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THE IMPORTANCE OF THE HUMAN FACTOR IN ANTHROCENTRIC LINGUISTICS AND LANGUAGE TEACHING

ANTROPOTSENTRIK TILSHUNOSLIK VA TIL O'RGATISHDA INSON OMILINING AHAMIYATI

АНТРОПОЦЕНТРИЗМ И ЧЕЛОВЕЧЕСКИЙ ФАКТОР В ОБУЧЕНИИ ЯЗЫКАМ

Annotatsiya. Ushbu maqola antropotsentrik tilshunoslikda inson omilining ahamiyati va uning til o'qitishdagi ta'sirini o'rganadi. Antropotsentrik tilshunoslik tilning rivojlanishi va uni o'rganish jarayonida inson tafakkuri, madaniyati va ijtimoiy o'zaro ta'sirini markaziy o'rinda qo'yadi. Maqola nazariy yondashuvlar, pedagogik uslublar hamda individual til o'rganuvchilar, ijtimoiy muhit va madaniy ta'sirlarning til o'zlashtirishdagi rolini yorituvchi empirik tadqiqot natijalarini tahlil qiladi. Tadqiqot sifat metodologiyasidan foydalanib, mavjud adabiyot va amaliy misollarni tahlil qiladi hamda lingvistik kompetensiyada inson omilining muhimligini ko'rsatadi. Natijalar shuni ko'rsatadiki, til o'qitish metodologiyalari o'quvchilarning kognitiv, emosional va ijtimoiy ehtiyojlariga mos ravishda moslashtirilishi lozim, bu esa til o'zlashtirish jarayonini samaraliroq tashkil etishga xizmat qiladi.

Kalit so'zlar: antroposentrizm, tilshunoslik, til o'rgatish, inson omili, kognitiv tilshunoslik, pragmatika, lingvomadaniyatshunoslik

Annotation. This paper explores the significance of the human factor in anthropocentric linguistics and its implications for language teaching. Anthropocentric linguistics emphasizes the centrality of human cognition, culture, and interaction in language development and learning. The study investigates theoretical perspectives, pedagogical approaches, and empirical research findings that highlight the role of individual learners,

social context, and cultural influences in language acquisition. The research employs a qualitative methodology, analyzing existing literature and case studies to illustrate the essential role of the human factor in linguistic competence. The findings suggest that language teaching methodologies should be adapted to the cognitive, emotional, and social needs of learners to enhance language acquisition.

Keywords: anthropocentrism, linguistics, language teaching, human factor, cognitive linguistics, pragmatics, linguistic and cultural studies.

Аннотация. В статье анализируется роль человеческого фактора в рамках антропоцентрической лингвистики, рассматривающей язык через призму человеческого познания, культуры и социального взаимодействия. На основе качественного анализа литературы и тематических исследований рассматриваются теоретические и педагогические подходы, подчёркивающие влияние индивидуальных, социальных и культурных аспектов на формирование языковой компетенции. Ключевой вывод исследования заключается в том, что эффективность преподавания языков напрямую зависит от адаптации методик к когнитивным, эмоциональным и социальным потребностям обучающихся.

Ключевые слова: антропоцентризм, лингвистика, обучение языкам, человеческий фактор, когнитивная лингвистика, прагматика, лингвокультурология.

INTRODUCTION

The principles of anthropocentric linguistics have been developed by numerous linguists. Founders of this field include V. von Humboldt, E. Sapir, B. Whorf, and other scholars. Their works illustrate the connection between language, human thought, and culture. In recent years, anthropocentric linguistics has been enriched by the inclusion of cognitive linguistics, pragmatics, and linguistic culture. Anthropocentric linguistics posits that language is deeply rooted in human cognition, experience, and social interaction (Langacker, 1991). Unlike structuralist approaches that treat language as an autonomous system, anthropocentric linguistics views language as a tool shaped by human perception, conceptualization, and cultural environment (Evans & Green, 2006). Language teaching, therefore, should prioritize the learner's cognitive and affective characteristics, as well as their social and cultural background.

This paper aims to analyze the role of the human factor in anthropocentric linguistics and how it affects language pedagogy. The study also examines how linguistic competence is influenced by psychological, social, and emotional factors, emphasizing the need for human-centered teaching approaches.

MAIN PART

This study employs a qualitative research design, focusing on literature review and case study analysis. A systematic review of peer-reviewed articles, books, and empirical studies related to anthropocentric linguistics and language teaching was conducted. Case studies from different cultural and linguistic backgrounds were analyzed to assess the impact of human factors on language learning. Data were collected from academic databases such as JSTOR, Google Scholar, and ResearchGate, with a focus on studies published in the last two decades.

The findings indicate that human cognition plays a crucial role in language processing and comprehension. Cognitive linguists argue that language learning involves conceptual structures and embodied experiences that shape linguistic meaning (Lakoff & Johnson, 1980). Social interactions also significantly influence language acquisition, as Vygotsky's (1978) sociocultural theory suggests that learning occurs through communication with more knowledgeable peers. Emotional factors, such as motivation and anxiety, also impact language acquisition. Studies have shown that students with high motivation and low anxiety levels achieve greater linguistic competence (Dörnyei, 2009).

In practical language teaching, the integration of human factors can be observed in communicative language teaching (CLT) and task-based language learning (TBLT). These approaches emphasize interaction, real-life communication, and learner-centered instruction, aligning with anthropocentric linguistic principles. Moreover, cultural aspects play a pivotal role in shaping language use and meaning. Learners acquire not only linguistic forms but also socio-cultural norms that govern communication.

The results highlight the necessity of incorporating human factors in language pedagogy. Traditional grammar-translation methods, which focus solely on linguistic forms, fail to address the

cognitive, social, and emotional needs of learners. By contrast, anthropocentric approaches advocate for contextualized language use, emphasizing meaning-making and personal engagement in communication.

One of the key pedagogical implications is the need for individualized instruction. Learners come from diverse cultural and linguistic backgrounds, and their learning experiences are shaped by personal cognitive and emotional factors. Teachers should adopt adaptive teaching strategies that cater to individual needs, using multimodal resources such as visual aids, storytelling, and interactive activities to enhance language comprehension and retention.

Additionally, digital technology offers new opportunities for implementing anthropocentric language teaching. Online learning platforms, virtual reality simulations, and AI-driven language learning tools can provide personalized learning experiences that align with the cognitive and social characteristics of learners. However, these technologies should complement rather than replace human interaction, as peer collaboration and teacher guidance remain crucial elements of effective language learning.

CONCLUSION

The study concludes that the human factor is integral to both anthropocentric linguistics and language teaching. Effective language acquisition requires attention to cognitive, social, emotional, and cultural aspects of learners. Future research should explore the application of AI and digital tools in human-centered language education, ensuring that technology enhances rather than diminishes the role of human interaction in language learning.

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