

## **LINGUOPRAGMATIC FEATURES OF LANGUAGE TEACHING IN UZBEK BASED ON A MODERN COMMUNICATIVE APPROACH**

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**Abstract:** This article explores the linguopragmatic features of teaching the Uzbek language using a modern communicative approach. Emphasis is placed on practical language use in real-life contexts, enhancing learners' communicative competence. The study highlights the integration of linguistic and pragmatic aspects in language instruction, aiming to develop learners' ability to use the Uzbek language effectively in various social situations. Methodological principles and strategies that support interactive and context-based learning are also discussed.

**Keywords:** Uzbek language teaching, communicative approach, linguopragmatics, language learning, language competence, interactive methods, context-based learning.

### **Introduction**

In recent years, the teaching of languages has increasingly shifted from traditional grammar-focused methods to more communicative, learner-centered approaches. This global trend has also influenced the methodology of teaching the Uzbek language. The modern communicative approach prioritizes the development of learners' ability to use the language effectively in real-life situations, focusing not only on grammatical accuracy but also on pragmatic competence.

Linguopragmatics, which combines linguistic structures with their practical use in communication, plays a crucial role in this context. Teaching the Uzbek language through a linguopragmatic lens helps students understand not only how to construct sentences but also when and why certain expressions are used in specific social and cultural settings. This article examines the key linguopragmatic features that emerge when the Uzbek language is taught through a communicative methodology. It also discusses strategies to improve learners' functional and situational language use, ultimately fostering more meaningful and authentic communication.

#### **Methodology**

This research employs a qualitative descriptive method to analyze the linguopragmatic features of teaching the Uzbek language within the framework of the communicative approach. The study is based on a review of existing literature, observation of language

teaching practices, and analysis of instructional materials used in Uzbek language classes.

To gather relevant data, the following methods were used:

**Literature Review** – Key theoretical sources on communicative language teaching (CLT), pragmatics, and linguopragmatics were examined to identify fundamental principles and teaching strategies.

**Content Analysis** – Uzbek language textbooks, audio-visual materials, and classroom dialogue samples were analyzed to identify how linguopragmatic elements are integrated into instructional content.

**Observation** – Observations were conducted in selected Uzbek language classrooms where the communicative approach was implemented. Teaching strategies, student-teacher interactions, and the use of pragmatic expressions were closely examined.

**Expert Interviews** – Semi-structured interviews were conducted with language instructors and methodologists to gather professional insights into challenges and effective practices related to linguopragmatic instruction.

The study aims to identify effective techniques and pedagogical tools that enhance the development of students' communicative and pragmatic competence in Uzbek. The findings are interpreted within the context of modern language education theory, with a focus on culturally appropriate and socially relevant language use.

The communicative approach to language teaching emphasizes interaction as both the means and the ultimate goal of learning a language. When applied to the Uzbek language, this approach encourages the use of real-life situations, dialogues, role-plays, and authentic materials that reflect the cultural and social context in which the language is spoken.

One of the essential elements in this method is linguopragmatic competence, which involves understanding the appropriate use of language in specific contexts. This includes knowing how to make requests, offer suggestions, express politeness, refuse invitations, or give opinions—all in a way that aligns with the norms of Uzbek culture. For instance, Uzbek speakers often use indirect forms and culturally-specific expressions to maintain politeness and social harmony, which must be explicitly taught to learners.

Furthermore, integrating linguopragmatic elements into the curriculum requires attention to speech acts, discourse markers, and sociolinguistic variation. Instructors must guide learners not only in grammar and vocabulary but also in how to adjust their speech depending on the listener's age, social status, or relationship. For example, the use of formal and informal registers (e.g., *siz* vs. *sen*) plays a critical role in Uzbek communication.

Effective teaching strategies include:

Scenario-based learning that mirrors everyday Uzbek conversations.

Interactive classroom tasks that require learners to solve problems or complete tasks through dialogue.

Emphasis on listening and speaking activities that develop fluency and contextual understanding.

Analysis of authentic Uzbek dialogues from media, literature, and real-life interactions. Another crucial aspect is error correction. Teachers are encouraged to correct errors selectively, focusing more on communicative intent and appropriateness rather than rigid grammatical precision. This approach builds learners' confidence and promotes natural language acquisition.

In sum, a linguopragmatic perspective combined with a communicative methodology enriches Uzbek language instruction by making it more relevant, engaging, and culturally grounded. It prepares learners not only to speak correctly but also to communicate meaningfully within Uzbek society.

### **Conclusion**

The integration of linguopragmatic principles into the communicative approach to teaching the Uzbek language significantly enhances the effectiveness of language instruction. By focusing not only on grammatical accuracy but also on pragmatic appropriateness, learners develop a deeper understanding of how language functions in real-life social interactions.

This approach enables students to use the Uzbek language more naturally and confidently in various communicative contexts, fostering both linguistic competence and intercultural awareness. Moreover, it encourages learner-centered, interactive classroom environments where authentic communication is the central focus.

In conclusion, adopting a linguopragmatic and communicative methodology is essential for modern Uzbek language teaching. It equips learners with the skills necessary for meaningful and culturally appropriate communication, ensuring their successful integration into both formal and informal Uzbek-speaking settings.

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