SIFATLI TA'LIM – YORQIN KELAJAK
ISSN: 3060-4761
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KREDIT-MODUL TIZIMIDA OLIY TA'LIMDA INGLIZ TILINI O'QITISHNING LINGVODIDAKTIK ASOSLARI

ANNOTATSIYA: Maqolada kredit-modul tizimi (KMT) sharoitida oliy ta'limda ingliz tilini o'qitishning lingvodidaktik asoslari, shuningdek, talabalarning o'quv faoliyatini samarali tashkil etishning innovatsion yondashuvlari o'rganiladi. Lingvodidaktika va KMT o'rtasidagi uyg'unlikka e'tibor qaratilgan. Bu esa o'quvchilarning mustaqil ishlash, kommunikativ kompetensiya va reflektiv fikrlash ko'nikmalarini rivojlantirishga xizmat qiladi. Tadqiqot nazariy tahlil bilan birga, oliy ta'lim muassasalaridagi 120 nafar ingliz tili o'qituvchilariga o'tkazilgan so'rov natijalarini o'z ichiga oladi. So'rovda vazifaga asoslangan yondashuv, modulga asoslangan baholash, integrativ metodlar kabi 12 ta asosiy pedagogik prinsipning ahamiyati va qo'llanilishi baholandi. Natijalar shuni ko'rsatadiki, lingvodidaktik prinsiplardan tizimli foydalanish KMT sharoitida talabalar til ko'nikmalarini, motivatsiyasini va mustaqil o'rganish qobiliyatlarini sezilarli darajada oshiradi. Maqola o'quv dasturlarini ishlab chiqish, ta'lim rejalashtirish va baholash bo'yicha amaliy tavsiyalar beradi, shu bilan birga lingvistik, kognitiv va madaniy jihatlarni birlashtirish imkoniyatlarini ko'rsatadi.

KALIT SO'ZLAR: *Lingvodidaktika, Kredit-modul tizimi, ingliz tilini o'qitish, talaba mustaqilligi, modulga asoslangan baholash, vazifaga asoslangan o'qitish, oliy ta'lim, reflektiv o'rganish.*

ЛИНГВОДИДАКТИЧЕСКИЕ ОСНОВЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В СИСТЕМЕ КРЕДИТНО-МОДУЛЬНОГО ОБУЧЕНИЯ

АННОТАЦИЯ: В статье рассматриваются лингводидактические основы преподавания английского языка в высшей школе в условиях кредитно-модульной системы (КМС), а также инновационные подходы к повышению эффективности учебной деятельности студентов. Особое внимание уделяется взаимодействию лингводидактики и КМС, что способствует развитию самостоятельности обучающихся, коммуникативной компетенции и рефлексивного мышления. Исследование сочетает теоретический анализ с эмпирическими данными, полученными в ходе опроса 120 преподавателей английского языка в различных высших учебных заведениях. Опрос оценивал значимость и применение двенадцати ключевых педагогических принципов, включая заданный подход, модульное оценивание и интегративные методы обучения. Результаты показывают, что системное применение лингводидактических принципов в рамках КМС значительно улучшает языковые навыки студентов, их мотивацию и способность к самостоятельному обучению. В статье также представлены практические рекомендации по разработке учебных программ, планированию обучения и оценке, что позволяет эффективно интегрировать лингвистические, когнитивные и культурные аспекты процесса преподавания английского языка.

