

MODERN PEDAGOGY AND LINGUISTICS: MAIN APPROACHES AND CHALLENGES

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Abstract: Linguistics (from the Greek lingua – “language” and logos – “science”) is a diverse and intricate discipline that examines language both scientifically and practically, closely linked with other social sciences. It explores key linguistic issues, the fundamental principles governing the origin and evolution of language, and the features of both language and speech. Language functions within society, facilitating communication among its members. Language acts as a medium that mirrors the historical context of a society and plays a crucial role in the spiritual and educational growth and development of individuals. Language, manifested through speech, is linked to human cognition, spirituality, culture, traditions, and personal growth.

Key words: language, linguistics, human cognition, cultural-historical and social phenomenon, speech, diachronic, synchronic state, teaching methods, pedagogical practice, specific features, Applied and Theoretical Linguistics.

Language is a product of human society and is a social phenomenon that serves the communication of people in society. Language is manifested not only in individual individuals, but also in its service to society. It is the main tool that expresses all the cultural, spiritual and scientific wealth created by humanity in the process of historical development, and passes it on from generation to generation. F. de Saussure begins his reflections on general linguistics with an attempt to delimit the object of this science. According to him, the position and scientific point of view of the researcher are of great importance in delimiting the object of linguistics. Many linguists understand language as a function of some phenomenon (thought, national spirit, etc.) and study language in relation to this phenomenon. According to F. de Saussure, this is

wrong. Language is a completely independent phenomenon with its own structure. We fully agree with these ideas and are in favor of studying language based on its own theoretical foundations, separating it from other disciplines. The science of language theory must solve many problems in this regard. The scientific study of such important issues as the nature, essence, function, structure and interaction of the elements that make up this structure, the internal mechanism of interaction, and the principles of operation requires a comprehensive study. Linguistics must study speech activity. Because language and speech are products of speech activity. F. de Saussure divided it into linguistics of language and linguistics of speech. He made the study of linguistics of language a primary task, and the study of linguistics of speech a secondary task. When viewed from the perspective of its social nature, language is a cultural-historical and social phenomenon. I. Kuchkortoyev in his book "F. de Saussure's Linguistic Concept" writes: "The individual who uses language is primarily interested in the current state (synchronic state) of the language, the system of means currently existing in the language. In this sense, only the synchronic state of the language is a system. No matter how important this point of view is for the science of linguistics, it cannot fully reveal the essence of the language. Language is a tool that adapts to the needs of expression. The adaptation of the language to the needs of expression is carried out continuously in the process of speech". According to theories of F. de Saussure, synchrony and diachrony are phenomena to which language belongs. In our view, the diachronic state of language also requires a system.

Language in general is a system of pure signs. Therefore, Ferdinand de Saussure said that "Language consists of a set of signs expressing thought." Language is a treasure accumulated through the speech activity of people belonging to a certain social community. This is a grammatical system that exists virtually in the mind of each speaker, or rather, it lives in the mind of a collection of individuals. Because language does not exist completely in any individual, it exists completely only in a community.

Linguistics is a science that studies the social nature, function, internal structure of language, the laws of functioning (activity) and historical development of languages. So, linguistics is an independent science that studies human language. Linguistics or linguistics (in Latin lingua – language) is a science that studies the theory of language, which consists of independent parts called "Introduction to Linguistics" and "General Linguistics", "History of Linguistics". The subject of linguistics, the source of study, is a complex system with its own internal laws – language. The study of the specific features of language, the laws of development makes it possible to give a comprehensive and complete description of this social phenomenon. Language is a unique system of symbols subject to general laws, and is the most important tool of communication in human society, the basis of expression of thought and thinking, a means of transmitting reality from generation to generation, expressing human experiences and feelings. In the history of linguistics, one can observe different approaches to language.

Language has been studied in the context of different approaches until it reached its present form. The lack of a single definition of language is also evidence of this. A single definition is not necessary, but it is very important to give a complete definition and to view linguistics as an independent science. The field of linguistics has both a general and specific nature. There are several types of linguistics, including general and specific linguistics, theoretical linguistics, and applied linguistics, which analyze language and speech from different perspectives. Theoretical linguistics explores the theoretical aspects of the discipline,

perspectives on language and speech components, as well as the connections among language units. Applied linguistics is the branch of linguistics that addresses societal practical needs and broadens the understanding of the science of language. The subject of linguistics is language, characterized by a complex structure and formed through biological, physiological, and social processes. An extensive and thorough examination of language holds both theoretical and practical significance. Consequently, linguistics must be assessed not just as a theoretical discipline, but also as a field essential for applied and practical reasons, specifically for human interaction. Research has been conducted that, in a way, highlights the distinctiveness of the world's languages and demonstrates the features that set a specific language apart from others.

