Theoretical Problems in The Formation of a Linguistically-Centered Methodology for Language Teaching

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Abstract: This article analyzes the theoretical problems in the process of forming a linguistically-centered methodology for language teaching. The research examines the fundamental concepts of the methodology, the pedagogical significance of linguistic approaches, and the difficulties in their practical implementation. It also discusses the effectiveness of a centralized linguistic approach in the language learning process, the role of educational resources and didactic tools, and the relationship between theoretical foundations and practical experience. The research findings open up possibilities for developing innovative approaches in language teaching and integrating them into the pedagogical process.

Keywords: Language teaching, linguistically-centered methodology, theoretical problems, pedagogical approach, linguistics, didactic tools.

Introduction: Effective methods and methodologies for language teaching are among the critical issues consistently researched in the fields of modern pedagogy and linguistics. Specifically, the concept of a linguistically-centered methodology involves organizing the educational process based on the internal structure of the language, its lexico-semantic system, phonetic and morphological features, and grammatical rules. This approach ensures that language learning is not limited to mere word memorization or grammar drills, but instead promotes the study of language in a systematic and integrated manner. Through this process, students not only master the rules of the language but also further develop their speaking and writing competencies, linguistic perception, and communicative capabilities.

Furthermore, this methodology helps facilitate the effective use of linguistic resources in the learning process, the contextual presentation of topics, and a deeper understanding of the practical aspects of the language. Students also have the opportunity to systematically study various language registers, phraseological units, parts of speech, and their semantic relationships. As a result, the language learning process develops not only theoretical knowledge but also the ability to perform real-world communicative tasks.

LITERATURE REVIEW

The theoretical foundations of language teaching methodology have developed based on the close connection between linguistics and pedagogy. Scientific literature views language teaching as an academic approach that involves not only the continuous study of grammar and vocabulary but also a deep analysis of the language's communicative functions. While traditional methods (such as the grammar-translation approach) were practiced in previous centuries, modern language teaching methodology centers on the concept of the "language acquisition process" and integrates linguistic theories into this process. Modern language teaching approaches abandon the translation and grammar-translation methodology, striving instead to harmonize the theoretical findings of linguistics with practical textbooks and didactic materials. For instance, it is emphasized that issues such as the selection,

distribution, and structuring of language material in textbooks are defined as tasks of general methodology [12].

.Theoretical research highlights the importance of the Second Language Acquisition (SLA) concept in the language teaching process. SLA theory aims to explain the processes by which language learners acquire, process, and produce language, and it offers empiricist and cognitive approaches to language teaching methodology [7, p 15]. While the generative approach explains language acquisition through universal grammatical rules within a language, the interactionist approach ensures deeper language learning through linguistic exchange and speech interactions [9, p 45]

Furthermore, in language teaching literature, the role of input, theories of language comprehension, and the concept of sufficient output are also important objects of analysis. For instance, it is emphasized that a learner cannot effectively use new language elements without first comprehending them, which reinforces the necessity for didactic approaches to present language inputin a comprehensible form.

In general, a review of the literature confirms that the theoretical foundation of language teaching methodology is a complex scientific system, comprising linguistic concepts from linguistics, second language acquisition theories, and communicative and interaction-based pedagogical approaches.

In Uzbekistan, several studies have also been conducted on language teaching methodology and the linguistically centered approach. These studies are aimed at exploring the theoretical foundations, practical applications, and educational effectiveness of the methodology. For example, an article by Istamova and Ruzikulova (2025) analyzes the methodology of teaching language through English literary texts. The study provides a detailed examination of the scientific principles for organizing the educational process based on communicative and integrative approaches and for developing language skills [11, pp. 18-19].

Yulanova (2024), in turn, analyzes the methodology of teaching the native language from the perspective of a cognitive approach. The article explains the process and methods of forming language skills on a scientific basis, thereby further enriching the theoretical foundations of language methodology [12].

The research by Parpieva and Kholbekova (2024) analyzes the methodology for teaching the lexicology section. The article presents vocabulary teaching methods with a scientific approach and reveals the effectiveness of using didactic tools in the learning process [13].

Similarly, Saidova (2025) has analyzed effective methods for teaching parts of a sentence in the native language. The study demonstrates the step-by-step process of learning grammatical structures, which serves as an important resource for understanding the practical aspects of the linguistically centered methodology [14].

