METHODS OF TEACHING PROPER NOUNS IN ENGLISH

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ABSTRACT; *This article analyzes effective methods and methodological approaches to teaching proper nouns in English. The study examines the linguistic and cultural characteristics of proper nouns, the difficulties that arise in teaching them, and ways to overcome these challenges. In the course of the research, traditional and modern teaching methods are compared, and the effectiveness of instructional approaches based on communicative, interactive, and intercultural perspectives is determined through experimental and pilot studies. The results show that teaching proper nouns in English through real communicative situations and with the use of information and communication technologies enhances learners' lexical competence and speaking activity. The findings of the study are of practical significance for English language teachers, methodologists, and researchers.*

KEYWORDS; *English language, proper nouns, lexical competence, communicative approach, intercultural competence, interactive methods, language teaching methodology, foreign language education.*

INTRODUCTION

In today's conditions of globalization, the English language plays a particularly important role as a leading means of international communication in the fields of science, technology, education, and culture. In the process of learning English, it is essential to master all components of the language—phonetics, grammar, vocabulary, and semantics. Among lexical units, proper nouns occupy a special place, as they enable language learners to understand not only the structure of the language but also the cultural, historical, and social characteristics of English-speaking societies.

Proper nouns are lexical units that include personal names, geographical names, organizations, historical events, holidays, brands, and the titles of literary and artistic works. They differ from common nouns in terms of meaning and spelling conventions. In English, features such as capitalization, the use or omission of articles in certain cases, possessive forms, and specific pronunciation patterns of proper nouns often cause difficulties for learners. Therefore, the issue of teaching proper nouns is considered one of the relevant and important areas in English language methodology.

Educational practice shows that many pupils and students attempt to learn proper nouns in English merely through memorization. However, this approach usually produces short-term results and does not ensure their correct use in speech activities. Proper nouns are a "living" part of the language and are closely connected with real-life contexts, cultural environments, and communicative situations. For this reason, in

addition to traditional grammatical and structural approaches, it is necessary to apply communicative, interactive, and intercultural teaching methods when teaching proper nouns.

In the process of teaching English as a second or foreign language, proper nouns are often neglected or presented only as supplementary material. In fact, proper nouns can be effectively used to increase learners' interest in the language, broaden their worldview, and develop their intercultural competence. For example, personal names can be used to explain the structure of English names, geographical names to highlight linguistic features of countries and cities, and the names of organizations and brands to provide insight into the economic and social life of modern society.

Another important aspect of teaching proper nouns is their pronunciation and spelling. Due to their historical origins, many proper nouns in English have irregular pronunciation, which may lead to phonetic errors among learners. In addition, some proper nouns have abbreviated forms, informal variants, and synonymous names, which require a specific methodological approach to distinguish and use them correctly. From this perspective, the use of visual materials, audio-video resources, and real-life examples is considered highly effective in teaching proper nouns.

The development of modern educational technologies has introduced new opportunities into the process of teaching proper nouns in English. Through digital platforms, interactive maps, online dictionaries, multimedia lessons, and project-based activities, learners acquire proper nouns not only through memorization but also through active use in communicative contexts. Such an approach contributes to the development of learners' independent thinking, research, and analytical skills.

The relevance of this topic lies in the fact that effective teaching of proper nouns in English has a direct impact on improving learners' overall communicative competence. With appropriately selected methods and techniques, proper nouns are used naturally and consciously in learners' speech, which facilitates fluent communication in English. At the same time, learning proper nouns enhances the understanding of the relationship between language and culture and expands opportunities for the development of intercultural awareness.

In conclusion, the issue of teaching proper nouns in English is an essential component of language education and requires a thorough scientific and methodological approach. By studying and improving this area, it is possible to increase the effectiveness of English language lessons, enrich learners' lexical knowledge, and prepare them for successful communication in today's global environment. Therefore, analyzing methods of teaching proper nouns in English and implementing them in practice remains one of the urgent tasks facing the modern education system.

METHODOLOGY

This study is aimed at improving the process of teaching proper nouns in English through the integration of modern pedagogical, linguistic, and methodological approaches. The research methodology was designed on the basis of a comprehensive approach that incorporates elements of both qualitative and quantitative analysis. The primary focus was on identifying effective methods for teaching proper nouns, testing them in practice, and analyzing the results obtained.

During the research process, descriptive, comparative, observational, pedagogical experimental, questionnaire-based, and analytical methods were employed. The descriptive method was used to theoretically examine the linguistic characteristics of proper nouns in English, as well as their lexical and grammatical functions. The comparative method made it possible to identify similarities and differences between proper nouns in English and Uzbek, which helped explain potential cases of linguistic interference that may arise in the teaching process.

The practical part of the study was conducted with students and pupils learning English as a foreign language in higher education and general education institutions. During the experimental phase, participants were divided into two groups: a control group and an experimental group. In the control group, proper nouns were taught using traditional methods based on explanation and memorization. In contrast, the experimental group was taught using methods based on communicative, interactive, and intercultural approaches. These methods included role-playing activities, work with thematic texts, the use of visual materials, project-based tasks, and group discussions.

