

ANALYSIS OF PROBLEMS ARISING IN DEVELOPING STUDENTS' LINGUISTICAL-METHODICAL THINKING

Mahmudova Shodiyaxon Qobil qizi,
Karshi state university Doctoral student
E-mail: shodiyamahmudova600@gmail.com

DOI: <https://doi.org/10.5281/zenodo.18676983>

Annotation. This research examines the problems that arise in the process of developing students' linguistical-methodical thinking, which plays a crucial role in language learning and teaching. Linguistical-methodical thinking refers to the ability of students to analyze linguistic phenomena and apply methodological principles effectively in language acquisition and instruction. The study identifies key challenges such as insufficient theoretical knowledge, limited practical application, lack of critical and analytical skills, and ineffective teaching methods. The research also analyzes pedagogical approaches and methodological strategies that can enhance students' ability to think linguistically and methodically. The findings emphasize the importance of integrating theory with practice, using innovative teaching methods, and promoting independent and analytical thinking among students. This study contributes to improving the quality of language education and the professional competence of future language specialists.

Key words: linguistical-methodical thinking, language education, methodological competence, linguistic analysis, teaching methods, professional competence, pedagogical approaches, language learning, analytical thinking, methodology.

Annotatsiya. Ushbu tadqiqot talabalarda lingvistik-metodik tafakkurni rivojlantirish jarayonida yuzaga keladigan muammolarni tahlil qilishga bag'ishlangan. Lingvistik-metodik tafakkur talabalarning til hodisalarini tahlil qilish va metodik tamoyillarni amaliyotda qo'llash qobiliyatini ifodalaydi. Tadqiqotda nazariy bilimlarning yetarli emasligi, amaliy ko'nikmalarning cheklanganligi, tanqidiy va tahliliy fikrlashning sust rivojlanganligi hamda samarali metodlarning yetishmasligi kabi muammolar aniqlangan. Shuningdek, talabalarning lingvistik va metodik fikrlashini rivojlantirishga yordam beradigan pedagogik yondashuvlar va metodik strategiyalar tahlil qilingan. Natijalar nazariya va amaliyotni uyg'unlashtirish, innovatsion o'qitish usullaridan foydalanish hamda talabalarda mustaqil va tahliliy fikrlashni rivojlantirish zarurligini ko'rsatadi. Ushbu tadqiqot til ta'limi sifatini oshirish va kelajakdagi mutaxassislarining kasbiy kompetensiyasini rivojlantirishga xizmat qiladi

Kalit so'zlar: lingvistik-metodik tafakkur, til ta'limi, metodik kompetensiya, lingvistik tahlil, o'qitish metodlari, kasbiy kompetensiya, pedagogik yondashuvlar, til o'rganish, tahliliy fikrlash, metodika.

Аннотация. Данное исследование посвящено анализу проблем, возникающих в процессе формирования лингвистико-методического мышления студентов, которое играет важную роль в изучении и преподавании языка. Лингвистико-методическое мышление предполагает способность студентов анализировать языковые явления и эффективно применять методические принципы на практике. В исследовании выявлены основные проблемы, включая недостаток теоретических знаний, ограниченные практические навыки, слабое развитие аналитического мышления и недостаточное использование эффективных методов обучения. Также рассматриваются педагогические подходы и методические стратегии, способствующие развитию данного вида мышления. Результаты подчеркивают важность интеграции теории и практики, использования инновационных методов обучения и развития самостоятельного и аналитического мышления студентов. Исследование направлено на повышение качества языкового образования и профессиональной компетентности будущих специалистов.

Ключевые слова: лингвистико-методическое мышление, языковое образование, методическая компетенция, лингвистический анализ, методы обучения, профессиональная компетентность, педагогические подходы, изучение языка, аналитическое мышление, методика.