Additionally, Yusupova (2023) elucidates the scientific research methods for the field of mother tongue teaching methodology. The article discusses the principles of scientific approaches and analysis, as well as methods for reinforcing the methodology with a theoretical foundation [15, pp. 108-112]. An analysis of this literature indicates that research on language teaching methodology in Uzbekistan focuses on theoretically substantiating a linguistically centered approach, harmonizing textbooks with didactic materials, and developing students' language skills. In this way, it is emphasized that the methodology should be effective not only in theory but also in practice.

METHODOLOGY

This study examines the theoretical problems and practical application methods involved in the process of developing a linguistically-centered methodology for language teaching. The research methods employed were literature review, comparative analysis, observation, and interviews. Through the literature review, local and global language teaching methodologies were studied, and their respective strengths and weaknesses were identified. Comparative analysis was used to contrast the effectiveness of various methodological approaches. Observation and interview methods were utilized to determine student engagement and identify challenges in applying the methodology during the learning process. The research was conducted based on an approach that integrated both qualitative and quantitative methods. Thus, the methodology was aimed not only at analyzing theoretical approaches but also at exploring the possibilities for their practical implementation.

DISCUSSION AND RESULTS

The methodology of language teaching is theoretically shaped by several main approaches: the classical grammar-translation approach, the communicative approach, input theory, the generative approach, and interaction-based approaches. Uzbek studies, including those by Istamova and Roziqulova (2025), Yulanova (2024), Parpiyeva and Xolbekova (2024), Saidova (2025), and Yusupova (2023), indicate that integrating a theoretical foundation with practical exercises is crucial in teaching.

Global theories, particularly Krashen's Input Hypothesis

and Long's Interaction Hypothesis, emphasize that the language learning process is most effective when conducted through natural, interactive, and comprehensible input [6]. Additionally, Chomsky's generative approach recommends the systematic study of language rules and the formation of a methodology based on universal grammar. These approaches help reinforce the cognitive and lexical methodologies used in Uzbek research.

Local research focuses on ensuring students gain a deep understanding of language rules and strengthening the foundations of vocabulary and syntax. However, some studies do not sufficiently analyze communicative exercises and specific communication situations. Global theories complement this aspect by emphasizing that the language learning process should be interactive and practical, meaning grammatical knowledge must be integrated with speaking and writing skills.

It is evident that there are commonalities between Uzbek and global research. Both emphasize the systematic and scientific development of language methodology. The key difference is that global theories focus more on communicative and interactive components, whereas local research prioritizes a deeper study of grammatical and cognitive aspects. In this context, an integrated methodology - a

linguistically centered approach - makes it possible to harmonize these two perspectives, enhancing language teaching both theoretically and practically. Overall, success in language teaching requires a methodology that combines grammatical, lexical, cognitive, and communicative components. A synthesis of global theories and Uzbek research serves to systematically develop learners' knowledge and improve their practical speaking skills.

In the process of putting language teaching methodology into practice, several key challenges and limitations are encountered. Numerous studies (Saidova, 2025; Istamova & Ro'ziqulova, 2025) indicate that class time is often insufficient to comprehensively cover all components of the language, including grammar, vocabulary, speaking exercises, and activities involving practical situations. As a result, students may only learn certain rules, while other components are neglected.

Students are not always at the same level. Research shows (Yulanova, 2024; Parpiyeva & Kholbekova, 2024) that during lessons, high-achieving students learn quickly, while low-achieving students fall behind. Many practices in Uzbek schools and language centers are not provided with sufficient resources (books, audio, video, interactive platforms):

Bu nutq va tinglash mashqlarini yetarlicha samarali o'tkazishni cheklaydi.

Faol va interaktiv o'quv jarayonini tashkil qilish murakkablashadi

O'quvchilar faqat nazariy bilimga tayangan holda tilni o'rganadi.

**Figure 1: Consequences of resource scarcity in the educational process**

In the evaluation of practical exercises, a standardized system is observed to be insufficient:

-        It is difficult to assess a student's speaking, pronunciation, lexical, and grammatical skills uniformly.

-        For this reason, the results are not fully

reflected when measuring the effectiveness of the methodology.

