

THEORETICAL AND PRACTICAL PROBLEMS OF MODERN LINGUISTICS

Abdullayeva Nilufar Rustamjonovna

English teacher

Abstract: *This article will talk about current theoretical and practical issues of linguistics today.*

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The development of any science consists of certain stages, and the next stage is born as its successor in the bosom of the previous stage. Critically evaluating the shortcomings made by the previous stage, it tries to find research methodologies and methods that will help to overcome such shortcomings.

Uzbek linguistics in the last quarter of the 20th century and the beginning of the 21st century also began to experience a similar process, recognizing and relying on the achievements of Uzbek scientific linguistics founded by Ayyub Ghulam., the desire to use new research methods that help to illuminate the internal structural features of the Uzbek language has increased. The sociolinguistic process that took place during this period created a favorable opportunity for this. The weakening of the former Soviet empire and the strengthening of the sense of national self-awareness in the national republics that were forcibly integrated into this empire led to the beginning of the struggle for the state language in each republic, and at the same time, doubts about the research methods still in use in the field of linguistics. caused the birth of the mood of looking.

In particular, in the 1950s and 1960s of the Soviet era, the rule of the Stalinist language policy of the convergence of the languages of the world and eventually becoming a single language, the continuation of such a policy even after Stalin, therefore, the expansion of the common lexical fund in all the languages of the USSR views prevailed that languages should be the main law of development. During the period of transition, a great objection to such a language policy arose among the intellectuals who realized the national identity.

On the other hand , all the linguistic trends that did not fit the principles of the above philosophy of language were declared bourgeois linguistics until the 60s, and the achievements of world linguistics and new examination methods were not allowed to enter.¹

In the 80s of the last century, RABudagov, a major specialist in general and Romance linguistics, professor of the Moscow State University, really started to prove that the "text linguistics", which is gaining new strength, is a field without any prospects, unrelated to any linguistics. In his opinion, "linguistics, which emerged as an independent science due to hard work", is again interested in phenomena not related to the language system, which

may cause it to mix with other sciences (Budagov 1980: 85-86). I do not know, What would Ruben Aleksandrovich say about pragmalinguistics? But his comments in order to debunk text linguistics are a logical proof of the scientist's willingness to destroy pragmalinguistic ideas. It is also known to science that another MSU professor OSAkhmanova, a loyal colleague of RABudagov in the promotion of "materialistic linguistics", tried to fulfill this task with her students.

If we understand the independence of linguistics in the context of its purity, i.e. it deals with the study of pure linguistic phenomena, then we have to recognize linguistics as a science dealing only with the description of the structure of the language device. But who is forcing such an obligation on us?! Man's need to know reality grows. Language is also a reality, it is an existing phenomenon in reality. Therefore, are we not interested in knowing why the language device acquires this or that structure, or where is the source of the energy - power that moves the mechanisms of this device, how and for what purpose the linguistic device is "used"?!

Undoubtedly, the activity of knowing the world does not go without classification and description. The action of classification is an important action of human cognitive activity, because a person who intends to perceive reality first compares this reality to another and puts it into a certain type by finding its common and special signs. The desire to know linguistic phenomena also begins with the act of classification. Formal-logical classification was one of the first steps to learn the structure of linguistic units. But if the sound and grammatical systems easily "obeyed" this, it was very difficult for linguistic semantic phenomena to "bow" to it. As a result, linguistics moves from a structural style classification based on the comparison of "opposites" to a system in motion forced to switch to systematization promoting the idea of imagining as However, in both cases, linguistics could not leave the scope of empirical analysis, and its main object of research remained the directly perceived linguistic structure and information located in the area of grammar and vocabulary. It was not uncommon for a deviation from the boundaries of this area and a slight deviation from the experience of empirical observation to receive the labels of "non-linguistic" and even "non-scientific". It became clear that science, which is an activity aimed at mastering systematic, methodological and critical knowledge of existence, is not limited to empirical observation

. It is true that the activity of knowing is a gradual activity, it is a characteristic of appearance, goes from relationships to inner content. Abu Nasir al-Farabi, known as the "Aristotle of the East", noted in his book "Kitab al-Khuluf" that the act of knowing takes two directions, and one of them prioritizes "the goal that is close to direct perception, and the second that is close to conscious perception." was Georg Hegel (Hegel), who lived nine centuries after him, in his work "Phanomenologie des Geistes" published in 1807, "Phenomenology of the Spirit" repeated the idea that the activity of knowing is multi-level and likened this activity to a ladder that descends towards the inner self, where the truth is

hidden. . In fact, the aim and path of cognitive activity is not only to observe and describe real phenomena, but also to perceive their essence.

