

Teaching Linguistic Constructions of The English Language to Undergraduate Students of Non-Linguistic Specialties

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Abstract: The article is devoted to the issues of teaching English linguistic constructions to undergraduate students of non-linguistic majors, with a focus on the development of speech skills as an essential component in training future professionals. The article also highlights specific challenges encountered in teaching English to non-linguistic students, including linguistic, extralinguistic, methodological, and other related issues.

Keywords: Teaching, speech skills, organization, English language, methodology, electronic resources.

Introduction: Analysis of contemporary scientific concepts indicates that there is currently an active search for new approaches to teaching foreign languages to university students. Of particular relevance to this study are the principles of the concept of targeted English language instruction in higher education (O.G. Polyakov, F.I. Ikramkhanova [10]); the concept of using information and communication technologies (ICT) in teaching foreign languages at the university level (G.T. Tukhtasinov, N.M. Akhmedova, L.P. Khalyapina, M.G. Evdokimova); the concept of integrative bilingual education in foreign language instruction (D. Hoshimova, D. Sobirova); and the concept of a cognitive-discursive approach to teaching intercultural foreign language communication to undergraduate students in natural science fields (O.A. Obdalova, M.A. Yusupova).

In this context, the concept of improving the methodological conditions for the practice-oriented study of English linguistic constructions by students of non-linguistic universities using digital technologies is of significant scientific interest.

The teaching of English linguistic constructions to non-linguistic university students through ICT is driven by a number of contradictions that have arisen with the emergence of the digital paradigm in the first quarter of the 21st century. This paradigm imposes new requirements on future professionals of a qualitatively new level, who must be able to engage in dialogue and polylogue with international partners, act as linguistic

intermediaries and "mediators of cultures", develop multilingual digital solutions, design services for intercultural communication, and represent the multicultural identity of their country.

A careful analysis of research shows that the development of new pedagogical functions and the forecasting of "professions of the future"—which identifies promising areas of competency in education—highlights the use of digital tools (e.g., instruction through information technologies, online courses, interactive simulations and trainers, gamified virtual environments, etc.). These technologies influence the individualization and personalization of learning, making it possible to adapt the educational process to the specific needs and personal characteristics of each student.

As M.K. Avalbayeva writes, "When studying any language, it is important to pay attention to a number of its components—this also applies to linguistics. English linguistics explores the structures and patterns of the language, its functioning and development, and also compares it with other languages to identify connections with them."¹ Consequently, it can be inferred that general linguistics deals with the empirical and deductive study of the common features of all languages, the general patterns of language functioning, and the development of research methods in the field of language. A part of general linguistics is typology, which compares different languages regardless of their genetic relationship and draws

general conclusions about language as a phenomenon. According to D. Sabirova, the word linguistics is a borrowed term. Further elaborating on her opinion, the author states that “vocabulary is extremely important in language learning. Linguistics is part of semiotics, the science of signs. Therefore, linguistics is a synthesis of all language sciences. Phonetics, grammar, vocabulary, stylistics, and others are its branches.” Thus, in the study of English linguistic constructions for undergraduate students of non-linguistic fields, it can be clearly stated that the grammar of the target language comprises two main areas: morphology and syntax, which themselves have further subdivisions. All of these are components of linguistics. From the perspective of this authorial approach, the concept of linguistic construction is formulated.

A linguistic construction is defined as a set of syntactic units and words that are logically interconnected, ranging from sentence and phrase structures to complex vocabulary. These serve as the core subject of study in the theory of construction grammar. For example, the English construction “I like it, I not like it” means “I like it” or “I don’t like it.” Such constructions are used to express reactions to various stimuli. To do this, any verb in the structure can be substituted with a semantically similar or opposite verb.

As a result of mastering the curriculum in a non-linguistic undergraduate program, graduates should develop the ability to communicate effectively in oral and written forms in a foreign language for the purposes of interpersonal and intercultural communication, as well as the ability to use their knowledge of a foreign language in their professional activities. In order to construct coherent sentences and express their thoughts, it is essential for non-linguistic undergraduate students to know basic grammatical constructions.

These types of phrases serve as essential tools in communication with interlocutors. For example, constructions like “There is” or “There are” can be used when describing one’s location or explaining where an object is situated: “There is my bag on the chair.” This construction can also be used to describe one’s country, city, street, or home interior: “There is a big picture on the wall in my flat.” / “There are many rivers in my country.”

