

The Importance of Language in Teaching Linguistic Issues and Terms for Solving the Problems of World Linguistics

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Abstract: This scientific article reveals the importance of language in teaching terms related to linguistic issues and solving problems of world linguistics. The necessary issues related to the history of world linguistics, leading currents and trends, are directly related to the study of the most important and complex theoretical problems and teachings of current linguistics - such disciplines as pedagogy, psychology, language education, they serve as a methodological basis not only for linguistics but also for all other disciplines and conclude with the clarification of problems.

Keywords: World Linguistics, Theoretical Problems, Solutions, Importance of Language, Pedagogy, Linguistics, Pedagogical Foundations, Current Issues.

1. Introduction

In the educational system, language is a historical, dynamic phenomenon, which acquires mental, spiritual, and cultural importance for every person, every professional. That is why language education, its improvement, and its implementation based on efficient and productive methods are some of the urgent problems of our country at the state level today.

The science of linguistics stands out as a comprehensive scientific-theoretical and philosophical science. He deals with serious problems related to the language, current issues, the essence of linguistic phenomena, methods of approaching them from which point of view, their in-depth analysis, and drawing objective scientific conclusions.

Starting from the necessary issues related to the history of world linguistics, leading currents and directions, with the study of the most important and complex theoretical problems and teachings of current linguistics - disciplines that serve as a methodological basis not only for linguistics but for all disciplines: pedagogy, psychology and language ends by covering problems that are directly related to such sciences as education.

One of the integral components of world linguistics, the methodology of foreign language teaching, which has been contributing its fair share to the positive solution of the current issues facing world linguistics, has developed to a certain extent over the past century, and at the same time, it appeared under the influence of development. has been focusing on positive solutions to various issues related to linguistics. As in world linguistics, in the methodology of foreign language teaching, attention has now begun to shift from the problem of language structure to the function of language in various spheres of human activity.

In the era of increasing information and globalization processes in the world, perfect knowledge of foreign languages and their effective use is becoming a vital necessity. Knowledge of foreign languages is considered one of the main requirements of specialists working in various fields in our country. As in various fields, the issue of ensuring that students, i.e., future employees, master foreign languages thoroughly and master them at the level of fluency is gaining urgent importance. At the basis of this lies the issue of creating the necessary conditions and opportunities for them to use the world's information resources on a large scale and to develop international cooperation. Based on this, one of the most important tasks facing the education system of our republic today is to provide potential future officers who can communicate freely in foreign languages.

Only students who are fully armed with the theoretical issues of the language will be formed as true masters of the language. Also, they can draw scientific conclusions and ideas from the analysis of the phenomena of language skills, pay special attention to the essence of phenomena, and take theory and practice in a dialectical relationship. During the in-depth study of language and speech units, he thinks and makes observations based on

such categories of dialectical philosophy as form and content, generality and specificity, essence and phenomenon, cause and effect, and possibility and reality. The science of linguistics expands and deepens students' general linguistic preparation, and level of knowledge, introduces them to new theories and factual materials, teaches independent, creative thinking, and consistency, raises their theoretical level, and equips them with the methodology and methodology of scientific research, and linguistic analysis.

Today, as a result of the interaction of linguistics with various fields of science, new directions such as linguistic epistemology, ethnolinguistics, linguoculturalism, sociolinguistics, psycholinguistics, mathematical linguistics, and computer linguistics have appeared in linguistics. In the process of teaching languages in educational institutions, it is necessary to interpret linguistic units and linguistic phenomena, and clearly define the position of historical linguistics.

Linguognoseology is the study of the function of language in cognitive activity and is engaged in determining the language-related aspects of a person's relationship with reality.

In the process of studying language materials, students get acquainted with the important sources and word formation that enrich their lexical competence in languages with words related to a new field. The ability of students to put into practice the knowledge they have acquired in language classes and to use them in their speeches related to their specialization depends in many ways on how well they have mastered words. It is known that the lexical (word, dictionary) content of the language does not perform a direct communicative function. In order to serve the purpose of communication, the words in the lexicon (dictionary) need to be grammatically connected with each other, to form a sentence, a sentence. A speech text is expressed through a structured sentence.

The characteristic of each aspect of the language is reflected in the uniqueness of its language units. A word is the main unit of language that conveys meaning. Words and phrases denote specific objects, abstract concepts, and emotions.

The development of scientific thinking became the basis for creating new methods in linguistics and drawing new theoretical conclusions, and the science of language began to develop gradually. New approaches to the language led to the creation of new directions, new points of view, and sections of the language. In general, a lot of work has been done in linguistics to study the vocabulary of all languages based on the subjects represented by lexemes.

