

THE IMPORTANCE OF TEACHING A FOREIGN LANGUAGE IN LANGUAGE UNIVERSITIES

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Abstract:

In our article, the problems of teaching theoretical subjects such as general linguistics, theoretical grammar, lexicology, translation theory, stylistics, and text interpretation are considered using new areas of linguistics. Under the influence of disciplines such as communication linguistics, pragmalinguistics, cognitive linguistics, and linguoculturology, the position is taken and justified that language theory courses in higher education should be significantly updated and supplemented.

Keywords: cognitive linguistics, communicative, linguistic communication, aspect, foreign language, quantity, quality, attitudes, manners.

As you know, teaching a foreign language as a specialty requires not only mastering practical knowledge but also deep knowledge of language theory. At the same time, the teaching of theoretical disciplines no longer fully meets modern requirements. Firstly, this is insufficient consideration of modern tendencies in linguistics, especially the achievements of such sciences as communicative linguistics, cognitive linguistics, linguopragmatics, linguoculturology, and intercultural communication. As is well known, the basis of the communicative approach is the desire to learn a language in its real functioning, in a concrete communication situation according to the goals of the communicants [3]. The communicative approach, which assumes considering a working language as a dynamic, action-oriented process, permeates all levels of the language system, which is quite natural as it contributes to a more complete understanding of the nature of the phenomenon under study. Analysis of speech units in terms of their specific implementation and taking into account all possible parameters and conditions of a particular communication situation allows us to obtain the most complete objective information both about the semantic content of these units and the laws of their



functioning. In our opinion, a lot of attention should be paid to the pragmatic aspects of language as one of the directions of communicative linguistics. Linguopragmatics in its most general form is defined as a science that studies the relationship between language and those who use it [5]. The field of investigation of language-pragmatic questions includes the investigation of speech acts and the contexts of their implementation, the aspect of the functioning of language units, the selection of which is determined by the intentional, influencing tasks of the text sender, the success and effectiveness of communication, the interpretation of the language by the listener, the attitude of the addressee to the content of the utterance, the development of conventions and rules that regulate the process of linguistic communication, and much more.

The conceptual apparatus of pragmatic research consists of the terms communicative intention and pragmatic attitude, pragmatic effectiveness and relevance, communicative-pragmatic situation and communicative-pragmatic context, perception, and effect of a linguistic sign, pragmatic meaning, pragmatic information, and addressee factors. These concepts are particularly relevant for courses in theoretical grammar and stylistics. In the grammar course, for example, the questions of the pragmatic design of the utterance must be considered: explicit and hidden goals of the utterance, speaking tactics and speaking behavior, principles of linguistic communication (quantity, quality, attitudes, manners) [2], pragmatic requirements, etc. The consideration of the pragmatic aspects of the language is one of the most urgent problems of modern stylistics, which should be reflected in the lecture on the stylistics of the English language as a separate section.

Pragmatic stylistics encompasses a wide range of problems, including the problems of understanding and interpreting a literary text, the effectiveness of effect and perception, the contextual and situational conditionality of stylistic phenomena, and many others. The basis of the cognitive program is the definition of language as representation structures of different types of the conceptual organization of knowledge [6]. From the perspective of cognitive linguistics, many traditional questions of grammar, semantics, stylistics, and linguistics of the text are treated in a new way. In theoretical grammar lessons, these are problems of parts of speech and their grammatical categories, problems of case grammar to determine semantic case relationships, their classification and nomination methods, questions about statement models and structures, etc.

A consideration of the problems of semantics currently seems impossible without including the problems of cognitive semantics. First of all, this is a conceptual theory



of meaning, starting from its multilevel interpretation of the notion of cognitive context (cognitive domains, mental spaces, frames) and proposing to push the boundaries of linguistic knowledge, which correspond to the knowledge of a non-linguistic, encyclopedic nature [1], the concept of a concept as a mental unit of consciousness, an operational unit of memory, a quantum of knowledge, a unit of the conceptual system of language, concepts of conceptualization and categorization as the most complex cognitive processes involved in the formation of a knowledge system are involved in the form of concepts and categories. All these problems should be reflected in lectures related to the content side of the language and in particular to lexicology, word formation, phraseology, and stylistics.

It should be noted that the study of stylistics of the English language, traditionally associated with the problematic of the functional aspect of linguistic units, has been fundamentally updated in the light of modern linguistic tendencies and has added such topics as epistemological style, epistemological metaphor, cognitive bases of stylistic techniques, cognitive principles of information distribution in the text, Theory of stylistic convergence. Other fields closely related to cognitive linguistics are linguoculturology and intercultural communication. It is a well-known fact that language is a part of the culture. Learning foreign languages outside of the cultural context seems unjustified and impossible. Undoubtedly, the required level of language competence can only be achieved by combining two types of knowledge, language, and culture, both in the process of pedagogical action and in intercultural communication.

Regardless of the sociocultural conditions of use, a foreign language like becomes a dead man, like Latin and Ancient Greek. Consequently, there is an urgent need to introduce such disciplines as linguoculturology and intercultural communication, in which the problems of the culture of the nation, its cultural realities, the national vision of the world, and the moral code of the value system of language users should be emphasized. Particular attention should be paid to the issue of interventions in the process of intercultural communication and national and cultural specifics of the language to be learned against the background of native culture. The data from linguoculturology and the theory of intercultural communication should also be taken into account in the lectures on lexicology, phraseology, text and interpretation linguistics, and, in particular, language didactics.

It is pointed out that in foreign language teaching it is necessary to know the peculiarities of one's own and the other so that the students have an idea of the differences and can take them into account in intercultural communication [4].



Awareness of socio-cultural differences as elements of national mentality that are not perceived by carriers of a different culture seems to be a priority task. In our opinion, however, the teaching of the theoretical disciplines should also emphasize intercultural dimensions at all levels of the language system and communicative behavior in addition to practical ones.

Summing up, it is worth noting that in universities with a linguistic profile, it is necessary: a) to increase the level of teaching in theoretical disciplines based on a revision and radical updating of curricula, taking into account modern trends and achievements in linguistics; b) Introduce courses in linguoculturology and intercultural communication as compulsory theoretical disciplines aimed at teaching a foreign language as a sociocultural phenomenon.

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