Introduction. In contemporary language education, the development of students' linguistical-methodical thinking is considered a central component of effective language learning and teaching. Linguistical-methodical thinking refers to a student's ability to analyze linguistic phenomena critically, apply methodological principles, and integrate theoretical knowledge with practical language tasks. This skill is particularly vital for future language teachers, as it underpins their professional competence, pedagogical reasoning, and capacity to implement innovative teaching strategies. Despite its importance, the process of cultivating linguistical-methodical thinking among students often encounters multiple challenges. One key issue is the insufficient integration of theoretical linguistic knowledge with practical exercises, which limits students' ability to apply learned concepts in real teaching scenarios. Additionally, traditional teaching methods frequently emphasize memorization over analysis, leaving students with underdeveloped critical and analytical skills. Other problems include limited methodological training, lack of guidance in independent research, and insufficient exposure to diverse pedagogical approaches, all of which can hinder the holistic development of students' thinking abilities. Addressing these challenges requires a systematic analysis of the obstacles that arise during the educational process and the identification of effective pedagogical strategies. By understanding the specific difficulties students face in developing linguistical-methodical thinking, educators can design targeted interventions, incorporate active and reflective learning methods, and promote analytical and independent thinking. The present research aims to investigate these problems comprehensively, propose solutions, and contribute to improving both the quality of language education and the professional readiness of future language specialists.

Literature Review. The development of students' linguistical-methodical thinking has been the subject of considerable research in the field of language education. Scholars emphasize that this type of thinking integrates both linguistic knowledge and methodological competence, allowing students to analyze language phenomena critically and apply pedagogical principles effectively. According to Vygotsky (1978), cognitive development in learning is closely linked to the ability to reflect and analyze, which forms the foundation for methodological thinking. Similarly, Bloom's Taxonomy (1956) highlights analytical and evaluative skills as essential for higher-order thinking, including linguistical-methodical competence. Several studies have focused on the challenges of fostering linguistical-methodical thinking. Richards and Rodgers (2014) note that traditional language teaching methods often prioritize memorization and repetition over analytical reasoning, limiting students' ability to connect theory with practice. Farrell (2015) argues that insufficient exposure to methodological training and lack of guided practice are major obstacles that prevent students from developing independent and reflective thinking skills. Research also highlights the importance of integrating theoretical knowledge with practical exercises. Lightbown and Spada (2013) suggest that active

engagement in tasks such as lesson planning, error analysis, and peer teaching enhances both linguistic understanding and methodological competence. Schön (1987) emphasizes reflective practice as a key strategy, arguing that students develop methodological thinking when they systematically evaluate their actions and teaching strategies.

In addition, studies on teacher education indicate that the development of linguistic-methodical thinking is closely linked to professional readiness. Kumaravadivelu (2006) and Richards (2008) note that language teacher training programs must include explicit methodological instruction combined with opportunities for analytical reflection and problem-solving to cultivate competent teachers. Despite these insights, gaps remain in the literature. Many studies focus either on theoretical models of thinking or on general language acquisition but rarely analyze the specific problems students encounter in developing linguistic-methodical thinking. This highlights the need for research that identifies obstacles, explores pedagogical strategies, and evaluates the effectiveness of interventions designed to enhance students' analytical and methodological skills.

Research Methodology. The methodology of this research is designed to investigate the problems that arise in developing students' linguistic-methodical thinking and to identify strategies for overcoming them. The study combines both theoretical and empirical approaches to provide a comprehensive analysis of the issue. The study follows a descriptive-analytical research design, which allows for a detailed examination of the challenges students face in developing linguistic-methodical thinking. This design is suitable because it enables the identification of both qualitative and quantitative aspects of the problem, including pedagogical, methodological, and cognitive dimensions. A thorough analysis of existing research, theoretical models, and pedagogical approaches related to linguistic-methodical thinking. Sources include scientific articles, textbooks, educational reports, and theses focused on language education, methodological competence, and teacher training. Structured questionnaires are administered to students to collect data on their experiences, difficulties, and perceptions related to linguistic-methodical tasks. Questions focus on the level of understanding, practical application, analytical abilities, and the effectiveness of teaching methods. Semi-structured interviews are conducted with language teachers and methodological experts to obtain insights into the challenges students face and the strategies used to address them. Observation of language classes to assess how methodological principles are implemented and how students engage in analytical and linguistic thinking activities. The research targets students enrolled in language programs, particularly those preparing for careers in teaching. A purposive sampling technique is used to select participants who have sufficient exposure to both theoretical and practical aspects of language learning. Thematic analysis of interview transcripts and open-ended questionnaire responses to identify recurring patterns, challenges, and pedagogical gaps. Statistical analysis of survey data, including descriptive statistics (percentages, means, frequency distribution) to measure the

