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- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
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- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
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- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
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- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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LINGUISTIC AND PEDAGOGICAL FOUNDATIONS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE UZBEK CONTEXT

UDK:372.881.111.1

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Abstract: The given article explores the linguistic and pedagogical foundations of teaching English as a foreign language in the Uzbek context. The study emphasizes linguistic components such as grammar, phonetics, syntax, and vocabulary, as well as pedagogical approaches that help improve effective language learning. It also highlights the challenges faced by Uzbek learners and the influence of the Uzbek language on learning English. Additionally, contemporary language teaching methodologies such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) are analyzed in this article. The results highlight the significance of adapting teaching methodologies and strategies to the local educational environment in order to enhance learners' communicative competence. The article also provides practical recommendations for English teachers in Uzbekistan.

Key words: EFL, linguistic foundations, Uzbek context, pedagogical approaches, language acquisition, communicative competence.

Annotatsiya: Berilgan maqolada ingliz tilini chet tili sifatida o'qitishning lingvistik va pedagogik asoslari O'zbekiston kontekstida tahlil qilinadi. Tadqiqot fonetika, grammatika, leksika va sintaksis kabi asosiy lingvistik komponentlarni, shuningdek, samarali til o'zlashtirishga yordam beruvchi pedagogik yondashuvlarni qamrab oladi. O'zbek tilining ingliz tilini o'rganishga ta'siri hamda o'quvchilar duch keladigan muammolarga alohida e'tibor qaratiladi. Shuningdek, maqolada Kommunikativ til o'qitish (CLT) va Vazifaga asoslangan til o'qitish (TBLT) kabi zamonaviy metodlar muhokama qilinadi. Natijalar mahalliy ta'lim muhitiga moslashtirilgan o'qitish strategiyalarining ahamiyatini ko'rsatadi hamda ingliz tili o'qituvchilari uchun amaliy tavsiyalar beradi.

Kalit so'zlar: EFL, lingvistik asoslar, pedagogik yondashuvlar, o'zbek konteksti, til o'zlashtirish, kommunikativ kompetensiya.

Аннотация: В статье рассматриваются лингвистические и педагогические основы преподавания английского языка как иностранного с учетом особенностей образовательной среды Узбекистана. В исследовании анализируются ключевые лингвистические элементы, включая фонетику, грамматику, лексику и синтаксис, а также современные педагогические подходы, обеспечивающие эффективное овладение языком. Особый акцент делается на влиянии родного узбекского языка на процесс изучения английского языка и на трудностях, возникающих у обучающихся. Кроме того, в работе освещаются такие актуальные методики обучения, как коммуникативный подход (CLT) и обучение на основе выполнения задач (TBLT). Полученные результаты подчеркивают значимость адаптации методических стратегий к местным образовательным условиям и содержат практические рекомендации для преподавателей английского языка.

Ключевые слова: английский язык как иностранный (EFL), лингвистические основы, педагогические стратегии, образовательный контекст Узбекистана, освоение языка, коммуникативная компетенция.

INTRODUCTION

In recent decades, the English language has established itself as a primary medium in many fields such as education, technology, business, and international diplomacy. As a result of globalization, English has become an essential skill for people seeking academic opportunities. Consequently, the demand for effective language teaching has been increasing year by year in countries where English is learned as a foreign language, including Uzbekistan. Researchers emphasize that learning English as a global language is closely connected to political, historical, as well as socio-economic factors (Crystal, 2003). The effectiveness of teaching English



largely depends on understanding the linguistic aspects of the language, owing to the fact that they are considered the core foundation of language learning. Components such as phonetics, grammar, lexis, and syntax play an essential role in improving learners' communicative competence. Harmer (2007) states that the integration of these linguistic teaching elements significantly contributes to successful language acquisition.

In Uzbekistan, a wide range of reforms has been implemented at all levels in order to develop the foreign language education system. All of these efforts are aimed at enhancing communicative competence among learners and aligning traditional educational standards with international benchmarks. Another aim of this article is to clearly explain the linguistic domain, owing to the fact that some learners face difficulties because of linguistic differences between English and Uzbek, particularly in phonetics and grammar. The impact of the mother tongue, commonly referred to as language interference, can significantly influence the language learning process (Odlin, 1989). In addition, limited opportunities for authentic English-speaking environments and traditional teacher-centered methodologies may restrict opportunities for meaningful language use. In order to address these challenges, it is important to consider both the linguistic and pedagogical foundations of English language teaching.