The primary concern of these studies is how to interpret the connection between language and society. The examination of the social aspects of language is crucial for illuminating the particular internal framework and potential of language. "Language is an essential and inherent aspect of our existence." From a young age, an individual develops the skills to communicate, speak, and adjust to their surroundings. Language is a phenomenon that shapes an individual's 22 cognitive skills and captures their focus. Language serves as a method for sharing information among individuals, conveying feelings, and disclosing one's character. Linguistics is a discipline that systematically explores language, a trait exclusive to humans, and examines all its variations and characteristics. In the era of globalization, the contemporary education system continues to be a crucial element of current society. The educational community is enveloped by numerous changes that are contradictory in nature and varying socio-economic conditions of progress. On one side, the education system encounters both objective and subjective challenges linked to overarching financial, economic, staffing, and organizational issues within the nation. Even in ancient times, the primary objective of the education system was to develop intellectual, highly skilled individuals who could perform their duties professionally, training personnel and fostering competent specialists for society. The Regulation outlining the process for organizing qualified teaching practice for students in pedagogical programs specifies how to conduct this practice based on practical experience in bachelor's degree programs at higher education institutions, in line with Resolution No. PQ-3775 from June 5, 2018, "Regarding supplementary actions to enhance the educational quality in higher education institutions and guarantee their proactive involvement in the extensive reforms underway in the nation." Several tasks have been established to execute the objectives outlined in the Address of the President of the Republic of Uzbekistan to the Oliy Majlis on January 24, 2020.

At a new phase of contemporary educational advancement, a key challenge confronting higher pedagogical education institutions is to enhance the professional training process for prospective teachers. The contemporary education system, along with its built-in innovative approaches, the modernization of primary and higher education, etc., renders the issue of preparing professionals with contemporary teaching creativity, proficiency in information technologies, and a personal pedagogical style pressing. Education is the process of delivering knowledge, developing qualifications and skills, and serves as the primary means of equipping an individual for life and employment. During education, knowledge is acquired and development occurs. Education, in a limited sense, refers to the idea of education.

Nevertheless, it pertains not only to the educational process in different kinds of educational establishments but also to the education provided within the family, workplaces, and other areas. The importance of the research issue is linked to examining the challenge of

enhancing the effectiveness of students' continuous pedagogical practice. An educator at a contemporary educational establishment must possess extensive theoretical understanding and strong teaching abilities; consequently, significant emphasis is placed on enhancing the quality and standard of qualification for teaching staff. This, consequently, necessitates enhancing the educational process within pedagogical training institutions, encompassing ongoing pedagogical practice as a crucial aspect of teachers' practical training. Ongoing qualified educational practice is crucial in the training framework for future educational staff. The effectiveness of students' professional and pedagogical training is partly determined by its content and structure. Contemporary standards are being imposed on the modern teachers today.

A contemporary educator needs to consistently self-reflect and gain evaluation skills, innovate new teaching concepts, continually enhance their work, cultivate professional attributes, possess the skills and qualifications to integrate modern information technologies into their teaching methods, and objectively evaluate their own abilities. To develop a capable student, it is essential that prospective educators finishing their studies at pedagogical universities themselves become proficient teachers. In the evolution of the contemporary education system, favorable trends have arisen concerning its liberalization and humanization, along with a reassessment of the function of education for the individual, society, and the state. In recent years, there has been a steady shift from developmental education to variable education, the evolution of multi-stage specialist training, the creation of diverse programs and teaching aids in the educational process, the emergence of numerous educational concepts, and the adoption of variable (variable) education – an educational system tailored to meet the varied educational needs of citizens, aligned with a specific culture, regional characteristics, and public interests and objectives, has been consistently progressing. All of this establishes new demands on the professional training process for future teachers within the system of higher pedagogical education. Educational staff receive social support, and conditions are established for the execution of their professional roles, enhancing their social standing and reputation, while ensuring the protection of their rights and lawful interests. Once our state attained independence, amid significant changes, entirely new social relations arose, and the modern individual has a fundamentally distinct system compared to the previous one. Several requirements were established.

What needs to be emphasized in the advancement of the contemporary education system is the skill to autonomously gather essential knowledge, which includes the capacity to evaluate vast amounts of information across various sectors of social life crucial for addressing assigned tasks and processing that information, and subsequently to innovatively transform the surrounding reality informed by the insights gained.

