

## LINGUISTIC APPROACH IN TEACHING ENGLISH AND UZBEK

Nurymbetova Zumrad Ruslanovna

Student of CSPU

Department English language and theory

e-mail: [nurymbetovazumrad@gmail.com](mailto:nurymbetovazumrad@gmail.com)

Scientific advisor: Kenjaeva Mukhlisa Bakhodir qizi

e-mail: [mukhlisa.kenjaeva96@gmail.com](mailto:mukhlisa.kenjaeva96@gmail.com)

### Abstract

This article is about the linguistic approach to teaching English and Uzbek. The article will consider innovative methods of teaching English and various techniques used in the educational process.

**Keywords:** article, linguistic teaching, English, Uzbek, methods.

### Annotatsiya

Ushbu maqolada Ingliz va o'zbek tillarini o'qitishda lingvomadaniy yondashuv haqida. Maqolada ingliz tilini o'qitishning innovatsion usullari va o'quv jarayonida qo'llaniladigan turli xil texnikalar ko'rib chiqiladi.

**Kalit so'zlar:** Maqolla, lingvomadaniy, o'qitish, Ingliz, Uzbek, usullar.

### Introduction

Language teaching is the process of imparting knowledge and skills related to a particular language to learners. It involves various methods and techniques to facilitate language learning and improve proficiency in reading, writing, speaking, and grammar. Language teaching can be formal or informal and is aimed at achieving specific objectives and standards. It emphasizes the integration of theory and practice to enhance language learning and teaching. Language curriculum includes components such as reading, speaking, writing, and grammar, which are interconnected and complement each other. The role of the teacher is crucial in designing and implementing language curriculum and ensuring the connection between theoretical knowledge and practical application. Language teaching



methods should consider the communicative functions of language and adapt to different stages of language learning.

### **Teaching of English language**

English is a universal language and is used for global communication. English is the best language that is widely used and accepted by people of different backgrounds, religions, educational qualifications, and locations. We can easily communicate in the English language with other people both as personal communication and business communication. The English language is nowadays, mandatory for everyone. You can choose the best English Language Course from the top language learning institutes such as Henry Harvin. There are various Effective Teaching methodologies, approaches, and technologies for Mastering English. These teaching methodologies help students understand the language and have a good command of the language. In addition, daily practice of writing and speaking the English language is essential to make students confident and comfortable in the language.

### **Teaching of Uzbek language**

Teaching a foreign language, such as Uzbek, requires careful consideration of various methods and techniques to maximize students' learning and comprehension. With Uzbek being a unique language spoken primarily in Uzbekistan and surrounding regions, it becomes essential to adopt diverse approaches to effectively teach it. The first method is the grammar translation approach. This traditional method emphasizes the study of grammar rules and translation of texts from Uzbek to the native language. While this approach has its merits in developing writing skills and understanding sentence structures, it may not foster speaking and listening proficiency. Another approach is the audio-lingual method, which emphasizes repetition and the learner's ability to mimic native Uzbek speakers. It uses dialogues and drills to practice language patterns and pronunciation. Although this method enhances learners' oral skills, it may neglect theoretical knowledge and lead to a limited vocabulary repertoire.



## Methods

### The Direct Method

In this method, the teaching is done entirely in the language being learned. The learner is not allowed to use his or her original language. Grammar rules are avoided and there is an emphasis on good pronunciation.

### Grammar-Translation

In this method, learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. This method is most commonly used in secondary education.

### Audio-Lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues in every situation. New language is first heard and extensively drilled before being seen in its written form.

### The Structural Approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb “to be” is introduced and practiced before the present continuous tense which uses “to be” as an auxiliary. This method of learning is common in language learning apps.

### Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as “Stand up”, “Close your book”, “Go to the window and open it.” The method stresses the importance of aural comprehension and the importance of kinesthetic learning.

### Communicative Language Teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining, or notions such as the expression of time, quantity, location. Much like The Structural Approach, this method is commonly used in language learning apps.

### Task-based language learning

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors. The aim here is to highlight the importance of learning the language by making it vital to task completion.



## Results of Discussion

In addition, learning English from childhood develops language communication skills and promotes cognitive development. Research shows that children who learn several languages have better memory, creativity, and analytical thinking. Learning English early can also improve problem-solving skills, develop logical thinking, and increase concentration. The study of English literature can help to improve writing and language usage. Reading and studying English literature improves the ability to use and write sophisticated English. It improves the ability to read English with good understanding of different texts. Through reading English literature students can gain insights and develop a sense of thinking critically. Hill (1986: p. 12) points out that the study of English literature for EFL learners is necessary because it provides an opportunity to internalize language in terms of grammatical rules, phrases and vocabulary already learnt can be reinforced and at the same time new words and structure are achieved whereas Lazar (1993: p. 17) proves that literature enriches language in put in English class room and stimulate learning by providing meaningful and memorable contexts for processing and interpreting new language. Widdowson (1986: p. 33) states that, teachers use literature in teaching English so that they can broaden student's knowledge as well as improving language and cultural awareness.

Effective learning of the Uzbek language is not only a problem of pedagogy, it is also a priority area in the social policy of the Republic of Uzbekistan. The effectiveness of this problem will lead to the prosperity of the nation and the independence of the country as a whole. In the process of studying the Uzbek language and literature using interactive technologies, the computer acts not only as a source of information, but also as a learning tool and a powerful tool that allows you to activate the process of cognitive activity, contributing to the development of flexibility of thinking and the formation of the ability to navigate and adapt in one's activities. Therefore, the teacher should set a goal - to provide positive motivation for learning, to activate the cognitive activity of students, and in order to achieve this goal, in addition to mastering knowledge, it becomes no less important to master techniques with which you can obtain, process and use new information.



## Conclusion

The teacher may present language inductively through a text, a situation, through a task, or simply asks learners to 'notice' lexis. Alternatively, a deductive approach may be used whereby the learners are given the rules and asked to apply them in using the language. In either case the learners need to fully understand the language before they begin to practice it in guided activities, or produce it together with other 'known' language. Teachers also need a framework within which to analyze language for planning purposes. Language analysis explores how authors/writers/speakers convey meaning through specific language analysis techniques, such as figures of speech, word choice, sentence structure, and register or tone. The study of the Uzbek language replaces many traditional teaching aids. The teacher of any language should not forget that his main task is the development of a socially significant and value-oriented personality, the training of students in mental work, which is more important than the transfer of finished knowledge. An analysis of new trends in optimizing the educational process at school allows us to say that for learning it is important not only to transfer knowledge, but also to instill skills and abilities to independently find and analyze new information, evaluate and apply it, reasonably argue, establish causal relationships, develop abilities of continuous self-education.

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