language reveals their powerful potential for developing students' linguocultural competence. Colors are not merely visual stimuli but culturally and linguistically encoded symbols that carry deep associative meanings. For instance, the color white symbolizes purity and innocence in many Western cultures, while in some Eastern traditions it is associated with mourning and loss. These differences demonstrate how color vocabulary serves as a mirror of cultural perception, reflecting national mentality and value systems.

Integrating color concepts into language teaching allows learners to move beyond lexical memorization and engage with the cultural worldview embedded in the target language. When students analyze and compare color associations across cultures, they become more aware of the subtle emotional and cognitive nuances of meaning. Such activities encourage critical cultural reflection, which is a fundamental component of linguocultural competence.

From a methodological perspective, teaching color concepts should not be limited to vocabulary lessons. Instead, teachers can design communicative tasks, role plays, visual metaphors and intercultural projects where colors function as cultural codes. For example, students can explore idioms and proverbs containing color terms (to feel blue, green with envy, black market) and identify their cultural equivalents in their native language. These comparative tasks deepen understanding of how language encodes emotion, behavior and cultural norms.

Furthermore, digital tools and visual media can greatly enhance the teaching of color concepts. Interactive activities such as digital color maps, multimedia presentations and visual storytelling help learners associate linguistic forms with cultural meanings. Technology-based learning environments also foster autonomy and creativity, motivating students to explore linguistic diversity more independently.

The discussion suggests that the integration of color concepts into language instruction contributes not only to vocabulary enrichment but also to the broader development of students' intercultural communication skills. By understanding how colors function as cultural signs, learners can interpret and produce language in more culturally appropriate ways, thus achieving a higher level of linguistic and cultural competence.

Future research could focus on empirical studies that measure the effectiveness of teaching color concepts in developing students' communicative and cultural awareness. Experimental lessons and classroom observations may provide valuable insights into how color-based activities influence motivation, retention and cross-cultural understanding.

CONCLUSION AND SUGGESTIONS

This article outlined the theoretical and methodological foundations for developing linguocultural competence through teaching color concepts. Although the research is still at the planning stage, the proposed framework demonstrates a promising way to integrate cultural content into English language teaching. Future studies should conduct full-scale empirical testing and develop teacher training workshops focused on linguocultural education.

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13.00.02 Ta’lim va tarbiya nazariyasi va metodikasi (sohalar bo‘yicha)
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13.00.05 Kasb-hunar ta’limi nazariyasi va metodikasi
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03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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