



LINGUODIDACTIC AND METHODOLOGICAL ASPECTS OF  
FOREIGN LANGUAGE TEACHING IN SECONDARY SCHOOLS

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**Abstract**

This study examines the linguodidactic and methodological aspects of foreign language teaching in secondary schools, especially Grades 10 and 11. It uses theoretical, descriptive, comparative, and methodological analysis of Uzbekistan's national curriculum, the Common European Framework of Reference for Languages (CEFR), and selected scholarship. The analysis shows that communicative competence depends on integrating the four language skills, sequencing practice from controlled to free use, teaching grammar and vocabulary through communicative functions, and adjusting tasks to learners' needs. The study is not experimental and reports no new statistical findings. It concludes that objectives, content, tasks, feedback, and assessment should form a coherent system that moves learners from linguistic knowledge to independent and contextually appropriate communication.

**Keywords:** linguodidactics, foreign language teaching, secondary education, communicative competence, language skills, CEFR, grammatical competence, lexical competence

**1. Introduction**

Foreign language education in general secondary schools aims to develop the ability to use the target language in oral and written communication. Outcomes should therefore be judged not only by knowledge of rules and vocabulary, but also by learners' ability to understand spoken information, participate in interaction, locate information in texts, and express ideas in



writing (O‘zbekiston Respublikasi Xalq ta’limi vazirligi & Respublika ta’lim markazi, 2022, pp. 3-6).

Linguodidactics establishes what should be taught and for what purpose. Methodology organizes the exercises, materials, support, feedback, and assessment through which those aims are achieved. Jalolov (2012) treats foreign language methodology as the purposeful coordination of teacher and learner activity. A communicative lesson therefore cannot end with explanation: the introduced language must be activated through listening, speaking, reading, or writing.

Knowledge concerns a linguistic form or rule; a skill develops through conscious application; and communicative ability appears when learners use language independently in a new situation (Jalolov, 2012, pp. 30-31). The CEFR similarly treats learners as social agents who mobilize linguistic and pragmatic resources in receptive, productive, and interactive activity (Council of Europe, 2020). This study identifies the main features of upper-secondary foreign language teaching and explains how they support communicative competence.

## 2. Materials and Methods

The study is theoretical and methodological; it includes no intervention, questionnaire, respondent sample, or statistical measurement. Its principal material is Uzbekistan's foreign language curriculum for Grades 1-11, with emphasis on Grades 10 and 11 (O‘zbekiston Respublikasi Xalq ta’limi vazirligi & Respublika ta’lim markazi, 2022). The CEFR Companion Volume supplies the framework for communicative activity and competence (Council of Europe, 2020). Jalolov (2012) and Makhkamova and Kusanova (2020) provide the main methodological points of comparison.

Theoretical analysis identified core concepts; descriptive analysis recorded curriculum requirements; comparative analysis related them to CEFR principles; and methodological systematization grouped the findings under competence, task sequencing, integrated skills, grammar, and vocabulary. The results are conclusions from the reviewed sources, not outcomes of an empirical experiment.

### 3. Results.

#### 3.1. *Communicative competence and task sequencing*

Communicative competence is the central linguodidactic objective. It includes phonological, lexical, and grammatical knowledge and the ability to apply those resources appropriately. The components should not be taught in isolation. Learners may encounter modal verbs for advice in a listening or reading text and then use them to advise a classmate or write recommendations. The form thereby becomes a resource for communication.

Makhkamova and Kusanova (2020) connect communicative instruction in Uzbek senior grades with function, meaning, authentic material, accuracy, fluency, and appropriacy. These aims support a sequence from controlled to semi-controlled and free practice. Controlled work establishes form and use; semi-controlled work allows limited choices; free practice requires independent selection. Instructions should specify the required operation. 'Change the sentence,' for example, should identify the tense, sentence type, voice, or reported form to be changed.

#### 3.2. *Integration of language skills*

Listening, speaking, reading, and writing are connected forms of activity. Upper-secondary listening includes identifying topic, main idea, detail, and sometimes the speaker's purpose or attitude. The curriculum treats comprehension of suitable texts, dialogues, presentations, and instructions as part of expected B1 outcomes (O'zbekiston Respublikasi Xalq ta'limi vazirligi

& Respublika ta'lim markazi, 2022, pp. 49-54). Pre-listening prepares the topic, while-listening directs attention, and post-listening uses the information in speaking or writing.

Speaking includes asking, answering, agreeing, disagreeing, describing, explaining, arguing, and presenting. Tasks should identify speaker, audience, purpose, and outcome. During freer speech, correcting every error may interrupt communication. Recurrent errors and those that obstruct meaning can be discussed afterward, with opportunities for self-correction.

Reading should move beyond word-for-word translation toward identifying the main idea, locating information, comparing claims, and inferring meaning from context. A pre-reading question creates purpose, and a post-reading response can lead to speaking or writing. Writing requires planning, organization, appropriate language, and revision. The curriculum specifies about 80 words for certain Grade 10 tasks and 90 words for Grade 11, but relevance, coherence, vocabulary, accuracy, and appropriateness also matter (O'zbekiston Respublikasi Xalq ta'limi vazirligi & Respublika ta'lim markazi, 2022, pp. 51, 53-54).

### ***3.3. Grammatical and lexical competence***

Grammatical competence requires understanding what a form means and does in communication. The curriculum includes tense relations, modal verbs, relative and conditional clauses, reported speech, the passive, gerunds and infinitives, articles, conjunctions, and cohesive devices. Conditionals express possible situations and consequences; modal verbs express advice or probability; reported speech conveys another person's message; and the passive foregrounds an action or result. Recognition should lead to an oral or written task in which the form is useful.

Lexical competence includes pronunciation, meaning, grammatical behavior, collocation, and contextual use. Decision, for example, is more useful when learned through make a decision, explain a decision, and agree with a decision. The curriculum defines lexical achievement through comprehension and appropriate use rather than a fixed word total. Productive vocabulary therefore develops through repeated use across contexts.

#### **4. Discussion**

The findings connect curriculum outcomes with sequenced communicative action and support attention to confidence, memory, and differences in preparation. Dunn and Iwaniec's (2022) study of 1,773 learners aged 15-16 identified distinct motivation-proficiency profiles: high motivation and high proficiency did not invariably coincide. The study does not prescribe one classroom technique, but it supports differentiation in task difficulty, language support, and participation conditions.

Normatova's 2018 study concerns students at non-linguistic universities and develops the four skills through a communicative approach (Normatova, 2018). Her study guide Economical English combines the four skills, professional vocabulary, presentations, discussions, and debates for first-year economics undergraduates (Normatova, 2020). Both works address higher education and ESP, not secondary-school learners, and are not direct evidence about Grades 10-11. Their relevance is methodological: purposeful, contextual communication gives language material practical value. Secondary education builds this foundation; ESP later adapts it to disciplinary and professional needs.

The analysis systematizes curriculum and methodological sources but does not test the proposed sequence or measure achievement. Its conclusions can guide lesson design and future empirical research; they should not be interpreted as experimentally verified effects.



## 5. Conclusion

Foreign language teaching is coherent when linguodidactic aims and classroom methodology form one system. Learners should encounter language in context, practice it with reduced support, and use it in meaningful tasks. The four skills should reinforce one another, while grammar and vocabulary serve communicative functions. ESP literature supports purposeful communication but remains distinct from secondary education. Classroom research is needed to test these principles.

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ТАЛАБАЛАРДА КАСБГА ЙЎНАЛТИРИЛГАН ИНГЛИЗ  
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