Language is a phenomenon that ensures human existence and social experience. So, someone engaged in language research is involuntarily engaged in self-knowledge , because the essence of the phenomenon of linguistic activity - its performer - is determined by the person and this person entering into a social, interpersonal relationship.

Ideas in the spirit of phenomenology have had their influence on such areas of language science as systematic linguistics and functional linguistics. His influence is especially noticeable in the teachings of G. Guillaume and AA Potebnya. Therefore, AAPotebnya, who is puzzled over the problems of knowing and creative creation goals in the process of linguistic activity, and on this basis, how a person assimilates reality, the proportion of form and content in the use of linguistic signs is related to the laws of human thinking. discusses the idea that it is liq. The Ukrainian linguist wanted to explain that the idea of "words are needed to express thoughts and convey them to others" is wrong with the following. According to him, each use of the word is the creation of a new thought, and this new thought is the result of the regrouping and modification of the previous reserves of thought in the light of new ideas, new questions. "Accordingly," writes AAPotebnya, "the word as a means of expressing and conveying a ready thought should not be interpreted ; it is necessary for the thinker himself in the first place, because the word creates these changes in him" 2 . The ability of a word to convey an idea can be seen only in the fact that it encourages the listener to repeat the mental activity previously performed by the speaker and to create a similar idea using the material in his mental reserves. "Speaking is not to convey one's thoughts to another, but to awaken his own thoughts in him" (That work: 15).

In short, linguistics has long prepared to enrich empirical analysis with other ideas and practices of knowledge. Such preparation and research were not lost, the end of the last century was a unique new stage in the development of linguistics, a new period of development. During this period, directions of linguistic analysis based on the methodology that includes philosophical ideas such as empiricism , phenomenology, and constructivism emerged 3 .

~USING LANGUAGE-RELATED RESEARCH TO SOLVE THE PROBLEM

The concept of linguistics includes language acquisition , language teaching, literacy , literary studies, gender learning , speech therapy, speech analysis , censorship, professional Communication , Media Studies. , translation work, lexicography and forensic jurisprudence .

In contrast to general linguistics or theoretical linguistics, Applied Linguistics helps solve" central problems of language "in the 1995 paper" teacher professionalism and research "by Christopher Brumfit, author of" principles and practice of Applied Linguistics".

In the same way, in a book titled "Applied Linguistics" from 2003, Guy Cook means "a scientific discipline dependent on decision-making in the real world with knowledge of language".

Theoretical and practical training in language

Applied Linguistics seeks to understand the practical application of modern linguistic theories. In general, it is used to understand from language learning related to such decision-making.

The field of research gained popularity in the 1950s, based on Alan Davies, author of "Introduction to Applied Linguistics: from practice to theory". Beginning with post-graduate qualification, the original goal was "primarily Language Teaching" and "always practical, policy-oriented".

Davies argues that for current linguistics, "there is no end: how language proficiency is assessed, the age of untouchability to start a second language", and that similar "local and temporal solutions can be found, but the problems are repeated".

As a result, current linguistics is an ongoing study that often changes, such as applying any language in a modern way, presenting and presenting new solutions to the developing problems of linguistic speech as usual.

Problems with Applied Linguistics

From the difficulties of learning a new language to assessing the relevance and reliability of the language, applied linguistics covers interdisciplinary problems of the sciences.

Robert B. According to Kaplan's "Oxford Handbook of Applied Linguistics", "the most important issue is the realization that applied linguistics is the language-based problems of the world".

One such example is language teaching problems, in which scientists try to determine which resources, training, practices, and interaction techniques best address the challenges of teaching a person a new language. Using their research on English teaching and English grammar, linguists try to create permanent solutions to temporarily address the issue.

Small differences, such as dialects and registers of modern languages, are also problems that can only be solved through Applied Linguistics, affecting translation and commentary, and language use and style.

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