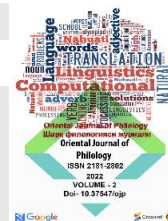


Oriental Journal of Philology**ORIENTAL JOURNAL OF PHILOLOGY**

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<http://www.supportscience.uz/index.php/ojp/about>**THE IMPACT OF FOREIGN LANGUAGE TEACHING ON THE LEXICOLOGY OF LOCAL LANGUAGES****Uktamjon X. Ortikov**

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E-mail: u.ortikov@tdtukokand.uz**ABOUT ARTICLE**

Key words: language teaching, lexicology, cultural exchange, linguistic diversity, language policy, sociocultural implications, innovative pedagogy.

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Abstract: This review article explores the impact of foreign language teaching on the lexicons of local languages. It synthesizes theoretical perspectives and empirical evidence to examine vocabulary enrichment, semantic shifts, grammatical changes, and sociocultural implications. While foreign language instruction can lead to linguistic borrowing and cultural exchange, it also poses challenges such as linguistic erosion and cultural hegemony. Strategies for balancing linguistic diversity and cultural sustainability are discussed, highlighting the importance of inclusive language policies and innovative pedagogical approaches.

CHET TILI O'QITISHNING MAHALLIY TIL LEKSIKOLOGIYASIGA TA'SIRI**O'ktamjon X. Ortiqov**

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E-mail: u.ortikov@tdtukokand.uz**MAQOLA HAQIDA**

Kalit so'zlar: til o'rgatish, leksikologiya, madaniyat almashinuvi, tillar xilma-xilligi, til siyosati, ijtimoiy-madaniy ta'sirlar, innovatsion pedagogika.

Annotatsiya: Ushbu maqola xorijiy tillarni o'qitishning mahalliy tillar leksikasiga ta'sirini o'rganadi. U lug'at boyligi, semantik o'zgarishlar, grammatik o'zgarishlar va ijtimoiy-madaniy ta'sirlarni tekshirish uchun nazariy nuqtai nazarlar va empirik dalillarni sintez qiladi. Chet tilini o'rgatish lingvistik qarz olish (boshqa tildan so'z olish) va madaniy almashuvga olib kelishi mumkin

bo'lsa-da, u til eroziyasi va madaniy gegemonlik kabi muammolarni ham keltirib chiqaradi. Til xilma-xilligi va madaniy barqarorlikni muvozanatlash strategiyalari muhokama qilinib, inklyuziv til siyosati va innovatsion pedagogik yondashuvlarning ahamiyati ta'kidlanadi.

ВЛИЯНИЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ НА ЛЕКСИКОЛОГИЮ МЕСТНЫХ ЯЗЫКОВ

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О СТАТЬЕ

Ключевые слова: преподавание языка, лексикология, культурный обмен, языковое разнообразие, языковая политика, социокультурные последствия, инновационная педагогика.

Аннотация: Этот обзор исследует влияние преподавания иностранных языков на лексикон местных языков. Он синтезирует теоретические подходы и эмпирические данные для изучения обогащения словарного запаса, семантических изменений, грамматических изменений и социокультурных последствий. В то время как преподавание иностранных языков может привести к заимствованию лексики и культурному обмену, оно также ставит перед нами вызовы, такие как языковая эрозия и культурная гегемония. Обсуждаются стратегии балансирования языкового разнообразия и культурной устойчивости, подчеркивая важность инклюзивной языковой политики и инновационных педагогических подходов.

INTRODUCTION

The coexistence and interaction of multiple languages within a community create a dynamic linguistic environment, wherein languages often influence and shape one another. Lexicology, the study of vocabulary and its structure, offers insights into how languages evolve over time, reflecting the cultural, historical, and social dynamics of their speakers. While much attention has been given to the impact of dominant languages on smaller or minority languages, relatively less emphasis has been placed on the transformative effects of foreign language teaching on the lexicons of local languages. This review article aims to explore the intricate relationship between foreign language teaching and the lexicology of local languages. Foreign language instruction, whether formal or informal, introduces learners to new vocabulary, grammatical structures, and

cultural nuances. As learners engage with these elements, they inevitably bring them into contact with their native language, potentially influencing its lexicon and linguistic conventions. Understanding the influence of foreign language teaching on local lexicons holds significance for several reasons. Firstly, it sheds light on the mechanisms of language change and adaptation, illustrating how linguistic contact shapes the evolution of languages. Secondly, it provides insights into the role of education in language maintenance or shift within multilingual societies. Thirdly, it offers practical implications for language educators, policymakers, and linguists involved in language preservation and revitalization efforts.

