

Didactic Principles of The MFP (Meaning–Form–Pronunciation) Technique in Developing Linguistic Competence of English Language Teachers

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Abstract: The development of linguistic competence among English language teachers is a crucial factor in ensuring effective language instruction in modern educational environments. One of the most productive methodological approaches used in communicative language teaching is the Meaning–Form–Pronunciation (MFP) technique. This technique focuses on the integrated presentation of vocabulary and grammar through three interconnected components: semantic meaning, structural form, and phonetic realization. The present study explores the didactic principles underlying the use of the MFP technique in improving the linguistic competence of English language teachers. The research analyzes methodological approaches to teaching linguistic units using MFP and examines its pedagogical effectiveness in teacher training. The results demonstrate that the systematic application of MFP principles enhances teachers' awareness of language structure, improves pronunciation accuracy, and strengthens the ability to present linguistic material effectively in classroom practice. Consequently, the implementation of MFP-based instruction contributes to the development of professional linguistic competence and supports communicative language teaching objectives.

Keywords: Linguistic competence, English language teachers, MFP technique, communicative methodology, pronunciation, grammar instruction.

Introduction: In the context of globalization and rapid international communication, the role of English as a global lingua franca has significantly increased. Consequently, the demand for highly qualified English language teachers has become one of the central priorities of modern educational systems. Effective English language instruction requires not only methodological knowledge but also a high level of linguistic competence that enables teachers to accurately present language structures, explain grammatical patterns, and model authentic pronunciation. Linguistic competence is therefore considered one of the fundamental components of professional competence for English language teachers. Linguistic competence includes a complex system of knowledge and skills related to phonetics, grammar,

vocabulary, and discourse patterns of a language. Teachers who possess strong linguistic competence are capable of explaining language phenomena in a clear and systematic way, which significantly influences learners' language acquisition process. In contemporary language pedagogy, special attention is given to teaching strategies that combine theoretical linguistic knowledge with practical communicative skills. Such approaches aim to create learning environments in which language structures are not taught in isolation but are integrated into meaningful communication. Traditional grammar-based teaching methods have often focused primarily on the formal aspects of language while neglecting communicative meaning and phonological features. Although these methods provide learners with knowledge of grammatical rules, they may

fail to develop the ability to use language effectively in real-life situations. As a result, modern communicative language teaching methodologies emphasize integrated approaches that combine meaning, form, and pronunciation as essential elements of language instruction. One of the most widely recognized frameworks that reflects this integrated approach is the Meaning–Form–Pronunciation (MFP) technique. The MFP framework provides teachers with a systematic strategy for presenting new lexical and grammatical structures by addressing three fundamental dimensions of language: semantic meaning, grammatical form, and phonetic realization. By focusing on these interconnected components, teachers can help learners develop a deeper understanding of language structures and improve their communicative competence.

The didactic value of the MFP technique lies in its ability to organize the presentation of language material in a logical and pedagogically effective sequence. First, learners are introduced to the meaning of a linguistic unit within a communicative context. This stage allows them to understand how the language item functions in real-life communication. Second, the teacher explains the grammatical form of the structure, highlighting its syntactic patterns and morphological characteristics. Finally, attention is given to pronunciation, including stress patterns, intonation, and phonological features that influence spoken communication. For English language teachers, mastery of the MFP technique is particularly important because it allows them to structure lessons more effectively and present language material in a clearer and more engaging manner. Teachers who apply the MFP framework are better able to integrate vocabulary, grammar, and pronunciation instruction, which contributes to the development of learners' communicative competence. Moreover, the consistent use of MFP principles helps teachers develop greater awareness of linguistic structures and pedagogical strategies. In recent years, researchers in applied linguistics and language pedagogy have increasingly emphasized the importance of integrated instructional techniques in teacher education. Studies indicate that teachers who are trained to use structured language presentation frameworks demonstrate higher levels of instructional effectiveness and professional confidence. The MFP technique, in particular, has been recognized as a practical tool that supports both

linguistic accuracy and communicative fluency in classroom instruction. The present study focuses on the didactic principles underlying the application of the MFP technique in English language teaching. The research aims to analyze how the Meaning–Form–Pronunciation framework contributes to the development of linguistic competence among English language teachers and to identify methodological strategies that enhance its effective implementation in educational practice.

