Education in Linguistic Subjects at A School That Focuses on Language

Amanov Alisher Kakhramonovich

Tashkent State Transport University
Assistant of the Department of foreign languages

ABSTRACT

The article is focused on the challenges faced when teaching theoretical subjects such as general linguistics, theoretical grammar, lexicology, translation theory, stylistics, and text interpretation in the context of emerging linguistic fields. The argument is presented and supported that the language theory university curriculum must be greatly revised and expanded due to the impact of various disciplines including communicative linguistics, pragmalinguistics, cognitive linguistics, and linguoculturology.

Introduction: As it is commonly understood, being adept at teaching a foreign language requires not just hands-on experience, but also a thorough understanding of linguistics. Currently, the education of theoretical subjects falls short of contemporary standards. Primarily, there is a lack of regard for current developments in the field of linguistics, specifically, the advancements made by disciplines such as communicative linguistics, cognitive linguistics, linguopragmatics, linguoculturology, and intercultural communication. The communicative approach centers around the aspiration to acquire the language in its practical application, within a given communication context and in alignment with the aims of those involved in the exchange [3].

Literature review: The communicative approach acknowledges language as a dynamic and activity-oriented process and is integrated into all levels of the language system, as it provides a more comprehensive understanding of the phenomenon under examination. Emphasizing communication has led to various significant theoretical challenges, necessitating a reconsideration of longstanding notions related to the framework and linguistic analysis techniques used to describe language. This passage introduces the ideas of communicative actions and discourse, as well as the related concepts of speaker and audience. It emphasizes the importance of nonverbal factors in shaping language communication. In all of the lecture courses related to linguistics, including theoretical grammar, lexicology, and stylistics, this holds. It is important to add divisions in which topics concerning the communicative nature of a language component (such as words, phrases, idioms, and texts) and their functions in communication are included. This should encompass all aspects of verbal sign usage, from selection to function, effect, and interpretation. When studying lexicology, it is recommended to explore various concepts such as the communicative and semantic capabilities of words, the communicative pattern of lexical significance, and the current meaning of words, which consists of communicative-related semes during a particular communicative encounter. We believe that lecture courses should emphasize

the pragmatic aspects of language, which is an important area of study within communicative linguistics. The science of linguopragmatics essentially investigates the correlation between language and its users. The area being researched in linguopragmatics encompasses various topics, which involve examining speech acts and the situations surrounding their execution. It also covers the functioning of language units and how their use is influenced by the sender's intentions, as well as the success and efficiency of communication and the listener's interpretation of the speech.

Research Methodology: Other pertinent subjects include the addressee's response to the message content and the establishment of conventions and regulations for language communication. Pragmatic studies use various terms to analyze language use, such as communicative intention, pragmatic attitude, pragmatic relevance and effectiveness, communicative and pragmatic situation and context, perception and impact of language, pragmatic information and meaning, and addressee factors. The ideas have particular significance in classes that focus on theoretical grammar and stylistics. In the grammar class, it is crucial to contemplate aspects related to the pragmatic structure of speech, such as the apparent and concealed intentions of language, techniques of speech delivery, various types of speech conduct, and guidelines for effective communication like the maxims of quantity, quality, attitude, and behavior. Additionally, pragmatic presuppositions need to be taken into account. One of the most urgent issues faced in contemporary stylistics is the examination of the utilitarian aspects of language, which should be included as a distinct component within the lecture series on English language stylistics. There are numerous issues that pragmatic stylistics delves into, such as comprehending and analyzing a literary work, gauging its impact and reception, taking into account the contextual and situational factors that influence stylistic elements, and more. The cognitive program relies on language being identified as "patterns of expression that signify various forms and

methods of organizing knowledge conceptually. " [6] According to cognitive linguistics, several conventional topics in grammar, semantics, stylistics, and the linguistics of text are being revisited from a fresh perspective. As part of learning grammar theory, individuals encounter various challenges such as identifying and categorizing parts of speech and their corresponding grammatical classifications as well as effectively establishing semantic relationships between cases through case grammar. There are also considerations related to modeling and structuring propositions. It is currently deemed impossible to address semantic issues without incorporating problems related to cognitive semantics. This is a theory about the meaning of words that takes into account multiple levels of interpretation and considers the cognitive context in which language is used. It suggests that knowledge goes beyond just linguistic understanding and encompasses broader encyclopedic knowledge. The theory also views concepts as mental units of consciousness and memory and as the building blocks of our conceptual system. The processes of conceptualization and categorization are seen as complex cognitive tasks that help us organize our knowledge into meaningful concepts and categories. These difficulties must be addressed in classes that cover the substance aspect of the language, primarily in lexicology, word building, idiomatic expressions, and writing style.

Analysis and results: It is important to acknowledge that the traditional approach to studying the functional aspects of linguistic units in the course of English stylistics must be significantly revised and expanded in light of current linguistics trends. This should encompass topics such as cognitive style theory, cognitive metaphor theory, cognitive underpinnings of stylistic techniques, cognitive principles of text information distribution, and the theory of stylistic convergence. Cognitive linguistics is closely linked to the fields of linguoculturology and intercultural communication. It is widely acknowledged that language constitutes an integral component of

culture. Acquiring fluency in a foreign language without incorporating its culture appears invalid and unattainable. Undoubtedly, achieving the required level of language proficiency in pedagogical pursuits and intercultural interactions can only be accomplished through a harmonious blend of language and cultural knowledge. If the contextual and cultural factors are ignored, a foreign language will lose its relevance and become a lifeless symbol, comparable to Latin and ancient Greek. Therefore, it is imperative to incorporate fields like linguoculturology and intercultural communication, where the culture of a society, its cultural actualities, the way they view the world, and the ethical principles shaping their language systems are emphasized. It is important to give special consideration to the challenges of obstruction during cross-cultural communication and to take into account the distinctive traits of the language under study alongside the customs of the native language and culture. Incorporating the knowledge from linguoculturology and the principles of intercultural communication is crucial when designing courses on lexicology, phraseology, linguistics of text, and interpretation, particularly in the field of linguodidactics. When teaching a foreign language, it is important to distinguish between "native" and "foreign" characteristics so that students can understand the differences and apply them effectively in intercultural interactions. This is highlighted as a significant aspect of language teaching [4].

Conclusion: Understanding the socio-cultural differences that shape the national mindset is crucial, especially since individuals from different cultures may not necessarily recognize these disparities. We believe that both theoretical and practical subjects should incorporate intercultural dimensions throughout all aspects of language systems and communication behaviors. In summary, language-oriented universities must enhance their theoretical coursework by thoroughly reviewing and updating their curricula with consideration given to current trends and advancements in linguistics. Additionally, mandating theoretical courses in linguoculturology and intercultural communication, which examine foreign languages as socio-cultural phenomena, is essential in further promoting cultural understanding and competency.

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