

Specific Features of Foreign Language Education

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Abstract: This article analyzes the linguodidactic foundations of foreign language teaching in non-philological higher education institutions and the development of students' cognitive competencies. The study highlights modern methodological approaches to foreign language education, particularly the importance of the communicative-cognitive method. Additionally, pedagogical aspects of forming linguistic, thematic, and worldview-related knowledge in the language teaching process are examined. Based on a pragmalinguodidactic approach, the article describes the issues of developing skills for the effective use of a foreign language in students' professional activities. The application of an integrative approach, interactive methods, and modern pedagogical technologies is substantiated as an important factor in increasing the efficiency of foreign language education. The research results serve to develop students' communicative competence and expand the possibilities of using a foreign language in professional activities.

Keywords: Foreign language education, linguodidactics, communicative-cognitive method, cognitive competence, pragmalinguodidactics, integrative approach, communicative competence, speech activity, interactive methods, pedagogical technologies, integration of language and culture, professional communication, language skills, educational efficiency.

Introduction: In our country, comprehensive efforts are being undertaken to reform the educational system based on modern global trends. Particular emphasis is placed on training highly qualified personnel by enhancing the efficiency of the teaching process. Any field of science emerges from human needs and serves the progressive development of society. The organization of foreign language teaching has been extensively studied by numerous psychologists and pedagogues, including D.B. Elkonin, V.V. Davydov, A.K. Markova, P.Y. Galperin, N.F. Talyzina, A.M. Matyushkin, I.Y. Lerner, N.V. Kuzmina, A.A. Leontyev, and others.

The formation of students' professional skills depends on a variety of social, pedagogical, psychological, psycholinguistic, linguistic, and methodological factors. Within foreign language education, students acquire knowledge across three primary dimensions: linguistic, thematic, and worldview-shaping.

✓ Linguistic knowledge pertains to mastering the vocabulary and grammar of the target language, as well as developing orthographic and phonetic skills.

✓ Thematic knowledge manifests in the synthesis of regional studies and socio-cultural information pertaining to both the native and the target language countries.

✓ Worldview knowledge establishes a social foundation and creates the necessary conditions for professional growth during the language-learning process.

In non-philological higher education institutions, the primary goal of foreign language instruction is for future specialists to achieve a level of proficiency sufficient for practical application in their professional activities. Mastering a foreign language implies the acquisition of a complex set of skills and competencies that allow learners to express their ideas freely and comprehend their interlocutor's speech rapidly in both oral and

written communication.

It is well-established that language skills and competencies are internalized, developed, and perfected only through systematic practice. The strategic and consistent use of lexical and grammatical exercises designed to foster oral proficiency during lessons stimulates student interest and serves as a vital factor in language acquisition.

The issue of foreign language teaching and learning falls under the domain of linguodidactics. As a scientific discipline, linguodidactics (the theory of language teaching/educational linguistics) has evolved into a holistic field governing the instruction of all languages—whether native, second, or foreign. This term was introduced into scientific discourse by N.M. Shansky (1922–2005) and remains highly relevant today. (1)

The linguodidactic characteristics of foreign language education represent a synthesis of methodological and theoretical principles aimed at cultivating a student's linguistic culture and communicative abilities. Linguodidactics is governed by specific principles, which include the following.

The Principle of Communicativeness (The principle of communicative orientation).

The Interconnectedness of Language and Culture (The nexus between language and culture).

Integrativity (The principle of an integrative approach).

Teaching Methods and Technologies (Instructional methodologies and educational technologies).

From a linguodidactic perspective, foreign language teaching is a complex yet effective process aimed at integrating all linguistic components, developing communicative abilities, and expanding opportunities for real-life application. In Uzbekistan, foreign languages (English, German, French, etc.) are taught systematically across all universities, institutes, secondary schools, academic lyceums, and vocational colleges. Based on the objectives and specific characteristics of instruction in Higher Education Institutions (HEIs), they are categorized into two groups:

1. Specialized Higher Education Institutions: Those training future specialists in foreign languages.
2. Non-Philological Higher Education Institutions: Those where foreign languages are taught as a

secondary subject to non-language specialists.

In the first group, students learn the language through specialized curricula and textbooks, covering both theoretical and practical aspects. Instruction serves four primary purposes: practical, educational, pedagogical, and developmental. Students are required to achieve professional mastery for future career use, with a focus on perfect command of vocabulary, grammar, pronunciation, and both oral and written speech. Beyond the four basic macro-skills, these students study six additional types of speech activity. For those choosing language as a profession, a "professional goal" is also set, requiring the ability to communicate fluently and effortlessly with native speakers.