METHODOLOGY

The present research employs a mixed methodological framework that integrates qualitative and quantitative approaches in order to investigate the didactic principles of the Meaning–Form–Pronunciation (MFP) technique and its role in developing the linguistic competence of English language teachers. Such a combined methodological design makes it possible to obtain comprehensive data concerning both the theoretical foundations and the practical effectiveness of the MFP framework in language pedagogy.

First, the study is based on a theoretical analysis of scientific literature related to communicative language teaching, teacher professional competence, and modern linguistic pedagogy. Academic publications in applied linguistics, methodology of foreign language teaching, and educational psychology were systematically reviewed in order to identify the key theoretical concepts underlying the MFP technique. This analytical stage enabled the researcher to determine the fundamental didactic principles that guide the presentation of language material through the components of meaning, form, and pronunciation.

Second, the research applies a comparative pedagogical analysis to evaluate the effectiveness of the MFP technique in comparison with traditional grammar-oriented teaching approaches. In this stage, different models of language presentation were examined with particular attention to the sequence of explaining semantic meaning, grammatical structure, and phonetic realization. The comparative analysis allowed the identification of methodological advantages associated with the integrated MFP approach, especially in relation to clarity of explanation, learner engagement, and communicative orientation. In addition to theoretical and comparative analysis, the study also incorporates empirical observation of teaching practices in English

language classrooms. Classroom observations were conducted in order to examine how English language teachers apply the MFP framework while introducing new lexical and grammatical structures. During the observation process, several key indicators were analyzed, including the strategies used to explain meaning, the accuracy of grammatical form presentation, and the modeling of pronunciation patterns. These observations provided valuable insights into the practical implementation of MFP-based instruction. The research employs descriptive and analytical methods to interpret the collected data. The descriptive method was used to systematize pedagogical practices related to the use of the MFP technique, while the analytical method allowed for the identification of patterns and relationships between the use of MFP components and the development of teachers' linguistic competence. Particular attention was given to how the structured presentation of language material influences teachers' ability to explain complex linguistic phenomena and guide learners toward communicative language use. Another methodological component of the study involves pedagogical modeling, which was used to design a conceptual framework for integrating the MFP technique into teacher training programs. This modeling process included the identification of didactic principles that support effective language presentation, such as contextualization of meaning, explicit explanation of grammatical structure, and systematic practice of pronunciation patterns. The pedagogical model developed in the study demonstrates how these principles can be implemented in teacher education courses and professional development programs.

The reliability of the research findings was ensured through methodological triangulation, which involves the use of multiple research methods to analyze the same phenomenon. By combining theoretical analysis, comparative evaluation, classroom observation, and pedagogical modeling, the study provides a comprehensive understanding of the role of the MFP technique in developing the linguistic competence of English language teachers. Thus, the methodological framework of the research allows for a multidimensional analysis of the MFP technique and its didactic principles, contributing to a deeper understanding of its pedagogical potential in modern

English language education.

CONCLUSION

The study demonstrates that the Meaning Form Pronunciation (MFP) technique represents an effective methodological framework for developing the linguistic competence of English language teachers. The integrated presentation of semantic meaning, grammatical structure, and phonological features allows teachers to explain language units more clearly and systematically. The application of MFP principles improves teachers' methodological awareness and enhances their ability to organize language instruction in a communicative and learner-centered manner. Furthermore, the technique supports accurate pronunciation modeling and facilitates deeper understanding of grammatical structures among learners. The findings confirm that the systematic use of the MFP approach contributes to the improvement of both linguistic and pedagogical competence of English language teachers. Therefore, incorporating the MFP technique into teacher training programs can significantly enhance the effectiveness and quality of English language education.

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