The core linguistic components mentioned above, such as phonetics, grammar, vocabulary, and syntax, play a fundamental role in language acquisition (Harmer, 2007). At the same time, modern pedagogical approaches, including Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), emphasize student-centered instruction and the development of real-life communication skills (Richards & Rodgers, 2014). Adapting these approaches to traditional Uzbek teaching practices can significantly improve the effectiveness of English language instruction. Therefore, the main aim of this study is to analyze the linguistic and pedagogical foundations of teaching English as a foreign language in the Uzbek context, as well as to identify the difficulties faced by Uzbek learners. The results are expected to contribute to the advancement of English language education by providing methodological guidance for teachers and educational developers.

LITERATURE REVIEW

Linguistic and pedagogical research has extensively examined the teaching of English as a foreign language (EFL). Many aspects of language learning, such as theoretical frameworks, linguistic elements, and effective teaching techniques, have been studied by scholars. This section examines important studies related to the pedagogical and linguistic foundations of EFL instruction, paying particular attention to their relevance to the Uzbek context. One of the most influential contributions to understanding English as a global language was made by Crystal (2003), who highlighted the political, historical, and socio-economic factors that contributed to the spread of English. His work emphasizes the importance of English in non-native contexts and provides a theoretical foundation for learners and educators. From Odlin's perspective, the concept of language transfer focuses on the influence of learners' first language on second language acquisition. This theory is especially relevant to Uzbek learners, as structural differences between Uzbek, a Turkic language, and English, a Germanic language, often result in grammatical, phonetic, and syntactic challenges. Scholars such as Gass and Selinker also supported this perspective by elaborating on second language acquisition processes and highlighting the roles of interlanguage and learner errors in language development.

Extensive research has also been conducted on the pedagogical foundations of EFL instruction. Richards and Rodgers (2014) provide a comprehensive review of language teaching approaches, including Communicative Language Teaching (CLT), which prioritizes learner-centered instruction and meaningful communication. Similarly, Willis (1996) developed the framework for Task-Based Language Teaching (TBLT), which promotes the use of practical tasks to facilitate language learning. These methods have proven effective in fostering communicative competence, which is considered one of the major goals of contemporary language instruction. Furthermore, Harmer (2007) addresses the practical aspects of teaching English by emphasizing the importance of combining interactive teaching techniques with linguistic elements such as phonetics, grammar, and vocabulary. His work serves as a bridge between theoretical concepts and classroom practice.

RESEARCH METHODOLOGY

This study examines the pedagogical and linguistic foundations of teaching English as a foreign language (EFL) in the Uzbek context using a qualitative research approach. A thorough evaluation and analysis of existing literature, including academic books, peer-reviewed articles, and government educational policy documents, formed the primary basis of the study. The methodological framework is based on theories of second language acquisition (SLA), specifically the concept of language transfer, which explains how a learner's first language affects the process of acquiring a second language (Odlin, 1989).

Furthermore, the study applies communicative and task-based approaches as theoretical foundations for pedagogical analysis (Richards & Rodgers, 2014; Willis, 1996). In addition, the descriptive-analytical method is used to examine the main linguistic difficulties faced by Uzbek learners. These include phonetic challenges such as pronunciation, grammatical problems such as article usage and tense formation, and syntactic differences. Additionally, structural differences between Uzbek and English are identified through a comparative method. This method enables a deeper understanding of teaching strategies and potential learner errors.

ANALYSIS AND RESULTS

The analysis of the linguistic aspects illustrates that Uzbek learners face a number of difficulties in this domain owing to significant structural differences between the two languages. These difficulties can be observed in phonetics, grammar, and syntax, all of which are discussed in detail in this article. **Phonetic Analysis.** Pronunciation is one of the most common challenges for Uzbek learners. Certain English consonants, especially the dental fricatives /θ/ and /ð/, as in “think” and “this,” are absent from the Uzbek phonological system. According to Roach (2009), these are among the most difficult sounds for non-native speakers to master. Uzbek learners frequently replace them with /s/, /z/, or /t/, leading to mispronunciations such as “sink” instead of “think.” Vowel distinctions also present a significant challenge. While Uzbek lacks phonemic vowel length contrast, English distinguishes between long and short vowels (e.g., /ɪ/ vs. /i:/ in “ship” and “sheep”). Kelly (2000) pointed out that insufficient attention to vowel length may result in miscommunication. In addition, there are considerable differences in intonation and stress patterns. Uzbek is more syllable-timed, whereas English is stress-timed. Harmer (2007) emphasizes that incorrect stress placement can reduce intelligibility even when individual consonants are pronounced correctly. Uzbek learners frequently apply equal stress to syllables, which negatively affects the natural flow of speech.