The development of a creative-specialist personality has emerged as one of the most significant social responsibilities of higher education. Pedagogical practice is a crucial element of the educational pedagogical process in preparing future teachers. Teaching practices are conducted in alignment with the established and operational curriculum. The substance of pedagogical practice aligns with the program created by the department, depending on the type of practice. Educational practice is structured independently from academic courses. Ongoing teaching practice, as an efficient method of student education, focuses on developing professional and pedagogical abilities for conducting educational and extracurricular activities with students. In this context, the overall aims of the practice are: linking theoretical subjects at

the university to school activities; enhancing, solidifying, and assessing the knowledge gained by students during their studies; cultivating essential professional and pedagogical abilities for performing teaching duties as a subject instructor and class leader, in line with the standards outlined in teacher qualification profiles; fostering students' engagement in exploring relevant matters concerning the education and development of schoolchildren; equipping institute graduates for the innovative execution of educational responsibilities.

Beginning with the 2022-2023 academic year, weekly training sessions will be offered to full-time students in their 2nd to 4th years at higher education institutions training pedagogical personnel, following the "4 + 2" model, which consists of 4 days of classes at the higher education institution and 2 days of internships at preschool and general secondary educational establishments. Annually, steps will be implemented to ensure that at least 5 percent of professors and instructors of specialized departments in higher education institutions are sent abroad for advanced training and internships through a competitive process, funded by the institutions' extra-budgetary resources. Beginning with the 2023-2024 academic year, enrollment in correspondence education for the fields of study listed in the appendix to the resolution of higher education institutions for training teaching staff will cease. Individuals possessing a minimum of five years of professional experience in educational activities within the education system are eligible to enroll in part-time studies in the field of pedagogy. The structure of ongoing qualified teaching practice in the 4 + 2 format seeks to ensure the development of professional and pedagogical abilities in managing educational and extracurricular activities with students as an effective means of student education. In this context, effective teaching practice encompasses the execution of the subsequent tasks.

- 1) Guaranteeing the pertinence of theoretical topics in higher education to practical school activities;
- 2) Strengthening, broadening, overseeing, and assessing the knowledge gained by students during the learning process;
- 3) Developing fundamental professional and teaching skills for performing pedagogical tasks as a subject instructor and class leader, in accordance with the mandates of the teacher's qualification standards;
- 4) Cultivating students' enthusiasm for exploring current topics related to education and the upbringing of schoolchildren;
- 5) Equipping university graduates for the innovative execution of teaching methods

During the ongoing free education of future educators, which includes fostering the cognitive independence of learners, the novel viewpoints of pedagogical science regarding the establishment and ongoing development of the divide between the status of the professional education system and societal processes in our present developmental phase create an evolving approach to address this issue. Throughout the ongoing teaching practice of the prospective educator:

The student should have a passion for and value the profession he has selected, take pleasure in his work aesthetically, and apply himself diligently.

The student should possess adequate knowledge, qualifications, and skills in their field of study.

- 3) possess comprehensive knowledge of the legal and normative documents pertinent to his profession and demonstrate the capability to apply them;
- 4) follow pedagogical and psychological principles that possess a national-spiritual educational essence;
- 6) Have the capability to utilize contemporary teaching methods during education and development.
- 7) Possess profound expertise in professional abilities and educational principles when organizing lessons;
- 8) Cultivate in students the capacity to think autonomously and critically, to assess situations on their own;
- 9) Should possess the capabilities to offer educational insights infused with both national and universal values.

Conclusions

The teaching practice of students is a fundamental component of the primary curricula in higher professional education fields. This enables a uniform and methodical integration of students' theoretical training with their practical activities during their years of study across various educational institutions. Its aim is the practical advancement of different forms of pedagogical activities by students, acquiring the essentials of the pedagogical culture of a contemporary educator.

Educational practice is crucial in equipping students for their future careers. Practices are conducted in basic general education schools, lyceums, and gymnasiums affiliated with the university through contracts for internships at educational institutions. Recent societal changes have introduced new expectations for graduates of higher pedagogical institutions: to assist in the advancement of human society, encompassing cultural enhancement and scientific progress, through their competencies, abilities, and personal attributes grounded in humanitarian values. Consequently, the aware and accountable mindset of future educators towards their studies in a higher education institution is crucial as it serves as the primary avenue for their development as professionals and thinkers capable of autonomous learning. The subsequent proposals can be suggested as the primary paths for enhancing the methods and technologies used in the education of professional teaching staff:

- A} development of forecasting abilities in students of pedagogical higher education institutions
- B} addressing the challenges of higher and secondary education in training a teacher for their educational role
- D} establishment of systems for the scientific management of the student population
- E} altering the motivational and emotional aspects of students from one course to another during the pedagogical practice process

The personal-activity method for teacher training ought to emerge as a primary approach at the university.

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