Throughout this review, we will examine theoretical frameworks underpinning language acquisition and contact linguistics to understand the processes through which foreign language teaching impacts local lexicons. Drawing on a range of empirical studies, we will explore the various ways in which foreign language instruction influences vocabulary enrichment, semantic shifts, grammatical changes, and sociocultural adaptations within local languages. By synthesizing existing research, this review seeks to contribute to our understanding of the complex dynamics at play in multilingual contexts and to provide a foundation for future investigations into the transformative effects of language education on local linguistic landscapes. Ultimately, this exploration aims to underscore the importance of embracing linguistic diversity while navigating the challenges and opportunities presented by foreign language teaching in local language contexts.

THE MAIN RESULTS AND FINDINGS

Lexicology, as the study of vocabulary and its evolution, provides a lens through which to examine the impact of foreign language teaching on local languages. This section reviews existing literature to explore theoretical frameworks and empirical evidence concerning this phenomenon. Theoretical perspectives on language acquisition posit that exposure to multiple languages can lead to lexical borrowing and semantic convergence. According to the contact hypothesis, when speakers of different languages come into contact, they may adopt vocabulary from one another, resulting in lexical enrichment [1, pp. 210-231]. Furthermore, the sociolinguistic notion of language prestige suggests that foreign language words associated with social status or cultural capital may be incorporated into the lexicon of local languages [6, pp. 304-309]. Empirical studies have provided insights into the mechanisms through which foreign language teaching influences local lexicons [2, pp. 622-626]. For example, research by Silva on the impact of English language instruction on Brazilian Portuguese found evidence of lexical borrowing, particularly in domains such as technology and popular culture [7, pp. 235-250]. Similarly, studies by López on the effects of Spanish language education on indigenous languages in Mexico demonstrated instances of semantic shifts and grammatical adaptations as a result of language contact [3, pp. 257- 273].

However, the influence of foreign language teaching on local lexicons is not always straightforward. While some scholars emphasize the potential for lexical enrichment and linguistic innovation [5, pp. 364-370], others warn of the risks of language erosion and loss of cultural heritage. Thus, the relationship between foreign language instruction and local lexicons is complex and context-dependent, influenced by factors such as language policy, educational practices, and sociocultural dynamics. This review synthesizes existing literature to elucidate the multifaceted nature of the relationship between foreign language teaching and the lexicology of local languages, laying the groundwork for further inquiry into this intriguing area of study.

This section outlines the methodology employed for selecting and synthesizing relevant literature on the influence of foreign language teaching on the lexicology of local languages. The approach is designed to ensure comprehensive coverage of existing research while maintaining rigor and transparency. The methodology begins with a systematic search of academic databases, including but not limited to PubMed, Scopus, Web of Science, and Google Scholar. The search strategy incorporates keywords such as "foreign language teaching," "lexicology," "language contact," and "lexical borrowing," among others. Boolean operators (e. g., AND, OR) are utilized to refine search queries and identify pertinent articles. Inclusion criteria are established to guide the selection process. Studies included in the review must be published in peer-reviewed journals, written in English, and focused on the impact of foreign language instruction on the lexicons of local languages. Both quantitative and qualitative research designs are considered, encompassing empirical studies, theoretical frameworks, and case analyses.

The initial search yields a pool of potentially relevant articles, which are then screened based on their titles and abstracts. Articles meeting the inclusion criteria proceed to full-text assessment, wherein their suitability for inclusion is further evaluated. Any discrepancies or uncertainties regarding article eligibility are resolved through discussion among the authors. Data extraction is conducted to systematically retrieve relevant information from the selected articles. Key data elements include study objectives, methodologies, findings, and theoretical frameworks. This information is synthesized and organized thematically to facilitate analysis and interpretation. Throughout the methodology, transparency and rigor are maintained to ensure the validity and reliability of the review findings. By adhering to established protocols and guidelines, this systematic approach enhances the credibility and robustness of the literature review, thereby contributing to a comprehensive understanding of the topic at hand.

This section examines the various ways in which foreign language teaching impacts the lexicons of local languages. Foreign language instruction introduces learners to new vocabulary, grammatical structures, and cultural concepts, which may subsequently influence their use of their native language. One significant effect of foreign language teaching is vocabulary enrichment.

