

UZBEK STUDENTS' DIFFICULTIES IN MASTERING FALSE EQUIVALENT WORDS IN TURKISH**Nosirova Kamola Khusniddin kizi**

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Annotation. This thesis examines the difficulties Uzbek students encounter in mastering Turkish false cognates. Despite phonetic and lexical similarities between Uzbek and Turkish, many words differ significantly in meaning, causing misunderstanding and communication errors. The study highlights common challenges and suggests effective teaching strategies to improve learners' lexical competence and language proficiency.

Keywords: false cognates, Turkish language, Uzbek students, lexical interference, language learning, vocabulary acquisition, semantic differences, bilingualism, language competence, Turkish-Uzbek relations.

Today, as a result of the development of ties between Turkic languages, the expansion of educational and cultural cooperation, the interest of Uzbek youth in the Turkish language is increasing. Uzbek and Turkish belong to the same language family, and there are many similarities in their grammatical and lexical systems. It is this closeness that makes learning Turkish easier to some extent. However, the similarity between languages in some cases also creates problems for students. One of such problems is false equivalent words, that is, units that are similar in form but different in meaning.

False equivalents cause errors in students' understanding of the text, translation, and oral speech. As a result, misunderstandings and distortions of meaning occur in the communicative process.

In linguistics, false equivalents are defined as words that are similar in form or pronunciation in two or more languages, but have different meanings. Such units are also common between Uzbek and Turkish. When students see these words, they automatically try to associate their meaning with their native language equivalent. This leads to misinterpretations[1].

For example, the word “para” in Turkish means “money”. In Uzbek, “para” is often used to mean “bribery”. As a result, a student may misunderstand the word “para” in the text.

Another example is the word “çorap” in Turkish. This word means “socks”. However, some students take it in a different sense and make mistakes in translation.

Also, the Turkish word “bekar” means “single”. The Uzbek word “bekor” has meanings such as “useless”, “unemployed”. Due to the similarity in form, students confuse these words.

There are a lot of such examples, and they are an important lexical problem in the process of learning Turkish.

Uzbek students face several difficulties in mastering false equivalents. First of all, the kinship of languages creates a feeling of overconfidence in them. As soon as students see similar words, they think that their meaning is the same. In fact, as a result of historical development, the semantics of many words have changed.

The second problem is related to the influence of the mother tongue. In the process of learning a language, students associate new information with their existing knowledge. Therefore, they compare new words in Turkish with similar units in Uzbek. This phenomenon is called linguistic interference[3].

The third difficulty is related to insufficient vocabulary. Students at the elementary level do not have the skills to determine the meaning using the context. As a result, they are forced to rely on formal similarity.

False equivalents also create significant problems in translation activities. When translating a text, a student may ignore the true meaning of some words. This leads to a distortion of the content of the text. Such errors are especially serious when translating literary and scientific texts.

Studies show that a contextual approach is effective in studying false equivalents. Studying words not separately, but in the context of a sentence and text allows for a better understanding of their true meaning. For example, in the sentence "I made money today," the context clearly shows that the word "money" means "money."

The use of special dictionaries and comparison tables is also useful. The teacher should compile a list of the most common false equivalents and explain their meanings with examples during the lesson.

The use of interactive methods is also important. Through role-playing games, translation exercises, dialogues, and test tasks, students firmly grasp the meaning of words. The method of working on errors is especially effective. Students realize their shortcomings by analyzing incorrectly translated sentences.

The use of modern information technologies also helps to solve this problem. Electronic dictionaries, mobile applications, and educational platforms based on artificial intelligence provide students with the opportunity to quickly and accurately learn the meaning of words. Audio and video materials show the use of words in real speech.

Cultural factors should also be taken into account when teaching the Turkish language. Because the meaning of some words is related to national culture and social life. A student who understands the cultural context understands the true meaning of the word more easily[2].

In conclusion, the closeness between the Uzbek and Turkish languages is an important advantage in learning Turkish. However, this closeness also creates some difficulties due to false equivalent words. Units that are similar in form but different in meaning cause errors in students' speech, translation, and understanding of the text. To overcome this problem, contextual teaching, comparative analysis, the use of special dictionaries, and the widespread use of interactive methods are

necessary. As a result, students' lexical competence develops, the effectiveness of communication in Turkish increases, and the language learning process becomes more successful.

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