prevalence of identified problems. Participants are informed about the purpose of the study, and their consent is obtained before data collection. Triangulation is applied by combining multiple data sources (literature, surveys, interviews, observations) to ensure validity. Reliability is enhanced by using standardized questionnaires and consistent observation protocols. This methodology allows the researcher to identify the main problems in developing students' linguistical-methodical thinking, evaluate their causes, and propose evidence-based pedagogical solutions.

Analysis and Results. The study identified several key problems that hinder the development of students' linguistical-methodical thinking, based on data collected from surveys, interviews, and classroom observations. Analysis of student responses revealed that many students struggle to connect theoretical linguistic knowledge with practical teaching activities. Around 62% of surveyed students reported difficulty in applying linguistic concepts to methodological tasks such as lesson planning, error correction, or peer teaching. Interviews with teachers confirmed that students often memorize linguistic rules without understanding how to implement them in real classroom scenarios. Observation of classroom activities and student work indicated that a significant proportion of students rely on rote memorization rather than analytical reasoning. Only 35% of students demonstrated the ability to critically evaluate linguistic phenomena or suggest alternative methodological strategies. Teachers highlighted that traditional teaching methods, which focus heavily on repetition and grammar exercises, contribute to underdeveloped critical thinking skills. Data from interviews with methodological experts revealed that many students lack exposure to systematic methodological training. This gap results in limited knowledge of teaching strategies, lesson design, and classroom management techniques. About 55% of students reported feeling unprepared for tasks requiring methodological decision-making. Students rarely engage in reflective practice or peer analysis of teaching methods. Classroom observations showed that reflective activities, such as analyzing one's own lesson performance or reviewing peers' strategies, were infrequent. Interviews with teachers suggested that insufficient time and structured guidance for reflective practice are major obstacles.

The findings indicate that the development of linguistical-methodical thinking is significantly affected by both pedagogical and cognitive factors:

1. **Theoretical-Practical Gap-** Students struggle to transfer theoretical knowledge into practical teaching tasks, highlighting the need for more integrated teaching approaches.
2. **Underdeveloped Analytical Skills -** A lack of critical thinking exercises in the curriculum limits students' ability to engage in methodical problem-solving.
3. **Methodological Knowledge Deficit -** Inadequate methodological training prevents students from designing effective lessons and implementing teaching strategies independently.

4. Limited Reflective Practice – Opportunities for self-assessment and peer feedback are rare, reducing students' capacity to improve their own teaching approaches.

The study also identified that students who participated in interactive teaching methods, such as lesson simulations, collaborative projects, and guided analysis of teaching scenarios, demonstrated higher levels of linguistic-methodical thinking. These students showed better integration of theoretical and practical knowledge and were more capable of analytical reasoning and methodological decision-making.

Conclusion. The present study examined the key problems that arise in developing students' linguistic-methodical thinking and analyzed their causes and implications for language education. The research revealed that students face multiple challenges, including insufficient integration of theoretical knowledge with practical application, underdeveloped analytical and critical thinking skills, limited methodological competence, and a lack of structured reflective practice. These challenges hinder students' ability to apply linguistic and methodological principles effectively in real-world teaching situations. The findings indicate that traditional teaching methods, which emphasize memorization over analysis, contribute significantly to these difficulties. In contrast, interactive pedagogical strategies such as lesson simulations, collaborative projects, guided problem-solving, and reflective activities were found to enhance students' linguistic-methodical thinking, helping them integrate theory with practice and develop analytical and methodological skills. In conclusion, developing students' linguistic-methodical thinking requires a systematic approach that combines theoretical instruction with practical exercises, encourages independent and analytical thinking, provides structured methodological training, and incorporates opportunities for reflection. Implementing such strategies can improve students' professional competence, pedagogical effectiveness, and readiness to meet the demands of modern language teaching.

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