Grammatical Analysis. Grammatical challenges also arise because of differences between English and Uzbek. One of the most significant problems is the use of articles (“a,” “an,” and “the”), which do not exist in the Uzbek language. Swan emphasizes that article usage is a common source of error among learners whose native languages lack this grammatical category. For example: “I bought laptop” instead of “I bought a laptop”; “Sun is shining” instead of “The sun is shining.” The English tense system presents another major challenge. Unlike English, Uzbek often uses contextual signals and simpler verb forms to indicate time. As a result, students frequently confuse tenses, particularly the Present Perfect and the Past Simple. According to Eastwood (2011), tense misuse is one of the most common errors among EFL learners. For instance: “I have told her yesterday” instead of “I told her yesterday.” Another issue is subject-verb agreement. Different agreement rules in Uzbek may lead to errors such as: “She attend school” instead of “She attends school.” **Syntactic Analysis.** Differences in sentence structure also make language learning more difficult. English follows the Subject-Verb-Object (SVO) word order, whereas Uzbek uses the Subject-Object-Verb (SOV) structure.

According to Gass and Selinker (2008), such structural differences often lead to negative language transfer. As a result, learners may produce sentences such as: “I to the market went” instead of “I went to the market.” Confusion may also arise from adjective placement. In English, adjectives come before nouns (“a beautiful girl”), whereas Uzbek sentence structures may differ, resulting in incorrect word order. **Pedagogical Implications.** The results demonstrate that these linguistic errors are not random but systematic. Therefore, instructional techniques should be specifically designed to address these challenges. According to Harmer (2007), learning outcomes can be significantly improved through the integration of communicative activities, contextual grammar instruction, and pronunciation practice. Furthermore, the use of Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) has proven effective in helping learners overcome these difficulties by providing opportunities for meaningful language use (Richards & Rodgers, 2014; Willis, 1996).

CONCLUSION

The findings of this study indicate that both linguistic and pedagogical factors have a substantial impact on the process of learning English as a foreign language in the Uzbek context. Language transfer phenomena play a significant role in the predictable difficulties in phonetics, grammar, and syntax caused by structural differences between Uzbek and English (Odlin, 1989). The phonetic analysis demonstrates that pronunciation problems are frequently caused by the absence of several English sounds in Uzbek, particularly dental fricatives and vowel length distinctions. Similarly, grammatical analysis reveals that the absence of articles and differences in tense systems frequently lead to errors in learners’ speech and writing (Swan, 2005; Eastwood, 2011). Syntactic differences, especially in word order, further complicate the acquisition process. From a pedagogical perspective, the study highlights the limitations of traditional teacher-centered approaches, which often prioritize theoretical knowledge over communicative competence.



In contrast, modern approaches such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) have proven more effective in promoting active learning and real-world language use (Richards & Rodgers, 2014; Willis, 1996). Based on these findings, several practical recommendations can be proposed. Pronunciation instruction should be systematically integrated into the curriculum, with particular emphasis on problematic consonants and stress patterns (Roach, 2009). Grammar should be taught in context, focusing on practical usage rather than rote memorization of rules (Harmer, 2007). Teachers should incorporate communicative activities such as role-plays, discussions, and group projects to improve speaking skills.

Task-based learning should also be implemented in order to simulate real-life language use and increase learner engagement. Additionally, teachers should employ comparative analysis between Uzbek and English to enhance learners' awareness of structural differences. In conclusion, improving the quality of English language instruction in Uzbekistan requires a balanced integration of linguistic expertise and modern pedagogical techniques. Future research should focus on empirical studies, including classroom-based experiments and quantitative data analysis, in order to validate and expand upon these findings.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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