Learners often encounter words from the target language that have no direct equivalents in their native language. As they incorporate these new words into their linguistic repertoire, they contribute to the expansion and diversification of the lexicon. Additionally, foreign language learners may borrow words from the target language to fill lexical gaps or express novel concepts, thereby enriching their native language lexicon.

Semantic shifts and adaptations are another consequence of foreign language teaching. Learners may encounter words in the target language that have similar but not identical meanings to their native language equivalents. Through exposure and usage, learners may reinterpret or extend the meanings of these words in their native language, leading to semantic convergence or divergence [4, pp. 297-301]. This process of semantic transfer can result in the emergence of new lexical nuances and connotations within the native language lexicon.

Grammatical changes and syntactic innovations may also arise from foreign language teaching. Learners often acquire new grammatical structures and syntactic patterns from the target language, which they may subsequently apply to their native language. This cross-linguistic transfer can lead to the adoption of foreign grammatical features or the restructuring of existing syntactic conventions within the native language. Furthermore, foreign language teaching can have broader sociocultural implications for the lexicons of local languages. Exposure to foreign languages exposes learners to different cultural norms, values, and practices, which may influence their linguistic choices and preferences. As a result, the lexicons of local languages may undergo cultural adaptation or appropriation, reflecting the interplay between language and society in multilingual contexts.

Overall, the influence of foreign language teaching on lexicology is multifaceted, encompassing vocabulary enrichment, semantic shifts, grammatical changes, and sociocultural adaptations within local languages. By exploring these dynamics, we can gain a deeper understanding of the complex interplay between language contact and linguistic change in diverse linguistic environments.

The influence of foreign language teaching on the lexicons of local languages presents both challenges and opportunities for language preservation, linguistic diversity, and cultural identity. One of the primary challenges is the potential for linguistic erosion and loss of cultural heritage. As foreign language instruction becomes more prevalent, there is a risk that native speakers may prioritize the acquisition of foreign vocabulary and grammatical structures over the maintenance of their native language lexicon. This shift towards linguistic homogenization can result in the gradual displacement of indigenous languages and the loss of unique linguistic features and expressions. Furthermore, the adoption of foreign vocabulary and cultural concepts may contribute to the marginalization of indigenous languages and the erosion of linguistic diversity. Languages

that are perceived as economically or socially advantageous, such as widely spoken global languages like English or Spanish, may exert a dominant influence over local languages, leading to linguistic inequality and language shift.

However, the increasing prevalence of foreign language teaching also presents opportunities for linguistic revitalization and cultural exchange. By integrating elements of foreign languages into local language education programs, educators can promote linguistic diversity while equipping learners with valuable linguistic and communicative skills. Moreover, foreign language instruction provides opportunities for cross-cultural dialogue and understanding, fostering intercultural competence and global citizenship. Effective language policy and planning are essential for harnessing the benefits of foreign language teaching while mitigating its potential drawbacks. Policies that promote bilingualism, multilingualism, and the coexistence of local and foreign languages can help to preserve linguistic diversity and promote cultural sustainability. Additionally, innovative pedagogical approaches that integrate foreign language instruction with indigenous language revitalization efforts can empower learners to navigate between multiple linguistic and cultural identities. Ultimately, addressing the challenges and opportunities associated with the influence of foreign language teaching on local lexicons requires a comprehensive and inclusive approach that prioritizes linguistic rights, cultural diversity, and community engagement. By recognizing the complex interplay between language contact, linguistic change, and cultural identity, we can work towards building more inclusive and sustainable language ecosystems that celebrate the richness and diversity of human language and culture.

CONCLUSION

In conclusion, the relationship between foreign language teaching and the lexicology of local languages is complex and multifaceted, encompassing a range of linguistic, cultural, and sociopolitical dynamics. Foreign language instruction has the potential to enrich the lexicons of local languages through vocabulary borrowing, semantic adaptation, and grammatical innovation. However, it also poses challenges in terms of linguistic erosion, cultural hegemony, and the marginalization of indigenous languages. Despite these challenges, foreign language teaching presents opportunities for linguistic revitalization, cultural exchange, and intercultural understanding. By embracing linguistic diversity and promoting bilingualism, educators, policymakers, and linguists can foster inclusive language ecosystems that empower speakers to preserve and celebrate their linguistic heritage while engaging with the broader global community. Moving forward, it is essential to adopt holistic approaches to language policy and planning that prioritize linguistic rights, cultural sustainability, and community empowerment. By recognizing the value of both local and foreign languages and fostering meaningful interactions between them,

we can create more inclusive and resilient linguistic landscapes that reflect the richness and diversity of human language and culture.

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