

Modern Problems of Linguistics and Methods of Teaching Foreign Languages

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Abstract: Modern linguistics goes beyond classical grammatical and structural models and is being formed as an interdisciplinary field of humanitarian knowledge. In recent decades, the emphasis has shifted to cognitive, pragmatic and discursive approaches, which make it possible to consider language as a tool of thinking, a means of cultural interaction and a factor of personal identity.

The methodology of teaching foreign languages is also undergoing changes: mechanical memorization of grammar and vocabulary is giving way to interactive and communicative strategies. Modular programs, project assignments, multimedia resources and digital platforms that ensure the individualization of learning are being introduced into the educational process. Artificial intelligence technologies are becoming especially important, as they make it possible to adapt courses and stimulate students' independent work.

In the conditions of globalization and digital transformation, it is precisely the synthesis of linguistic research and innovative methodologies that becomes a key factor in improving the quality of education. A modern specialist must possess language competence, intercultural sensitivity, critical thinking and the ability to use digital tools.

The study of the interrelationship between new directions in linguistics and methods of teaching foreign languages is gaining particular relevance and practical significance for the university environment.

Keywords: Linguistics, teaching foreign languages, communicative method, digitalization of education, intercultural competence.

Introduction: Modern linguistics today is developing as one of the most dynamic areas of humanitarian knowledge, which has significantly expanded the range of research tasks in recent decades. If earlier the emphasis was placed mainly on structural and formal-grammatical models, now new directions are coming to the fore — cognitive linguistics, pragmatics, discourse analysis and linguoculturology. These disciplines make it possible to consider language not only as a system of signs, but also as a means of thinking, a tool of intercultural interaction and a factor in the formation of personal identity.

At the same time, the methodology of teaching foreign languages is also being transformed. Traditional

models based on the mechanical assimilation of grammar and vocabulary are gradually giving way to interactive and communicative strategies. Modular programs, project assignments, multimedia resources and digital platforms are being actively introduced into the educational process. Artificial intelligence technologies are becoming especially important, as they make it possible to adapt educational courses to the level of students' preparation, form independent work skills and develop critical thinking.

In the conditions of globalization and digital transformation, it is precisely the integration of linguistic research and innovative teaching methods that becomes a key condition for improving the quality of education. A modern specialist must possess not

only language competence, but also intercultural sensitivity, the ability to use digital tools and analytical skills.

Thus, the study of current problems of linguistics and their interrelationship with the methodology of teaching foreign languages represents a significant scientific task that has practical value for the university educational environment.

METHODS

The study was based on a comprehensive combination of theoretical and practical approaches, which made it possible to consider the problem from multiple perspectives and give it scientific credibility.

Theoretical and linguistic analysis included the study of key areas of modern language science: cognitive linguistics, pragmatics, discourse analysis and linguoculturology. These disciplines revealed new aspects of the functioning of language in the conditions of globalization and showed the possibilities of integrating linguistic concepts into the educational process. Special attention was paid to comparing classical structural models with cognitive and communicative approaches, which provided a deeper understanding of the nature of language.

The methodological experiment was aimed at testing the effectiveness of innovative forms of teaching. Within its framework, the modular system, communicative method, interactive tasks and project forms of work were applied. Practical classes were conducted in real conditions of the educational process, which made it possible to assess the effectiveness of the methods not only theoretically, but also empirically. An important element was observing the dynamics of students' motivation and their involvement in educational activity.

Digital technologies were considered as a tool for the individualization of learning. Online courses, multimedia materials, mobile applications and generative artificial intelligence were used. These resources ensured the adaptability of educational programs, consideration of students' level of preparation and the development of independent work skills. In addition, digital tools contributed to the formation of critical thinking and intercultural communication, which is especially relevant in the conditions of globalization.

Comparative analysis of methods included comparing traditional and innovative models of teaching foreign languages. Observation, student questionnaires and analysis of learning outcomes were used for objective assessment. This approach made it possible to identify the strengths and weaknesses of each model, determine optimal ways of integrating them and formulate practical recommendations for the university environment.

Overall, the methodological basis of the study combines theoretical depth, practical orientation and innovativeness. The comprehensive use of the specified methods ensured a thorough consideration of the problem and made it possible to propose scientifically grounded solutions applicable in the educational practice of higher education.