In the second group (non-philological HEIs), a complex objective is pursued. Students receive a general education in the foreign language to acquire the skills necessary for oral and written communication within their future professional field. Furthermore, they must master specialized terminology, engage in narrow-focus professional discourse, and effectively utilize scientific and technical literature related to their specific industry.

The acquisition of a foreign language as a specialty becomes essential when it assumes a pragmatic character, enabling the specialist to apply their linguistic knowledge effectively within their professional domain. The integration of pragmatics, sociolinguistics, and foreign language teaching methodology has given rise to a new direction in methodology known as *pragmalinguodidactics*.

The priority of *pragmalinguodidactics* is to ensure that modern global changes in the language are integrated into student training. This facilitates the expansion of communicative range and helps students express their thoughts clearly, precisely, and logically, using linguistic tools appropriate to the functional style of the discourse. A *paralinguodidactic* approach to educational content also involves enhancing students' cross-cultural awareness. This includes understanding the similarities and differences between their own culture and the culture of the target language, recognizing regional and social identities, and gaining a broader perspective on global cultures. An effective means of "pragmatizing" speech is the mastery of modern lexical structures, including abbreviations used

as independent lexical units and loanwords that enrich the contemporary English vocabulary, while taking current linguistic trends into account.

The methodology of foreign language teaching has evolved through various directions over time. Currently, the communicative-cognitive method is being implemented, which possesses unique characteristics. Until recently, the components of this term were used separately:

Communicative activity: Developed in the works of psychologists such as S.L. Rubinstein, A.N. Leontyev, and I.A. Zimnyaya. This theory serves as the foundation for teaching the four speech activities: speaking, listening, reading, and writing. The communicative principle eventually evolved into the "Communicative Method," with E.I. Passov recognized as its founder.

The second component of the term—cognitive—has traditionally been utilized within two complex frameworks: (1) the cognitive approach and (2) the cognitive theory of language teaching. The issues surrounding the cognitive theory of language teaching have been extensively researched by the American educational psychologist Jerome Bruner and the linguo-methodologist Wilga Rivers.

In the first sense, it pertains to cognition, implying the conscious internalization of linguistic units. In the second sense, it refers to the formation of speech skills and proficiencies through the explanation of linguistic phenomena and their practical application in discourse. (1)

Today, comprehensive reforms are being implemented across various sectors in our country. Specifically, to elevate the educational system to a new level and adapt it to modern global progress, goals have been set to enhance the quality of foreign language instruction in all higher education institutions and to implement new teaching technologies for training highly qualified personnel.

Under the "Education 2030" international framework adopted by UNESCO, efforts are being made to "improve students' foreign language knowledge, skills, and abilities, and strengthen their collaborative communication capacities" through international economic cooperation and the implementation of student-centered practical projects. Significant work is being carried out to modernize foreign language

education by developing students' cognitive competencies. (2) Current initiatives focus on improving the professional qualifications of specialists in various fields through foreign languages and fostering their academic and cognitive competencies.

The contemporary era demands a further increase in the quality of foreign language teaching. Within the communicative-cognitive framework, students are presented with a unique task: to become familiar with the culture of the target language speaker and to freely utilize both verbal and non-verbal tools. Specifically, the effective use of non-linguistic units (body language) alongside linguistic phenomena (lexical, grammatical, phonetic) in foreign language speech is a modern requirement. This aims at acquiring the cultural competence of a native speaker. Consequently, the study of language and culture—for instance, English, German, French, Japanese, Arabic, or Chinese—has attained the status of an educational goal, as noted by Professor J.J. Jalolov. (1) There is a growing necessity to adhere to this linguodidactic principle in foreign language classrooms, alongside the introduction of integrative principles and interactive teaching methods.

When developing students' cognitive competencies in foreign language teaching, it is essential to consider their age-specific characteristics. In this regard, psychological factors that ensure cognitive competence—specifically attention, thinking, memory, and volitional development—play a crucial role.

It is well known that the goal of foreign language teaching in non-philological higher education institutions is to develop students' communicative competence. Students are expected to acquire skills in listening, speaking, reading, and writing within their specialized fields. Mastering these four types of speech activity in harmony allows future specialists to consistently reinforce their knowledge and skills through an integrative approach.

The integrative approach involves relying on knowledge, skills, and experience gained from various disciplines; it envisages the simultaneous improvement and integration of professional, communicative, and social competence in a foreign language. (3) This approach emphasizes the use of innovative technologies to develop free communication and focuses on forming skills for independent and group

work. This methodology has led to a significant positive shift in educational quality and has increased students' motivation for language learning.

CONCLUSION

In conclusion, the effective organization of educational activities, the correct selection of various methods and tools, and their systematic application during the lesson are vital factors in educational efficiency. This, undoubtedly, is achieved through a correctly structured and integrated educational process.

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