The research has revealed that undergraduate students studying in the field of 60410100 – Economics face a number of challenges in mastering the English language. These include linguistic and phonetic issues (such as pronunciation and lexical meaning), extralinguistic and methodological difficulties, as well as problems with understanding the meaning of English

constructions. In addition, many students struggle with learning English grammar. Most students indicated a desire to study English as a language of culture valued by the global community. This is supported by survey results from the academic years 2023–2024, in which 372 out of 401 respondents (91%) expressed this motivation.

The main reasons for choosing to study English, according to respondents, are: its global prevalence (98%); its linguo-aesthetic value (74%); and its applicability in professional activities (100%).

At present, the study of English with the use of digital technologies is considered a priority direction, though it is not without its specific challenges and unresolved issues. Among these are: the insufficient development of research at the intersection of English linguistics, the history of the English language and literature, teaching methodology, and the digitalization of education; disagreements among educators and scholars about the integration of traditional, non-traditional, and cutting-edge pedagogical methods in the instruction of specialized subjects; and the lack of timely methodological support in conducting monitoring activities aimed at analyzing, evaluating, and adapting existing information in the field of English language teaching.

Modern approaches to English language instruction identify four primary language skills: (1) speaking (the ability to express thoughts orally); (2) writing (the ability to express thoughts in written form); (3) listening comprehension (auditory understanding of speech); and (4) reading (understanding written language). The study emphasizes that when planning lessons using digital tools in non-linguistic universities, it is crucial to focus on the following practical learning objectives:

development of skills for expressing thoughts logically and coherently;

enhancement of spelling and punctuation abilities;

mastery of standard norms of English literary language;

advancement of morphological and grammatical competencies, with emphasis on accurate, automatic word formation and usage in speech.

Literacy instruction is carried out using a phonetic-analytic-synthetic method, which consists of interconnected processes: teaching basic reading and writing skills and reinforcing speech development at various levels—sound (phonetic culture), word (vocabulary building), sentence, and coherent expression (text).

Cutting-edge language learning technologies are applied in practice through various tools, enabling

learners to develop their individual abilities, "construct and design their learning activities, make independent decisions about the use of different aspects of language, and manage pedagogical processes" [1, p. 88], regardless of the situational contexts in which they participate [3, p. 67]. It follows that teaching methods in first-year English instruction are aimed at achieving specific educational goals and are based on a three-component theoretical foundation: linguistic, psychological, and didactic. In our view, these concepts are embodied in a unique instructional model that adapts to the specifics of language teaching across different contexts.

In the process of learning English, optimal methods and tools that combine individual and group instruction activate students in their cognitive and practical engagement with the target language. This, in turn, provides them with opportunities for a variety of learning experiences. "Creative tasks employed in speech actions under conditions closely resembling real communication provide a framework for modeling practical speech reproduction..." [2, p. 23v]. From this, it can be concluded that successful language acquisition requires a comprehensive approach that includes a variety of exercises, grammatical explanations, systematic instruction, and ongoing practice.

Effective bilingualism—when a person can fluently and accurately use two languages—is known as coordinated bilingualism. This form of bilingualism supports the development of linguistic abilities, ensuring a high level of communicative competence in both languages. Accordingly, the teacher may apply those pedagogical concepts and corresponding didactic systems that best align with their instructional intentions.

First-year students' ability to select the optimal translation option is often consciously developed through this bilingual approach to language learning. Here, the focus is on the reorganization of the learner's speech mechanisms and the formation of a "spontaneous switching mechanism" between languages [4, p. 123]. This suggests that, in learning and comparing two languages, students engage in an exploratory process that contributes to the learning experience. It fosters their confidence in solving assigned tasks, ultimately leading to a greater awareness of their own learning processes.

We believe that in this case, the increasing importance of communication and the need to develop interaction skills for solving complex problems calls for a renewal of pedagogical knowledge in organizing communication based on both traditional and

innovative instructional technologies.

Productive learning, in turn, is aimed at developing the ability to express one's thoughts in a foreign language and requires the active application of the studied material in both spoken and written communication. In this context, in our opinion, interference—which includes disruptions at the phonetic, grammatical, and lexical levels—arises as a result of subordinate bilingualism. Such interference may be interlingual and often occurs due to differences in meaning systems and word usage between the native and target languages.

Thus, English language instruction in the first year of non-linguistic undergraduate programs serves multiple goals, including the development of both receptive and productive skills. Receptive learning is focused on language comprehension and includes the analysis of grammatical structures, word formation, sentence and text interpretation, as well as the use of dictionaries to determine word meanings.

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