The current challenges indicate that in language teaching, it is necessary not only to develop the theoretical foundations of the methodology but also to improve the conditions for its practical

implementation. Specifically:
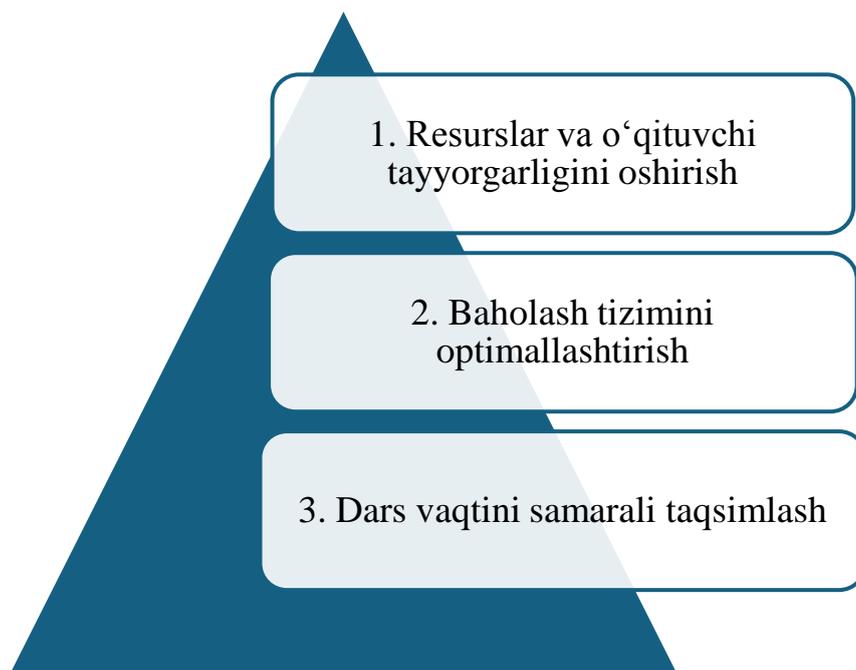
Figure 2: Recommendations for increasing educational effectiveness

If these recommendations are implemented, the methodology, which is based on linguistically-centered and interactive approaches, will achieve maximum effectiveness in practice.

CONCLUSION

This study analyzed the linguocentric approach to language teaching alongside other key theoretical methodologies. A literature review revealed that domestic research primarily focuses on grammatical, lexical, and cognitive components, emphasizing students' deep understanding of language rules, vocabulary expansion, and mastery of syntactic structures. In contrast, global research - particularly Krashen's Input Hypothesis, Long's Interaction Hypothesis, and Chomsky's Universal Grammar - concentrates on integrating the language learning process with real-life contexts and interactive exercises. Furthermore, the effectiveness of communicative and practical exercises in developing students' speaking and writing skills is highlighted.

The results of practical application indicate that teaching grammatical, lexical, and speech components in an integrated manner contributes to the development of students' language skills. For instance, teaching grammatical structures and parts of a sentence helps students master syntax and speech logic, while lexical exercises expand their vocabulary. Concurrently, communicative exercises, conversations, and role-playing games enhance students' speaking and communication abilities, preparing them to use the language in real-life situations.

However, a number of challenges were identified during the implementation process. Class time is often insufficient for conducting exercises that cover all components of the language, leading to the inadequate development of speaking and communication skills. Furthermore, differences in students' proficiency levels make it difficult to organize the learning process effectively without an individualized approach. Limited resources - specifically a lack of books, audio, video, and interactive materials - hinder the effective execution of practical exercises. Teachers' limitations in mastering new methodologies also reduce the method's effectiveness. Additionally, the assessment system is not sufficiently optimized, which makes it challenging to fully evaluate students' grammatical, lexical, and speaking skills.

To address these problems, several recommendations have been developed. Effectively managing class time, applying an individualized approach, increasing resources and teacher training, and optimizing the assessment system will significantly enhance practical effectiveness. These recommendations serve to improve not only the theoretical but also the practical aspects of the methodology within the language teaching process.

Consequently, to achieve success in language teaching, an integrated methodology that harmonizes grammatical, lexical, cognitive, and communicative components is considered the most effective. This approach deepens students' perception of the language, develops their communicative competence, and increases their ability to apply the language correctly in practice. A linguistically centered approach,

on the other hand, perfectly combines the theoretical and practical aspects of modern language teaching methodology by integrating the experiences of Uzbek and international research.

In conclusion, to enhance the effectiveness of language teaching methodology, it is necessary to combine scientifically-based and practically-adapted approaches. This not only develops students' knowledge and skills but also prepares them to use the language in real communication, improves the quality of language teaching, and creates a foundation for future methodological research.

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