

**LINGUISTIC PEDAGOGICS OF LEARNING THE ENGLISH LANGUAGE**

**Jovliyeva Mokhinur Jakhongirovna**

*Uzbekistan State University Of World Languages Teaching Of Philology  
And Languages: Faculty Of English Language 2-Year Student  
mohinurjovliyeva777@gmail.com*

**Annatation:** *Through this article, not only students, but also the necessary linguistic, i.e., speaking skills, are covered.*

**Key words:** *English language, foreign languages, linguistics, APTIS, CEFER, TOEFL, TESOL, teaching methods, scientific research, Sitanjirovka, linguistic analysis*

Introduction

Linguistics is one of the broad fields. It has been carrying out international and regional cooperation. Linguistics (English language) courses are conducted professionally for students in cooperation with professors and teachers of HEIs. Teachers of the Department of Linguistics of Higher Education Institutions, teachers who have the C1 level of foreign languages such as APTIS, CEFER, TOEFL, TESOL, conduct classes. Currently, he is a participant in projects focused on English language education, such as "Fullbright Program (ETA)", "ACCESS", "Young scientists short-term internship" organized by the Ministry of Innovation, in which professors and teachers of the department are participants in foreign education projects. as an internship and scientific research in various foreign countries, such as Dijle University in Turkey, University of Texas in the USA, Kyrgyz state. The department conducts scientific research on "Problems of Linguistic Analysis and Translation Theory in Modern English". Professors-teachers regularly participate actively in foreign and national scientific conferences. Their articles were published in the Hungarian scientific journal. Published in illmi magazine, German scientific magazine, and high impact factor journals of the world TESOL Academy, USA and UK. More than 100 scientific articles and theses have been published by professional teachers of our university. A number of scientific articles and theses of researcher-students were published under the scientific guidance of professors and teachers of the department.

Professors and teachers of our university are working on scientific research as independent researchers. Since the typical lexical errors of students learning English differ depending on which language was

previously organized, it seems important to develop a special method of teaching English with appropriate methodological tools and exercises. This method was developed and proposed by the author. In order to test the appropriateness and effectiveness of the proposed methodology, separate groups of students have been organized in each group. Students will have to choose any topic in English and explain their independently chosen topics in an open lesson. The evaluations of the groups are evaluated by the opposite group and based on the peer-to-peer principle, they make critical and analytical evaluations. In addition, the experimental group was trained according to the methodology based on a complex of lexical exercises to teach teaching using critical pedagogic methods; the control group was trained using the traditional method. All the groups are the same "communication in the professional field of English with the same goals and objectives under the guidance of one teacher using the same teachers and teaching aids. The groups were selected based on the results of international examinations of questionnaires, interviews and language tests). Students studied English in the field of professional communication for two hours a week for one semester. Learning outcomes were measured during the mid-term and final certification. During the training, students were interviewed and their progress in mastering professional vocabulary and emergence The test revealed statistically significant differences between the scores of the experimental and control groups for all three parts of the test. There was a significant difference in lexical competence: the mean scores of the experimental group were higher than those of the control group in all sections of the test. In the lim process, students of the experimental group study and they noted that their ability to understand the text has improved, their vocabulary has expanded, and their motivation and team skills have increased. Intermediate and final certification results were announced. In this way, the culture of public communication of students will be greatly developed. This is necessary not only for students, but for everyone.

Conclusion :

In general, it can be said that it was written about how important linguistic methods are for each person and what methods he has. In other words, experiments were conducted on the methods of learning the ability to communicate in public, which is necessary for every person. These experiments were mainly conducted among students. And through these tests, students learned to deliver their speech in front of many people. Some of the methods of learning English through the above examples will increase

students' interest in the language. To sum up, linguistics is inextricably linked to people who love language. People who know the language are perfect people who are broad-minded in all areas.

### REFERENCES:

1. Aknin, L. B., Dunn, E. W., & Norton, M. I. (2011). Happiness runs in a circular motion: Evidence for a positive feedback loop between prosocial spending and happiness. *Journal of Happiness Studies*, 13(2), 347-355.
2. Anderson, T. W., & Darling, D. A. (1952). Asymptomatic theory of certain goodness-of-fit criteria based on stochastic processes. *Annals of Mathematical Statistics*, 23, 193-212.
3. Baker, Z. G., Tou R. W. Y., Bryan, J. L., & Knee, R. (2017). Authenticity and well-being: Exploring positivity and negativity in interactions as a mediator. *Personality and Individual Differences*, 113, 235-239.
4. Baolin, L., Zhixing, J., Zhonging, W., & Yu, H. (2010). The interaction between pictures and words: Evidence from positivity offset and negativity bias. *Experimental Brain Research*, 201(2), 141-