

ISSN:3060-4567 Modern education and development
**THE IMPORTANCE OF LINGUISTIC AND CULTURAL REALIAS IN
FOREIGN LANGUAGE TEACHING**

Qodiraliyev Otabek

*Fergana State university
English language philology,
faculty of foreign language*

Ilmiy rahbar: Adamboyeva Nafisa Qodirberganovna

ANNOTATION: *Text Linguistics is an essential subject for university students who aim to improve their knowledge of language and communication. However, teaching text linguistics can present various challenges, which can make it difficult for students to fully understand the concepts. In this article we will consider some of the issues that arise when teaching text linguistics to university students.*

KEYWORDS: *Technical terminology, Abstract Concepts, Lack of motivation, Appropriate learning, Insufficient support material, National Executive Training Program.*

INTRODUCTION

Since independence, Uzbekistan has gradually pursued a reform policy in the field of education as a key link in the process of reforms and renewal of society, as a necessary and mandatory condition for transformations democratic in society, the sustainable development of the economy and the integration of the country. in the global community. Currently, the National Executive Training Program is a unique educational complex that covers the entire process of education and training of the new generation, where a special place is reserved for each link of the educational system.

METHODOLOGY

1. Technical Terminology: The language of the text includes many technical terms that can be difficult to understand for students who are not familiar

with linguistic jargon. Students may find it difficult to understand and apply these terminologies in practical situations.

2. Abstract Concepts: Text linguistics deals with abstract concepts such as discourse analysis, coherence, cohesion, and genre analysis, which are neither tangible nor visible. This abstraction makes it difficult for students to fully understand these concepts.

3. Lack of concrete examples: In some cases, text linguistics courses may lack concrete examples, making it difficult for students to relate the theoretical concepts learned in the classroom to real communication situations.

4. Limited exposure: Text linguistics courses are often limited to one or two semesters in universities and programs. This limited exposure may not be enough for students to master the subject. (1) S.L.Kuo and W.Chen. Text Structure and Coherence 1977.-P.47

5. Application Difficulty: Some students may find it difficult to apply textual linguistic theories to real-life communication situations because they do not have enough experience or practice with the subject and its application.

6. Complex Texts: Texts used as examples in textual linguistics courses can be quite complex and difficult to understand, even for advanced students of English as a Second Language (ESL). This complexity may discourage some students from fully engaging with the course content.

7. Lack of motivation: Some students may lack intrinsic motivation to learn the linguistics of the text because they do not see its importance or practicality beyond their academic activities.

8. Insufficient support material: Textbooks, journals and other support materials are necessary for teaching text linguistics which can help students to understand the subject better. However, some universities do not have enough resources to provide these supports.

Text linguistics provides the tools to write effective texts that contain ideas in accordance with the cultural conventions in which the text is written; in this way, the writing will result in a coherent text. Since this discipline focuses on the analysis of written discourse, it is essential that students know different tools for

analyzing written texts and are aware of different genres or types of texts. Students should be encouraged to experiment with text production. Once students are confident in recognizing and producing text types, they can use them for a variety of purposes. An exchange program between Spain and the United States gave me the opportunity to work as a bilingual teacher at Deming High School, New Mexico (United States of America) for a year. I took bilingual arts in 10, 11 and 12 years. Working as a bilingual teacher gave me the opportunity to work in the writing process and I was able to observe different aspects related to texts written in English such as the importance of understanding the text as an authentic product , as a means of communication; the importance of dividing paragraphs to organize the content and the analysis of the topic, the topic and the structure of the information. My students were in a bilingual education program (Spanish-English). This means that they were Mexican and their families decided that they should study in the United States to have better opportunities for promotion. In this situation, students are under constant pressure to learn more than one language for pragmatic, cultural or political reasons. In such situations, languages compete and often create linguistic controversies about the importance or priority of one language over another. It is clear that individuals can develop positive, negative or mixed attitudes towards one or more languages.(2) S.L.Kuo and W.Chen. Teaching the linguistics of texts to ESL/EFL students: a pedagogical framework 2015.-P.26

DISCUSSION AND RESULTS

This article aims to define the function of linguistics in the teaching of English. It will examine the importance of linguistics in teaching English. Use the method of literature review or called library research. To collect data, use the descriptive method and the comparative method. From the results, it can be concluded that linguistics pays particular attention to its function in teaching. Linguistics and language teaching are closely related. Indeed, language learning goes hand in hand with language development. How can a language teacher practice his linguistic skills if he does not teach linguistics himself, how can he train his writing skills if he does not teach spelling, morphology, syntax, semantics

and lexicology? Also, as a language teacher, you must not only practice your language skills, but also explain the rules of the language correctly.

On the other hand, linguistics is a pure science that seeks to study and analyze its subject in the framework of the linguistic theory to which it adheres, without considering its use and its function. There is also the opinion of linguistic experts, who say that linguistics, in addition to being a pure science, should also think about ways to apply it in everyday life for the benefit of people, among which language learning is important. Language teaching activities are efforts that allow students to learn languages effectively and efficiently. (3) R. Ventola and A. Mauranen. The use of discourse markers in academic writing 1991.-P.203

CONCLUSION

In conclusion, teaching text linguistics to university students can present various challenges, including technical terminology, abstract concepts, lack of concrete examples, limited exposure, application difficulties, complex texts, the lack of motivation and the lack of educational materials. To overcome these challenges, teachers must make the material relevant and practical for students and provide them with appropriate learning materials to enhance their learning experience.

BIBLIOGRAPHY

- 1.S.L.Kuo and W.Chen. The structure and coherence of the text 1977.-P.47
- 2.S.L.Kuo and W.Chen. Teaching the linguistics of texts to ESL/EFL students: a pedagogical framework 2015.-P.26
3. R. Ventola and A. Mauranen. The use of discourse markers in academic writing 1991.-P.203
4. Mr. M. Mirziyoyev. Decree of the President of the Republic of Uzbekistan, dated December 2, 2016, No. PF-4861
5. B.K Tomlinson. Teaching Text Linguistics for Second Language Learners 1995.-P.115
- 6.H.Liu and Y.Wang. Teaching Text Linguistics and Translation: An Integrated Approach. 2009.-P.335