



ADVANCEMENT OF THE LINGUO-METHODOLOGICAL REASONING OF AN EDUCATOR IN A FOREIGN LANGUAGE

Pardayeva Diyora Tokhirovna

Doctoral Student of UzNPU

Abstract

The problem of developing lingvomethodological thinking remains relevant today. Lingvo-methodical thinking is a complex thinking activity of the pedagogue aimed at selecting, adapting and updating language teaching methods. This article sheds light on the problem of lingvodidactic thinking in modern science and explores various interpretations of this concept.

Keywords. Linguo methodical thinking; foreign language teacher; teacher education; methodical competence; reflective practice; professional development.

Introduction

Teachers often have strong linguistic knowledge but may lack the ability to systematically reflect on, adapt, and integrate methodological principles in their teaching. The modern demands (digitalisation; communicative, task-based, learner-centred approaches; remote/hybrid teaching; diverse learners) increase the need for linguo-methodical thinking.

The focus on developing linguistic and methodological thinking is largely due to the fact that the life cycle of competencies, including linguistic and methodological ones, is becoming increasingly short: established competencies are being replaced by new ones; and the pursuit of a constantly changing set of competencies leads to quantitatively new linguistic and methodological approaches and theories, while modern linguistic and methodological training for future English language teachers requires qualitatively new linguistic and methodological ideas that meet contemporary challenges.

Professional training is always aimed at developing students' thinking, assimilating a specific system of specialist thinking, and developing professional

thinking skills. American psychologist W.Boser writes about this: "...if we study microeconomics, we need to learn to think microeconomically. If we learn to knit, we must learn to think like a professional knitter...; learning should be perceived as a process of orientation within the parts of an organized and understandable system" [1; p.368]. Similarly, the linguistic and methodological training of future teachers should be aimed at developing professional thinking in the field of English language teaching.

The first type of definition is more typical for researchers of the problem situation in pedagogy and educational psychology, for example, the interpretation of a problem situation by A.V. Brushlinsky: "a problem situation is a rather vague, not yet very clear and poorly realized impression, as if signaling: something is wrong, something is not right" [3; p.402]; V.Okon writes that an educational problem situation "constitutes a practical or theoretical difficulty, the solution of which is the result of the student's own research activity" [7; p.678]. The most complete definition of this type is given in the "Dictionary and Handbook of Age and Educational Psychology" (authors: M.V. Gamezo, A.V. Stepanosova, L.M. Khalizeva), where a problem situation is defined as a state of intellectual difficulty caused in a certain educational situation by an objective insufficiency of previously acquired knowledge and methods of mental and practical activity by students to solve the cognitive task that has arisen [5; p.128].

The more experience a teacher has in resolving problematic situations involving analysis and selection of the most effective means of resolving such a situation, taking into account all factors, using the full range of linguistic and methodological knowledge and skills, the more successful they are. Therefore, when training English language teachers at a pedagogical university, it is necessary to create conditions in which future teachers would be forced to resolve problematic situations related to the teaching of English. As a result, they will develop a need to search for new ways to solve the problem, search for regulatory schemes, and develop a habit of reflection.

Drawing on research by educators and psychologists and taking into account the work of linguamethodologists (T.V. Napolnova and her school), we will define the concept of a linguamethodological problem situation as the intellectual difficulties and challenges students face in independently seeking new, previously unknown ways to resolve various situations that may arise in the context of teaching English in schools. The main distinguishing features of a

linguamethodological problem situation are, firstly, the presence of intellectual difficulties and challenges that generate active thinking; secondly, when resolving it, students master the general principles of solving similar problems; and thirdly, the development of new methods of action that can be transferred to similar linguamethodological problem situations. The product of linguamethodological thinking will be the resolution of the problem and the development of a new method of action that can be applied in similar situations. Thus, the linguamethodological training of a philology student is the process of mastering new methods of lingua-methodological activity, as a result of which linguamethodological thinking develops, and the means of developing linguamethodological thinking in this case becomes a lingua-methodological problem situation.

Thus, for the purposes of our topic, we will understand a linguistic and methodological difficulty as a perceived obstacle in the student's performance of a linguistic and methodological educational task, related to the objectively multi-component nature of the linguistic and methodological educational material and the multi-functional, multi-directional activities required to complete it. A linguistic and methodological difficulty is a subjectively experienced, specific manifestation of a linguistic and methodological difficulty, related to the personal characteristics and nature (completeness, strength, comprehension, effectiveness) of an individual student's linguistic and methodological knowledge and skills.

