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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**THE ROLE OF LINGUISTICS IN EFFECTIVE TEACHING OF  
ENGLISH LANGUAGE TO TECHNICAL DIRECTION OF STUDENTST***Aisafar B. Murtazaeva**Uzbek State World Languages University**Tashkent, Uzbekistan**E-mail: [aisafar81@mail.ru](mailto:aisafar81@mail.ru)***ABOUT ARTICLE**

**Key words:** Listening comprehension, speaking, reading, writing, dialogical speech, monologic speech, lexical competence, communicative competence, grammatical competence, sociolinguistic competence, pragmatic competence.

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**Abstract:** In this article, in addition to the need to develop communicative competence by teaching English, it is shown that language is a social phenomenon, and the important role of foreign language didactics in the effective teaching of English by technical students at any stage of language education and its following main it is said that the implementation of social tasks, as well as the establishment of interdisciplinary relations in the teaching of the English language serve to develop professional skills in the educational process, and in this process, it is necessary to guide students to the profession on the basis of the materials for learning English, and to develop the critical thinking of students.

**INTRODUCTION**

The President of 2023 Sh.M. Mirziyoev's announcement of the year of "Attention to people and quality education" is a joy and pride for the employees of the education system, as well as a great responsibility.

Teaching the young generation the secrets of modern science and guiding them to a profession or raising them as a mature competitive specialist is the main task of us teachers, and it is very important for the whole society to make them become perfect people with high spirituality, universal values and national traditions. For this, it is necessary not only to teach, but to master the field in depth, to become a mature specialist, in a word, quality education.

After all, as the President noted, improving the quality of education is the only and correct way to develop New Uzbekistan.

In today's era of rapid development and progress, it is extremely difficult to imagine our life without information and communication technologies. Based on the demand of the time, today's students are effectively using the possibilities of information technologies in the process of education. These provide an opportunity to effectively teach foreign languages, especially English, to technical students. As a result, the scope of students' thinking expands, and the possibility of effectively mastering the educational material increases. In the experience of developed countries such as Russia, China, Korea, Great Britain, a number of studies are being carried out on the introduction of language technologies to the educational process of technical students with the help of information technologies, the development of modern educational resources, a complex of exercises and the improvement of the process of their implementation.

In the article sets created in our country for teaching English in non-philological directions, the teaching of the above-mentioned topics is noted in the content of education for B2 level in foreign language. Linguistic, sociolinguistic and pragmatic competences are developed as part of communicative competence through these topics.

#### **MATERIALS AND METHODS**

**According to L. V. Moskovkin**, a linguist, there are three directions of lingu didactics: language, communicative, socio-cultural. The main task of these directions is to implement the theory and practice in close connection with each other, to determine the methodological principles and to determine the necessary principles, taking into account the goal, and to develop the skills of communicating in the technical direction.

**In the opinion of Efim Izrailovich Passov**, linguodidactics provides an opportunity to understand the pragmatic features of the language in various speech situations specific to the chosen level of the object of foreign language learning (meaning the level of foreign language acquisition), that is, to choose the necessary language tools in the process of communication.

**According to Elena Nikolaevna Solovova**, the process of teaching English in the methodology of foreign language teaching in linguodidactics is organized according to practical, educational, educational and developmental goals. In particular, the formation of the ability to find a solution to a problem based on the knowledge and skills of students or students in certain problematic situations is included in the linguodidactic categories.

**According to Natalya Dmitrievna Galskova**, a well-known linguodidactic scientist, linguodidactics began to appear in the 1960s and 70s. During this period, various methodical approaches, forms of education and the modern system of language acquisition were founded. In particular, effectiveness in the process of speech activity depends on psychological, psycholinguistic and methodical requirements. So, the mechanisms of communicative acquisition of the language - if

applied to the educational process in an integrative way, give effective results, it was realized in the research works of the scientist.

In fact, research in the 1960s and 1970s mainly focused on teaching the lexical and grammatical aspects of English. To date, the main focus is on expanding professional skills, in particular, on the implementation of oral and written communicative dialogue in teaching English in non-literate higher education institutions according to modern requirements *N.M. Gubina, E.Yu.Dolmatovskaya, E.I. Kalmykova, K. I.Shpetnyy, A.G.Songal* and others were the object of scientific research. D.M. Israilova, Doctor of Philosophy in Pedagogical Sciences, in her research on English language teaching to future engineering students, finds out that the "Field of Needs" field of needs has emerged between "EOP" use of English for professional purposes and "GE" general English language teaching. It reveals the unique aspects of communicating in English within the scope of these interests.

According to *D.A.Saimnazarova*, the linguodidactic works created by the *English professor Michael Philip West*, who made great contributions to world linguodidactics, served to create innovative technologies for teaching non-philology students to read texts in English. In his studies, the theory of developing a communicator and a cognizant person in the fields of agriculture and natural sciences through the development of speech activity was put forward.