RESULTS

The conducted study showed that the introduction of innovative methods of teaching foreign languages has a multifaceted impact on the educational process. The use of interactive tasks, project forms of work and digital platforms contributed to the growth of learning motivation, increased students' involvement and made the process of language acquisition more dynamic and practice-oriented. Observations confirmed that students began to participate more actively in discussions, show initiative and demonstrate interest in independently searching for information.

The formation of intercultural competence proved to be one of the key results of the study. The inclusion of elements of national and world culture in the educational process allowed students to develop skills of tolerant communication, the ability to adapt to a multilingual environment and to perceive language as a means of intercultural interaction. The questionnaire showed that students became more confident in using a foreign language in situations of intercultural dialogue and in showing respect for cultural differences.

The development of students' independent work became another significant direction. The application of the modular system and digital resources provided conditions for individualized learning, which contributed to the formation of skills of autonomous mastering of material, critical analysis and self-control. Students were given the opportunity to independently

plan their learning activity, choose optimal learning strategies and use various sources of information. This increased the level of responsibility for their own learning and strengthened motivation for further development.

The integration of linguistic theories and methodological practices strengthened the scientific validity of the educational process. The application of cognitive, pragmatic and discursive approaches in combination with innovative methods made it possible to comprehensively develop students' language competence. The results showed that students not only master grammatical and lexical knowledge, but also acquire skills of effective communication in real conditions, which makes the learning process closer to professional practice.

Overall, the results of the study confirm that the combination of modern linguistic concepts and innovative methodological solutions contributes to improving the quality of education, developing intercultural sensitivity and forming competitive specialists ready for professional activity in the conditions of globalization and digitalization.

DISCUSSION

The obtained results make it possible to draw a number of important conclusions about the current state of the methodology of teaching foreign languages and its interrelationship with linguistic research. The introduction of innovative technologies and communicative methods showed that the educational process becomes more flexible and oriented toward students' needs. This confirms the relevance of the transition from traditional models of learning to integrative systems in which theory and practice complement each other.

The formation of intercultural competence is of particular importance, as it is considered a key element of the professional training of a modern specialist. In the conditions of globalization, proficiency in a foreign language ceases to be solely an instrument of communication and becomes a means of cultural dialogue. Thus, the methodology of teaching should take into account not only linguistic but also cultural aspects, ensuring the preparation of students for interaction in a multilingual and multicultural environment.

The development of students' independent work indicates that the digitalization of education opens up new opportunities for the individualization of the educational process. The use of online courses, multimedia resources and artificial intelligence technologies allows learners to independently choose the trajectory of mastering the material, form critical thinking skills and increase the level of responsibility for their own learning. This confirms the need for further implementation of digital tools in educational practice.

The integration of linguistic theories into the methodology of teaching foreign languages demonstrates that scientific research can serve as a basis for practical solutions. Cognitive, pragmatic and discursive approaches make it possible to understand the nature of language more deeply and to adapt the methodology to modern conditions. As a result, the educational process acquires scientific validity and becomes more effective.

CONCLUSION

The conducted study confirmed the need to integrate modern linguistic concepts and innovative methodological solutions into the teaching of foreign languages. The analysis showed that the combination of cognitive, pragmatic and discursive approaches with communicative and digital technologies ensures the comprehensive development of students' language competence, forms stable motivation for learning and increases their involvement in the educational process.

The practical significance of the work lies in the fact that the proposed methods can be successfully applied in the university educational environment. The introduction of a modular system, interactive tasks and digital resources contributes to the development of students' independence, the formation of intercultural sensitivity and the improvement of the quality of the educational process.

The scientific novelty of the study consists in substantiating the synthesis of linguistic theories and methodological practices, which makes it possible to consider language not only as a system of signs, but also as a means of intercultural interaction and professional communication. Such an approach opens up new prospects for improving the methodology of teaching foreign languages and makes it more adaptive to the modern conditions of globalization and

digitalization.

Prospects for further research are related to the in-depth study of the possibilities of generative artificial intelligence in teaching, the development of adaptive educational programs and the expansion of interdisciplinary connections between linguistics, pedagogy and digital technologies.

As a result of the conducted work, it can be concluded that the modern methodology of teaching foreign languages should be based on the achievements of linguistics, take cultural features into account and actively use digital tools, ensuring the training of specialists capable of successfully functioning in the conditions of globalization and digital transformation.

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