A key component of the methodology was the communicative approach. Within this framework, proper nouns were taught in the context of real communicative situations. For instance, personal names were introduced through dialogues and conversations; geographical names were taught using maps and descriptive texts; and the names of organizations and brands were presented through materials from modern media sources. This approach contributed not only to the acquisition of knowledge but also to the development of learners' speaking activity and communicative skills.

In addition, the study employed a method based on intercultural competence. Through proper nouns, the cultural, historical, and social characteristics of English-speaking countries were explored. This helped learners perceive language not merely as a linguistic system, but also as a cultural phenomenon. The intercultural approach facilitated a deeper understanding of the semantic content of proper nouns.

Information and communication technologies (ICT) were actively used throughout the research. Multimedia presentations, audio and video materials, interactive online exercises, and electronic dictionaries significantly increased the effectiveness of teaching proper nouns. Audio materials played a particularly important role in developing correct pronunciation, while visual tools enhanced retention and increased learners' interest.

To identify and evaluate the results, diagnostic tests, written and oral tasks, and questionnaires were administered. The collected data were analyzed both quantitatively and qualitatively, and the results of the control and experimental groups were compared. The analysis revealed that the experimental group demonstrated higher levels of correct usage, comprehension, and active use of proper nouns in speech.

Overall, the research methodology was aimed at integrating theory and practice in teaching proper nouns in English and at developing learners' communicative and cultural competence. The selected methods and techniques enabled an in-depth scientific and practical exploration of the topic.

RESULTS AND DISCUSSION

Within the framework of this study, the effectiveness of the methods and techniques used in teaching proper nouns in English was analyzed based on the results of the control and experimental groups. The findings indicate that a teaching model based on communicative, interactive, and intercultural approaches significantly improves the level of mastery of proper nouns.

At the initial stage of the experiment, diagnostic tests were administered to both groups. The preliminary results showed that the participants' level of knowledge of proper nouns in English was average. Although most learners were aware of capitalization rules, they demonstrated limited understanding of article usage, pronunciation, and the functional role of proper nouns in speech. Errors were particularly frequent in the use of geographical names and the names of organizations.

The final tests conducted at the end of the experiment revealed a significant difference between the two groups. While the control group showed relatively low improvement, the experimental group demonstrated a noticeably higher level of knowledge and skills. Participants in the experimental group were able not only to write and pronounce proper nouns correctly, but also to use them appropriately in both oral and written discourse.

The analysis of the results showed that teaching proper nouns through real-life contexts contributes to their long-term retention. For example, role-playing activities and conversations involving personal and place names increased learners' speaking activity. When geographical names were taught using maps and visual materials, their retention rate was considerably higher, confirming the effectiveness of visual and kinesthetic learning strategies.

The discussion revealed that the intercultural approach enabled learners to gain a deeper understanding of the semantic content of proper nouns. Familiarization with the names of historical figures, holidays, and organizations in English-speaking countries increased learners' interest in the language and enhanced their overall cultural literacy. This demonstrates that teaching proper nouns requires not only grammatical or lexical approaches, but also cultural context.

The use of information and communication technologies also yielded positive results. Audio and video materials significantly reduced phonetic errors by facilitating the acquisition of correct pronunciation. Online exercises and interactive tasks fostered learners' independent learning skills and encouraged active participation. As a result, the experimental group showed higher levels of motivation and classroom engagement.

The discussion further indicates that traditional memorization-based methods may lead to short-term acquisition of proper nouns but do not ensure their long-term retention or active use in speech. In contrast, interactive and communicative methods promote critical thinking, communicative competence, and contextual understanding, thereby supporting the natural acquisition of proper nouns.

Some challenges were also identified during the study. In cases where learners had a low initial level of language proficiency, explaining proper nouns within a cultural context required additional time and resources. However, this issue does not reflect a weakness of the methodology; rather, it highlights the need for a gradual and structured instructional process.

Overall, the results confirm the effectiveness of modern, communicative, and intercultural approaches in teaching proper nouns in English. These methods not only enrich learners' lexical knowledge but also develop their ability to communicate fluently and consciously in English. Therefore, the implementation of these approaches in English language teaching practice is considered both relevant and beneficial.

CONCLUSION

In conclusion, teaching proper nouns in English is an essential and integral component of language education. The findings of the study demonstrate that teaching proper nouns solely through grammatical rules or memorization does not produce the desired outcomes. Instead, integrating proper nouns into real-life contexts, communicative situations, and cultural information promotes conscious and active language acquisition.

The experimental results show that approaches based on communicative and interactive methods significantly improve learners' ability to correctly spell, pronounce, and use proper nouns in speech. Moreover, the use of information and communication technologies enhances learners' independent learning skills and increases their motivation to learn English. The intercultural approach contributes to a deeper understanding of the meaning of proper nouns and fosters awareness of the cultural values of English-speaking societies.

The results of this study highlight the necessity of implementing a comprehensive approach to teaching proper nouns in English language education. Future research in this area may focus on developing innovative models for teaching proper nouns that are adapted to learners' age, language proficiency level, and stage of education.

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