**Researcher G.N. Irmukhammedova** developed the linguistic and didactic basis for developing critical thinking by reading authentic texts to students of higher level economics.

Also, special terms are analyzed in the teaching of English language with the help of ICT to technical students, suitable ones are selected for research, and it involves the development of the ability to understand the English terms related to the specialty, to be able to express them in speech.

One of the linguo-didactic rules is to take into account the interdependence of academic subjects. Establishing interdisciplinary connections in teaching English serves to develop professional skills in the educational process. In this process, students are oriented to the profession on the basis of English language learning materials and students' critical thinking is developed. In particular, understanding of professional terms and texts, development of logical thinking is controlled by the teacher. As a result, students' linguistic, sociolinguistic, and pragmatic competences develop gradually and systematically. For example, let's take an example of the acquisition of sociolinguistic competence:

1. Students read various texts about animals or creatures living in the US state and get general information about the regional-geographical nature of this country, the world of animals living in it.

2. Students will learn through special texts that the name of the state of Wisconsin, where badgers live, is called "The Badger State".

3. 1876 Learn about the 100th anniversary of the United States' independence from British rule through special listening comprehension. Information about the state of Colorado being called "The

Centennial State" and the state of Alabama being called "The Cotton State" will be spoken by the teacher.

## RESULTS AND DISCUSSION

Today, students studying in the field of technology are required to acquire the following skills in terms of **listening comprehension and speech**: lectures, presentations, discussions, radio and television reports, news, interviews, documentaries, etc. etc.), social communication between the speakers of the studied language. During the development of listening comprehension speech activity, students perform listening to understand the general content, listening to understand the details, and listening to get some information. In the methodology of foreign language teaching, speaking is divided into 2 types of speech activity.

### *1. Dialogic; 2. Monologue.*

The following skills are acquired in dialogic speech: entering into communication on a specific task or goal, entering into social communication and informal conversation, participating in formal and informal discussions related to one's field of expertise and not, presiding and conducting discussions, interviews, agreements, telephone calls. Speaking on a monologue, developing industry-specific ideas (for example, on an industry topic), expressing and justifying opinions, announcements, presenting on a specific topic, summarizing and concluding an article, etc.

The following skills are acquired in the reading speech activity: authentic texts that contain material related to the field, texts that contain specialized lexicon and terms: for example, text fragments, lectures, reports and excerpts from textbooks, scientific and specialist literature (periodicals, electronic literature). Students should understand the general content of foreign language materials by reading different texts, get new information and understand details.

The following skills are mastered in the written speech activity: correspondence (letters and letters), special information (memoirs, notes, reviews, resumes, etc.), essays (narratives and essays), conclusions, research works (articles, graduation qualification work, etc.).

The above were considerations for the development of linguistic competence. **According to Western scientists**, lexical, grammatical and phonetic competencies are involved in the development of this competence at the B2 level.

In terms of lexical competence, the understanding and learning of professional lexicon and terms, expansion of common abbreviations, word formation (compounds and affixation), own words (international words) and cognates, antonyms, synonyms and other general lexical relations are taken into account.

In the lower stages of grammatical competence, learned verb tenses, modal verbs, comparative degrees of adjectives and adverbs, determinative words, prepositions and their correct use in everyday contexts are required.

In terms of sociolinguistic competence, on the example of the cultures of Uzbekistan and the countries where the language is studied, a deeper understanding of intercultural communication and its features related to communication, including greetings, forms of address, politeness, etc., are taken into account. By developing this competence, students learn the non-verbal elements of communication in English and other cultures, continue to work on actions, gestures, and learn the features of electronic communication writing in a foreign language.

Further improvement of presentation skills in terms of pragmatic competence, logical connection of ideas in oral and written speech, understanding of the appropriate formal use of language in various social, educational and professional circles, dividing speech in the process of communication, clarifying, interpreting differently, correcting sentences, padding and other strategies are implemented.

Today, it is demanded to develop communicative competence by teaching English. When speaking about a foreign language, it is shown that language is a social phenomenon. Any language performs the following basic social functions at the educational stages:

- 1) Communicative information exchange - language is an important means of communication between people in expressing messages, thoughts, goals;
- 2) Preservation of national customs and culture of the people and delivery to the next generation;
- 3) Expression of verbal and non-verbal gestures to understand another person's speech and communication through this;
- 4) the function of expressing cognitive (cognitive) skills and naming the existing things in all social life;
- 5) clearly expressing the necessary speech instructions in order for the interlocutor and listeners to better understand each other;
- 6) feeling of attractiveness and impressiveness of aesthetic or poetic texts by the speaker, etc.

At the stage of higher education, B2 - independent communication level of foreign language learning implies knowing foreign languages, especially English, at the level of communication in order to prepare certain specialists for various professions in the future, to become a mature specialist in their field and to be formed as a competent independent person.

