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LEXICAL DIFFERENCES BETWEEN BRITISH AND AMERICAN ENGLISH AND THEIR PLACE IN TEACHING

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Annotatsiya: Maqolada Britaniya va Amerika ingliz tillari o‘rtasidagi leksik farqlar ko‘rib chiqilgan. Kundalik hayot, transport, ta’lim, oziq-ovqat va uy-joy bilan bog‘liq so‘zlar misolida farqlarning turlari tasniflangan va ularning kelib

chiqish sabablari tushuntirilgan. Shuningdek, o‘zbek talabalari bu farqlar tufayli duch keladigan qiyinchiliklar va ularni darsda o‘rgatish yo‘llari bo‘yicha tavsiyalar berilgan.

Kalit so‘zlar: Britaniya ingliz tili, Amerika ingliz tili, leksik farq, til varianti, sinonim, o‘qitish metodikasi.

Annotation: The article examines lexical differences between British and American English. Using words connected with everyday life, transport, education, food and housing, it classifies the types of differences and explains their origins. It also discusses the difficulties Uzbek students face because of these differences and offers recommendations for teaching them in class.

Keywords: British English, American English, lexical difference, language variety, synonym, teaching methods.

Most English textbooks used in our schools and universities follow British English, but most of the films, songs, YouTube videos and computer games that students enjoy are American. As a result, a typical Uzbek student says "flat" in class and "apartment" when talking about a TV series, and sometimes does not notice that these two words mean the same thing. This mixture is natural, but it can also create confusion, especially in writing and in exams.

British and American English are the two main national varieties of the language. The differences between them exist in pronunciation, spelling, grammar and vocabulary, but vocabulary is the area that learners notice first. George Bernard Shaw is often credited with the joke that England and America are "two countries divided by a common language". Linguists are more careful, of course. As D. Crystal notes, the number of really important differences is not very large, and speakers of the two varieties understand each other without serious problems [3]. Still, for a learner even a small difference can be a source of mistakes.

The aim of this article is to describe the main types of lexical differences between British and American English, to show where they come from, and to suggest how teachers can work with them. The study is based on a descriptive analysis of examples taken from reference books by J. Algeo [2] and P. Trudgill and J. Hannah [6], as well as from learner's dictionaries.

The first and the biggest type includes different words for the same thing. Some of the best-known pairs are: flat – apartment, lift – elevator, lorry – truck, petrol – gas (gasoline), pavement – sidewalk, underground – subway, autumn – fall, holiday – vacation, queue – line, biscuit – cookie, sweets – candy, chips – French fries, crisps – chips, rubbish – garbage/trash, mobile phone – cell phone. The pair chips/crisps is especially tricky, because the same word "chips" means two different foods: in Britain chips are fried potato sticks, while in the USA chips are the thin potato slices that the British call crisps.

The second type includes words that exist in both varieties but have different meanings. For example, "pants" are trousers in American English but underwear in British English, so a student who tells a British teacher "I spilled tea on my pants" may cause a smile. "First floor" in Britain is the floor above the ground floor, while

in the USA it is the ground floor itself. "Public school" in Britain is a famous private fee-paying school, such as Eton, while in the USA it is a state school open to everyone. Such words are more dangerous than the first type, because the learner does not suspect that there is any difference.

The third type is connected with words that are typical of one variety and only understood, but not often used, in the other. For instance, British "fortnight" (two weeks) is rarely used in America, and American "faucet" (tap) sounds unusual to British ears. In education, British students take "exams" at the end of "term" and live in "halls of residence", while American students take "finals" at the end of a "semester" and live in "dorms".

Where do these differences come from? Firstly, after English settlers came to America in the seventeenth century, the language developed separately on the two sides of the Atlantic. Some old words survived in America but disappeared in Britain: "fall" for autumn and "gotten" are good examples. Secondly, new realities appeared in the nineteenth and twentieth centuries, such as railways, cars and the underground, and they were named independently in each country. That is why many transport words differ (railway – railroad, motorway – highway, windscreen – windshield). Thirdly, other languages had an influence: American English borrowed words from Dutch ("cookie"), Spanish ("canyon", "ranch") and Native American languages. Finally, Noah Webster's dictionary of 1828 consciously created a separate American standard, especially in spelling (colour – color, centre – center).

In my article on the development of Turkic languages in the era of global integration, I wrote that a language changes together with the life of the people who use it [1]. The history of British and American English is a very clear example of this idea within one language.

For teachers in Uzbekistan, I think the main goal is not to make students choose "the correct" variety (D. Crystal reminds us that English today belongs to all its users around the world [4]), but to make them aware of the differences and consistent in their own speech and writing. Several practical steps can help. Teachers can introduce pairs of words through pictures and short videos from both countries. Students can make a two-column vocabulary list, "British – American", and add new pairs whenever they meet them in films or books. Role-plays such as "a British tourist in New York" or "an American student in London" are fun and show how misunderstandings can happen. In writing, especially in IELTS or university essays, students should be reminded to keep one variety, both in spelling and vocabulary. M. Swan's usage book gives clear and short explanations which are useful for this purpose [5].

Lexical differences are only one part of the picture, and it is helpful for learners to see them together with differences in spelling and grammar, because these often appear in the same text. In spelling, American English simplified many words after Noah Webster's reforms: "colour – color", "centre – center", "travelling – traveling", "programme – program", "defence – defense", "analyse – analyze". In grammar, the differences are smaller but noticeable. The British prefer the present perfect in sentences like "I've just eaten", while Americans often say "I just ate".