In this regard, scientific works and dictionaries containing the priceless wealth and treasure of peoples have been created. A certain social culture lies in linguistic phenomena. The political image of the world reflects the socio-cultural image of the world. In the real use of colloquial language, it is necessary to know the nature of non-linguistic factors, and what is expressed in the language. In the issue of linguistic culture, the main focus is on defining the concepts included in its terminology, their research methods and sources. The concept of "language and culture" originates from all sciences that study man and his thinking. It is impossible to study a person without his language. The language reflects the national culture and its essence. According to E. Sepir, culture can be defined as a set of things that a certain society does and thinks. And language is how it thinks about these things. It follows that language is an internal form of culture. The main sign of culture is the ability of a person to be spiritually and spiritually rich. A person plunges into the "world of culture" in the process of mastering language, which belongs to material and spiritual culture. The national character of the culture requires the enrichment of the "fundamental foundations" of the world culture, formed in the development of humanity, in various international language and cultural relations. Culture is a product of the nation and is a national (special, private) and general (international) unit. The problem of interdependence of language and culture and their relationship has attracted the attention of a number of famous scientists for several centuries. However, until now, this issue remains controversial: in the eyes of some, language is considered as a part of culture, according to the second category, language is mainly a form of expression of culture, but according to the third group, language is neither a form of expression of culture, nor an element of culture.

Economic, political, social, and cultural international relations with foreign countries are expanding, increasing the need to know a foreign language. As a result, increasing the weight of specialized subjects taught in foreign languages in the fields of education and specializations "The general culture of a graduate of a higher educational institution requires mastering at least one foreign language"; in higher education institutions, the share of professors and teachers and students who have certificates of national and international assessment systems and master foreign languages is being systematically increased. For this purpose, several practical measures are implemented by our government to meet social needs:

a) the number of hours allocated to the subject "Foreign language" was fraudulently increased in all areas of educational institutions; b) teachers are being trained to teach foreign languages in kindergartens; c) the number of kindergartens where foreign languages are taught is increasing; g) lyceums specializing in foreign philology are being established; d) teachers and specialists from foreign countries are involved in teaching foreign languages; e) educational programs, textbooks, manuals are being published; j) seminar-council, scientific-practical conferences dedicated to current issues of foreign language education are being organized; z) various competitions, Olympiads are held; i) scientific researches on linguistics, pedagogy and teaching methodology are conducted, scientific brochures, articles are published, etc. However, there are several problems in foreign language education, which hurt meeting the social need for knowing a foreign language. It is appropriate to divide these problems into two groups from the point of view of their content and solution: a) scientific-theoretical and b) practical-organizational problems.

In the scientific-theoretical group, the issues of comparative typology of languages, linguistics, foreign language teaching methodology, interaction of pedagogy, psychology, linguistics and methodological sciences, trilingualism in the schools of our republic, interlingual translation, issues of creating modern textbooks for all educational institutions enters. On the other hand, in foreign language education, the training of foreign language teachers is aimed at improving the quality, determining the purpose and content of foreign language education, organizing education based on a differentiated approach, choosing the culture of the people of the country where the language is being studied, and national culture. there are actual problems such as comparison with, distribution of educational content by academic years, quarters, semesters on a scientific basis. Solving these problems requires scientific and experimental research.

The problems in the practical-organizational group are as follows: a) taking necessary measures to ensure the implementation of the concept of continuous foreign language education. The current curricula, it is envisaged to teach a foreign language for 6 semesters in several non-literate universities, and in the 7th and 8th semesters, it is envisaged to continue foreign language education at the master's level without teaching a foreign language. Such organization of foreign language education contradicts the "Concept of Continuous Foreign Language Education"; b) development of scientific, experimentally based requirements for foreign language education for all educational institutions; c) stratified approach to teacher training, taking into account the characteristics of educational institutions when training a foreign language teacher; organization of training of teaching specialists for pre-school educational institutions, secondary schools, academic lyceums, technical schools instead of teacher-philologist speciality; g) organization of teacher training courses for higher educational institutions; d) improvement of training of teachers, etc.

