

**LINGUISTIC AND DIDACTIC PRINCIPLES OF TEACHING THE
STATE LANGUAGE IN FOREIGN LANGUAGE MAJORS**

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Abstract

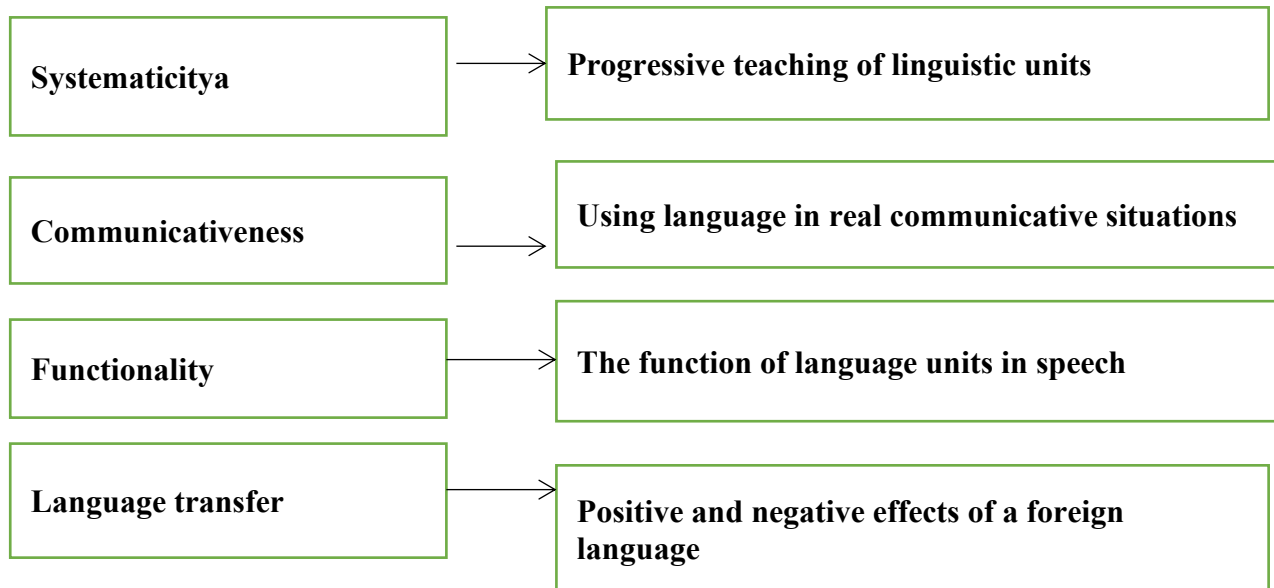
This article presents a scientific and theoretical analysis of the linguistic and didactic principles of teaching the state language—Uzbek—to students majoring in foreign languages. The study substantiates the methodological significance of systematic, communicative, competence-based, and integrative approaches in the process of state language instruction.

Keywords: state language, foreign language, linguistic principles, didactic principles, linguodidactics, competence-based approach, multilingualism, language transfer.

Nowadays, in the context of multilingualism, alongside mastering foreign languages, the issue of acquiring the state language at a high level has become particularly relevant. This is especially important for students majoring in foreign languages, for whom the ability to conduct scientific, professional, and official communication in the state language constitutes a significant professional competence. Therefore, there is a growing need to organize the teaching of the state language in higher education institutions based on modern linguistic and didactic approaches.

The process of teaching the state language goes beyond the mere instruction of grammar and vocabulary; it also requires the development of students' speech, cultural, and communicative competences. Teaching the state language in foreign language majors is carried out linguistically within a multilingual environment. This situation demands a deep and systematic study of the language system. Linguistic principles are directed towards the consistent and functional acquisition of language units.

Linguistic principles of teaching the state language



The Principle of Systematicity – This principle involves teaching language units in a phonetic, lexical, and grammatical interconnected manner, following the progression from simple to complex. Such an approach allows learners to perceive the language as an integrated system and contributes to the formation of stable linguistic competence.

The Principle of Communicativeness – This principle is based on linking the process of language learning to real communicative situations. In this approach, the focus is not merely on linguistic knowledge but on the practical use of language. As a result, students acquire the ability to use the language effectively as a means of communication.

The Principle of Functionality – This principle requires teaching language units in accordance with their function and communicative significance in speech. This approach ensures a close connection between language structure and speech activity, fostering goal-oriented and purposeful communication skills among learners.

The Principle of Language Transfer – This principle is based on taking into account both the positive and negative linguistic influences arising from foreign languages. Positive transfer can accelerate language learning, while negative transfer (interference) may lead to errors. Therefore, this principle holds important diagnostic and corrective value in language teaching methodology.

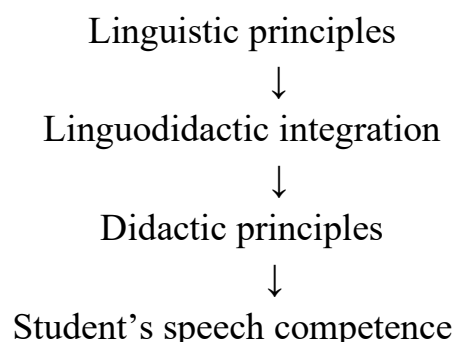
These principles serve as a linguistic foundation for teaching the state language.

Didactic principles define the methodological and organizational aspects of the learning process. In teaching the state language to students majoring in foreign languages, competence-based and integrative approaches play a particularly important role.

System of Didactic Principles in Teaching the State Language

Didactic Principle	Description	Outcome
Competence-based approach	Development of speech and cultural competence	Practical communicative skills
Integrative approach	Comparative study of the state and foreign languages	Analytical thinking
Student-centered learning	Individualized approach	Motivation
Principle of activity	Use of interactive methods	Independent thinking

The harmony of linguistic and didactic principles is ensured through linguodidactic integration. This integration strengthens the connection between theory and practice.



Organizing instruction based on this integration provides a systematic and scientific approach to teaching the state language.

In conclusion, the teaching of the state language in foreign language majors is effective only when it is organized on the basis of the harmony between linguistic and didactic principles. Teaching grounded in linguodidactic integration serves as an essential methodological foundation for developing students' speech competence. The theoretical approaches and diagrams proposed in this study can be used as a methodological basis for future scientific research.

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