British English uses "have got" ("Have you got a pen?"), while American English prefers "Do you have a pen?". The past participle of "get" is "got" in Britain and often "gotten" in America. Collective nouns such as "team", "government" and "family" can take a plural verb in British English ("The team are playing well"), but usually a singular verb in American English ("The team is playing well"). J. Algeo's handbook gives many such examples based on large corpora of real texts [2].

Some lexical differences are connected with the different systems of institutions in the two countries. Education is a good example. In Britain, children go to "primary school" and then to "secondary school"; in the USA they go to "elementary school", "middle school" and "high school". British students are in "Year 10", American students in "tenth grade". A British university student is "in their second year", while an American one is "a sophomore". The British say "maths", the Americans "math". Similar differences exist in politics and law: the British "general election" and "Parliament" correspond in their function, but not in their details, to the American "presidential election" and "Congress"; a British "solicitor" and "barrister" are both called "lawyer" or "attorney" in the USA. Such words cannot be learned as simple synonyms, because they reflect different social realities. This is why lexical differences should be taught together with country studies.

Another group of differences appears in everyday social situations, and these are probably the most useful for learners who travel. In a British restaurant you ask for "the bill", in an American one for "the check". In Britain you "queue" for a bus, in the USA you "stand in line". The British "post" a letter at the "post office", the Americans "mail" it. A British person living in a "flat" takes the "lift" to the "ground floor" and puts "rubbish" in the "bin"; an American in an "apartment" takes the "elevator" to the "first floor" and puts "trash" or "garbage" in the "trash can". When students practise such situations through role-plays, they remember the words much better than from lists.

It is also important to remember that the two varieties influence each other. Because of American films, television, music and the internet, many American words have become common in British English, especially among young people: "movie", "cookie", "guy", "awesome" and "OK" are good examples. D. Crystal notes that the direction of influence today is mostly from American to British English, although some British words, like "gap year" or "queue" in certain contexts, have also become known in America [3]. At the same time, many people in both countries still feel that some words are "typically British" or "typically American", and they use them to show their identity.

For learners in Uzbekistan, there is one more factor to consider: international exams. IELTS is a British-based exam, while TOEFL is American, but both of them accept either variety as long as the candidate is consistent. P. Trudgill and J. Hannah stress that a learner does not need to imitate a particular national variety perfectly; what matters is clarity and consistency [6]. In practice, this means that a student who writes "color" in one paragraph and "colour" in another, or uses "flat" and "apartment" randomly, may lose points not because one form is wrong, but because

the text looks careless. A simple rule for students is therefore: choose one variety for formal writing and stick to it, but learn to understand both.

Pronunciation, although it is not the main topic of this article, is closely connected with lexical differences, because some words are pronounced differently even when they are spelled the same way. Well-known examples are "tomato" (/təˈmɑːtəʊ/ in British English and /təˈmeɪtoʊ/ in American English), "schedule" (/ˈʃedjuːl/ or /ˈskedʒuːl/), "either" (/ˈaɪðə/ or /ˈiːðər/), "garage" (/ˈgærɑːʒ/ or /gəˈrɑːʒ/) and "privacy" (/ˈprɪvəsi/ or /ˈpraɪvəsi/). There are also systematic differences: Americans pronounce /r/ after vowels ("car", "water"), while most British speakers do not; Americans often pronounce "t" between vowels as a soft /d/-like sound ("water", "better"); and the vowel in words like "dance", "bath" and "can't" is /ɑː/ in southern British English but /æ/ in American English. P. Trudgill and J. Hannah describe these features in detail and show that within each country there is also great regional variation [6]. For learners, it is important to understand both accents, because they will meet both in films, exams and real communication.

Another interesting aspect is the role of other varieties of English. British and American English are not the only standards: there are also Australian, Canadian, New Zealand, Irish, South African, Indian and many other varieties, each with its own vocabulary. For example, Australians say "arvo" for "afternoon" and "ute" for a pickup truck, Canadians say "washroom" for "toilet" and "toque" for a winter hat, and Indian English has words like "prepone" (the opposite of "postpone"). D. Crystal argues that English has become a truly global language, and that the number of people who speak it as a second or foreign language is now larger than the number of native speakers [4]. This means that the question for learners is not "Which English is correct?", but "Which English will be most useful for me, and how can I understand the others?"

In practical terms, I think teachers in Uzbekistan can follow several principles. The first is awareness: from the earliest levels, students should know that there are different varieties of English and that differences between them are normal. The second is consistency in production: students should try to use one variety in their own writing and, as far as possible, in speaking. The third is flexibility in reception: through listening to different accents and reading texts from different countries, students should learn to understand various forms of English. The fourth is cultural connection: lexical differences should be presented together with the realities of life in Britain and America, such as education, transport and food, because this makes them meaningful. Following these principles, students will be better prepared for communication in today's international world, in which English is used by people from many countries and cultures.

In conclusion, the lexical differences between British and American English are not numerous enough to block communication, but they are frequent in everyday topics like food, transport, housing and education. The most problematic words for learners are those which exist in both varieties with different meanings, such as "pants", "first floor" and "public school". Learning these differences in context, with

attention to their history and culture, makes students more confident users of English as an international language.

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FOREIGN INVESTMENT AND REGIONAL INDUSTRIAL GROWTH IN UZBEKISTAN: PANEL EVIDENCE FROM 14 REGIONS, 2017–2025

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Annotation. This article tests whether foreign investment and loans per capita are associated with faster growth of industrial output per capita across 14 regions of Uzbekistan, using an official SIAT panel for 2017–2025. A two-way fixed-effects model (region and year effects, region-clustered standard errors) finds no association: the coefficient on lagged log investment per capita is 0.004 (p = 0.87), on same-year investment –0.019 (p = 0.62), and the results are unchanged