The urgency of improving teacher training is because the methodical training of teachers does not fully meet the requirements, teachers are not thoroughly trained in terms of language skills, new pedagogical technologies (computer service, electronic library, distance learning, pedagogical cooperation, "student - students, effective use of didactic materials, learning best practices) is explained by non-effective use. One of the ways to improve professional development is to organize independent education of teachers by the purpose. In turn, the teacher's independent education is the use of computer services (rules of reading in a foreign language, pronunciation, lexical and grammatical skills, formation of speaking skills, implementation of control work, e-mail, library), professional-professional it requires issues such as regular study of literature, regular improvement of speech efficiency (competency) in a foreign language, learning advanced experience of teachers and using it in their work.

Lingvodidaktics (the theory of language teaching, language(s) pedagogy) as a term was formed and is developing as a holistic science of teaching all languages (native language, second language and foreign language) that the student learns. As long as language teaching methods of different social and didactic status are called by a single name, it means that these methods have common (universal) aspects. In all three languages, speech activity is studied and linguistic knowledge is mastered. First of all, there is a quantitative difference in the requirements of the educational programs of these languages for teaching speech skills and language skills. Such differences can be easily demonstrated in simple examples: in the native language, according to psychologists, the thinking of the individual is formed, that is, concepts expressing things and events are formed through the words of the native language, and in the second or foreign language, it is the means of expressing these concepts. get acquainted with linguistic means (word forms).

It is recommended that the types of (linguistic) methodology be referred to by the following names: general methodology, in other words, specific linguistic didactics; private methodology; comparative methodology (discusses the teaching of the same language in different educational institutions. In some studies, the term "comparative methodology" is found, which is mistakenly used in the sense of "regional methodology of foreign language teaching in sister countries" uses, see; special methodology (researches language teaching as a

specialty. A brief conclusion from what has been said is that linguodidactics consists of a set of knowledge related to the general theory of language teaching. Mother tongue, second language, foreign language teaching sciences (linguistic methods) consists of parts.

Based on the experience of creating these types of foreign language teaching methods, it is recommended to develop the following areas in didactics: general didactics (general theory of education); private didactics (for teacher training in the system of higher pedagogic education for this or that subject, for example, foreign language, mathematics, biology, history, and the general methodology of teaching); comparative didactics (the science of teaching theory of education in different educational institutions); special didactics (the science of teaching the theory of education in the training of specialists in pedagogy). In addition to them, historical didactics (or the history of didactics) should be created as a branch of general didactics.

There is a need to establish consistent propaganda in the terminology (terminology) of national language didactics, because a serious renewal, more precisely, a period of great changes has begun in this area.

Several other examples to refer to are: skills, competence, cognition, learning material, pronunciation, reading/reading/teaching, writing/writing/writing, acquisition and linguodidactic terms such as acquisition, speech situation and simulation, specialization and occupation, reading types, vocabulary/vocabulary/lexis, linguistic microunits, listening/hearing, speech/sentence, interference and transposition (facilitation), difficulty and error. Unfortunately, many of our colleagues are confused. Each of them represents unique concepts in the science of language teaching. Mastery of any scientific field is achieved by thoroughly mastering its specific terminological apparatus, in other words, a set of concepts. Otherwise, it is impossible to become a mature specialist.

When it comes to teaching a foreign language, it has become customary to use the terms teaching methodology and technology. But it is worth noting that there is a sharp difference between the concepts of methodology and technology terminology. Methodology means a set of information about the theory and practice of language teaching. Technology is the pure practice of teaching the subject.

In language teaching, one or another concept is considered as a linguistic, speech and cultural educational material. After all, in modern linguo-didactics, language has acquired the status of a means of communication and culture acquisition.

One of the important scientific and practical problems in linguistic didactics is the problem of reaction to the phenomenon of interference. In psycholinguistics, interference is associated with the concept of transposition/facilitation, and in linguomethodology, it is associated with the concepts of difficulty and error.

The problem of cultural interference has arisen due to the regulation of teaching a foreign language and culture in an integrated manner. This has become a subject of discussion in the dialogue theory of cultures. Consequently, there was a need to pay special attention to intercultural differences in foreign and native language and culture material. In order to eliminate the disparity of cultures, in addition to the linguistic (semantic) comparison, a conceptual (not conceptual) comparison was needed, the cultural content of words, phrases, sentences and texts/discourses in the linguistic and cultural content of a specific concept. It is appropriate to reveal the essence of the characteristics of each nation's perception of existence through the medium of language. In this sense, it is necessary to distinguish between the learned foreign language and the existing specific knowledge in the native language.

A number of terms that make up linguodidactics and its scientific apparatus were defined, and some problematic educational issues were discussed. Now we want to give a brief opinion about the current stage of conceptual renewal of world language didactics.

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