Institutional higher education The main goal of English language teaching in higher education institutions is to effectively achieve professional competence by students. To successfully implement this process, knowledge and skills acquired at lower levels of education are relied upon.

We will analyze the theory of teaching English to technical students at the B2 level. From the point of view of foreign language teaching methodology, this theory is defined by linguodidactic rules. Linguistics is a science about the theory of teaching any foreign language. Its component is

determined by the goals and tasks of teaching English, how to teach, who to teach and the hours of study allocated to the subject.

The main category of linguodidactics requires answering the questions "*What to teach*" and "*How to teach*" at the international level. We will answer these questions by creating a complex of specially proposed methods and exercises, taking into account four speech activities. If we give a more precise answer, in the process of learning a practical language, the teacher is trained to learn and recognize various texts, active, passive and potential lexical units in order to develop special reading and speech activity. Special exercises are performed on grammatical topics that are planned to be studied or taught. Based on today's requirements, it is required to teach grammar without giving rules (lexical method).

**Table 1**

**Examples of exercises that strengthen understanding of the content of the text and grammar skills**

№	Reading and speaking exercises - Reading exercises	Exercises to strengthen grammar skills - Grammar exercises
1	<i>Underline the words related to the topic; Match the words; Skim the passage/text; Scan the passage/text; Choose the correct heading; Work out the meaning of the words; Complete the sentence; Answer the questions; How many words are there in the sentences; Read the questions and answer them from the text;</i>	<i>Choose the correct verb/noun/adjective/number/adverb; Write true sentences using modal verbs; Fill in the gaps with the correct form of the verbs in brackets; Choose the correct sentences as in the example; Use the adverbs of frequency in sentences; form questions and answer them with using Present Simple; Correct the mistakes.</i>

**Table 2**

**Listening comprehension and written speaking sample activities**

Listening comprehension exercises related to speech activity. Listening exercises	Exercises on writing and speaking. Writing exercises
<i>Listen and check; Listen and match sentences; Listen and choose the correct answer; look at the pictures and tick (y) the correct answer; Listen and read the model; Listen and answer the questions; Listen and repeat the sentences; Listen and fill the sentences; Listen and repeat; Listen and read to find out; Listen to the second part of the conversation and fill in the gaps; Listen to the text and fill in the gaps.</i>	<i>Write an informal letter; Write the formal letter; Write an e-mail applying for a job; Write your CV and fill the application; Fill in where necessary; Read and complete the gaps; Read and write the summary to the text; Listen and write;</i>

Based on linguistic and didactic rules, the role of the teacher in the educational process, the role of the student in the process of using a certain method, the special importance of the teacher-student relationship, what students feel in the process of learning a new topic, how intercultural communication is reflected in educational topics, the influence of the mother tongue on learning



English, evaluation important issues related to the implementation of the process and the teacher's reaction to the mistakes made by students due to interference and other methods were studied.

It is possible to answer the question of how to teach English to students by performing exercises related to listening comprehension and speaking (dialogue, monologue) and writing and speech activities.

Another important task of linguodidactics is to choose educational topics suitable for the age of language learners, to clarify methods and exercises in accordance with effective English language teaching materials, to rely on the theory and practice of development.

### **CONCLUSION.**

When we teaching English to technical students, it is necessary to highlight the importance of methodological rules of interference and transposition in their language experience. Therefore, the interference process is very important in teaching English, and the following factors should be listed in order to eliminate it.

**First**, to identify difficulties in listening comprehension, speaking, reading and writing:

**Secondly**, to determine the difficulties on the topics reflected in the educational content of the state educational standard for level V2:

**Thirdly**, difficulties in acquiring language competence (grammar, vocabulary) in accordance with standard requirements:

**Fourth**, barriers to understanding the cultures of different countries related to sociolinguistic competence and understanding greetings, forms of address, politeness, non-verbal elements:

**Fifth**, the problems manifested in the ability to use the ideas related to pragmatic competence in oral and written speech, to know and use the necessary linguistic units in the process of communication.

**Sixth**, typology of all listed interference phenomena, etc.

All cultural stereotypes of Uzbekistan and the countries where the language is studied (the way of life of the nation, the worldview of peers, social norms accepted in different nations, having a basic idea about culture) are taught to students through texts on various topics, audio materials related to listening comprehension, exercises and technologies related to the development of oral speech. . It is these aspects that help to form and educate students as individuals belonging to a specific language and cultural community, as well as develop their universal thinking.

Based on linguistic and didactic rules, the role of the teacher in the educational process, the role of the student in the process of using a certain method, the special importance of the teacher-student relationship, what students feel in the process of learning a new topic, how intercultural communication is reflected in educational topics, the influence of the mother tongue on learning

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