During our research, we identified objective linguistic and methodological difficulties:

- in defining subject-specific, meta-subject, and personal goals for a English language lesson, and confusion in distinguishing between them;
- in choosing methods and techniques for students' intellectual development in English language lessons;
- in selecting and organizing effective work with modern (including electronic) teaching aids in the process of learning English;
- in searching for and selecting high-quality didactic linguistic and speech materials;
- in formulating assignments for English language exercises;
- in selecting diagnostic tools for determining the level of English language proficiency;
- in recording errors and working to correct them;

- in organizing work with English language textbook and reference materials in the classroom;
- in maintaining students' interest in the English language lesson;
- in distinguishing the elements of a complex error in students' written and oral speech.

During the training process, students must gain experience resolving various linguistic and methodological problem situations. Consequently, they must periodically master new types and methods of resolving them. Therefore, it is necessary to clarify the concept of a "new linguistic and methodological problem situation." We propose defining this as a situation in which a language arts student must engage in targeted linguistic and methodological activities under conditions that prevent or limit the use of their existing experience in resolving linguistic and methodological problem situations.

An important task was also to identify the structure of a linguistic and methodological problem situation. According to A.M. Matyushkin's theory, a problem situation is characterized by structural elements such as cognitive need (motivation), an unknown requiring a solution, and the subject's cognitive capabilities. Applying this structure to the purposes of our study, we will leave the first component unchanged, call the second component a cognitive analysis of the situation, and in the third, we will highlight the value-semantic and subjective components, adding an instrumental (formal) stage. It's important to keep in mind that in different problem situations, smaller elements may be identified at each stage, and additional (optional) elements may also emerge. Thus, it's necessary to distinguish between invariant (motivational, cognitive, value-semantic, instrumental, subjective) and variable elements of a linguistic and methodological problem situation.

The development of linguo-methodical thinking is a vital component of modern foreign language teacher education. In a rapidly changing educational landscape—shaped by globalization, digitalization, and evolving learner needs—teachers must go beyond linguistic competence to develop the cognitive, reflective, and methodological tools necessary for effective, adaptive, and student-centered instruction. This study has demonstrated that linguo-methodical thinking is a multifaceted construct, encompassing linguistic awareness, methodological competence, reflective practice, and professional adaptability. Through the integration of theoretical knowledge, practical training, and

reflective activities, teachers can develop the ability to analyze pedagogical situations, make informed instructional decisions, and tailor their approaches to diverse learner contexts.

The research findings support the idea that the most effective strategies for fostering linguo-methodical thinking include solving methodological problem situations, engaging in reflective journaling, participating in collaborative peer discussions, and experimenting with innovative digital tools. These strategies help teachers internalize pedagogical principles, deepen their understanding of language teaching, and become more autonomous and effective in their professional development.

The proposed model for the development of linguo-methodical thinking can serve as a framework for teacher education programs, professional development courses, and institutional policy reform. While this study offers important insights, further longitudinal research is needed to assess the long-term impact of linguo-methodical thinking on classroom practice and student learning outcomes across diverse educational contexts.

In conclusion, cultivating linguo-methodical thinking is not only a pedagogical necessity but also a professional imperative. It equips teachers with the intellectual flexibility and methodological repertoire required to meet the demands of contemporary language education and to contribute meaningfully to the ongoing evolution of the teaching profession.

References

1. Бозер, У. Как научиться учиться: Навыки осознанного усвоения знаний. / У.Бозер. - М.: Альпина Паблишер, 2020. - 368 с.
2. Болотнова, Н.С. Формирование языковой личности современного школьника на основе комплексной работы с текстом. / Н.С.Болотнова. // Полифония методических подходов к обучению русскому языку: Материалы Международной научно-практической конференции / отв. науч. ред. А.Д.Дейкина. - М.: МИГУ; Ярославль: Ремдер, 2012. - С. 35-40.
3. Брушлинский, А.В. О субъекте мышления и творчества. / А.В.Брушлинский. // Основные современные концепции творчества и одаренности. - М: Молодая гвардия, 1997. - 402 с.
4. Брушлинский, А.В. Психология мышления и кибернетика. /

- А.В.Брушлинский. - М.: Мысль, 1970. - 191 с.
5. Гамезо, М.В. Словарь-справочник по педагогической психологии. / М.В.Гамезо, А.В.Степаносова, Л.М.Хализева. - М.: Наука, 2001 - 128 с.
 6. Гарцов, А.Д. Электронная лингводидактика в системе инновационного языкового образования: автореф. дис. ... докт. пед. наук: 13.00.02 / Гарцов Александр Дмитриевич. - М., 2009. - 41 с.
 7. Оконь О. Основы проблемного обучения. / О.Оконь. - М.: Просвещение, 1968. - 208 с.
 8. Основные современные концепции творчества и одаренности / под ред. Д.Б.Богоявленской. - М.: Молодая гвардия, 1997. - 416 с.
 9. Постовалова, В.И. Идея «META» в самосознании культуры XX-XIX веков. / В.И.Постовалова. // Метафизика. - 2012. - № 4 (6). - С. 6-25.