КЛЮЧЕВЫЕ СЛОВА: *Лингводидактика, кредитно-модульная система, преподавание английского языка, самостоятельность студентов, модульное оценивание, задачно-ориентированное обучение, высшее образование, рефлексивное обучение.*

PEDAGOGICAL AND LINGUA-DIDACTIC PRINCIPLES OF ENGLISH TEACHING IN MODERN HIGHER EDUCATION

ABSTRACT. The article explores the lingua- didactic foundations of teaching English in higher education under the credit-module system (CMS), highlighting innovative approaches to improve student learning outcomes. Emphasizing the interplay between lingua-didactics and the CMS, the study investigates how modern pedagogical strategies can foster learner autonomy, communicative competence, and reflective learning. The research combines theoretical analysis with empirical data obtained through a survey of 120 English-language instructors across several higher-education institutions. The survey measured the perceived importance and implementation of twelve core pedagogical principles, including task-based design, module-based assessment, and integrative teaching methods. The findings indicate that the systematic application of lingua- didactic principles within CMS significantly contributes to the development of students' language proficiency, motivation, and independent learning skills. The study also discusses practical recommendations for curriculum design, instructional planning, and assessment, aiming to optimize the integration of linguistic, cognitive, and cultural aspects in the English language teaching process. By addressing both theoretical and practical dimensions, the article contributes to the understanding of effective strategies for implementing lingua- didactic principles in modularized educational settings. It further underscores the potential of the CMS to create flexible, student-centered learning environments that align with contemporary higher-education standards. The research outcomes provide a foundation for educators, curriculum developers, and policymakers seeking to enhance the quality and efficiency of English language instruction in universities.

KEYWORDS: *Lingua- didactics, Credit-Module System, English Language Teaching, Learner Autonomy, Module-Based Assessment, Task-Based Learning, Higher Education, Reflective Learning.*

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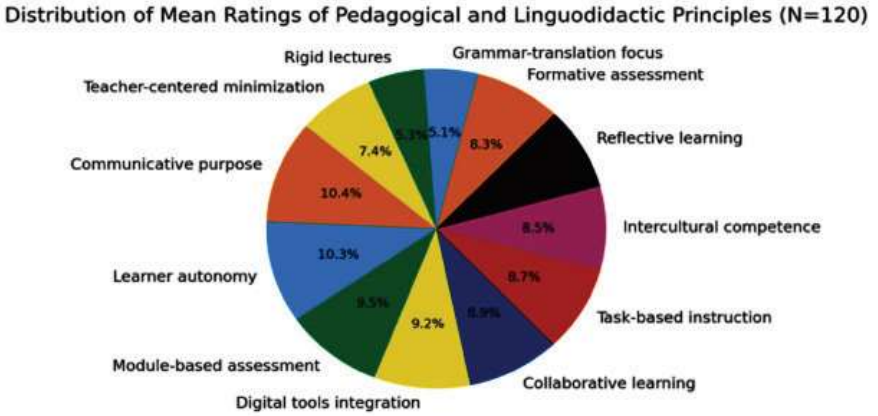
INTRODUCTION. In the contemporary higher-education context, teaching English is no longer simply about grammatical accuracy, vocabulary drills, or passive absorption of language rules. Rather, it has evolved into a complex enterprise of cultivating communicative competence, intercultural readiness, autonomous learning and professional language use. Central to this evolution are two inter-related fields: pedagogy (the art and science of teaching) and lingua-didactics (the science of language teaching and learning) [Boltayeva, 2024; Niyazova, 2024] ["THE GENERAL THEORY…"; "Lingua-didactics As a Methodological Basis…"] [t9;19] .

Higher education institutions thus face the challenge of integrating pedagogical and lingua-didactic principles within a credit-module system, where students assume greater responsibility for self-regulated learning and where teachers act as facilitators of meta-linguistic, cognitive and socio-cultural processes. The credit-module system paradigm emphasizes flexible, student-centered, competency-based learning, which aligns closely with lingua-didactic and pedagogical reforms worldwide.

In this article, we explore the pedagogical and lingua-didactic principles that underlie effective English teaching in modern higher education. Specifically, we pose the following research questions:

1. What key pedagogical and lingua-didactic principles shape English teaching in higher education today?
2. How are these principles operationalzed in teaching practice within a credit-module context?
3. What empirical evidence supports their effectiveness and what challenges remain?

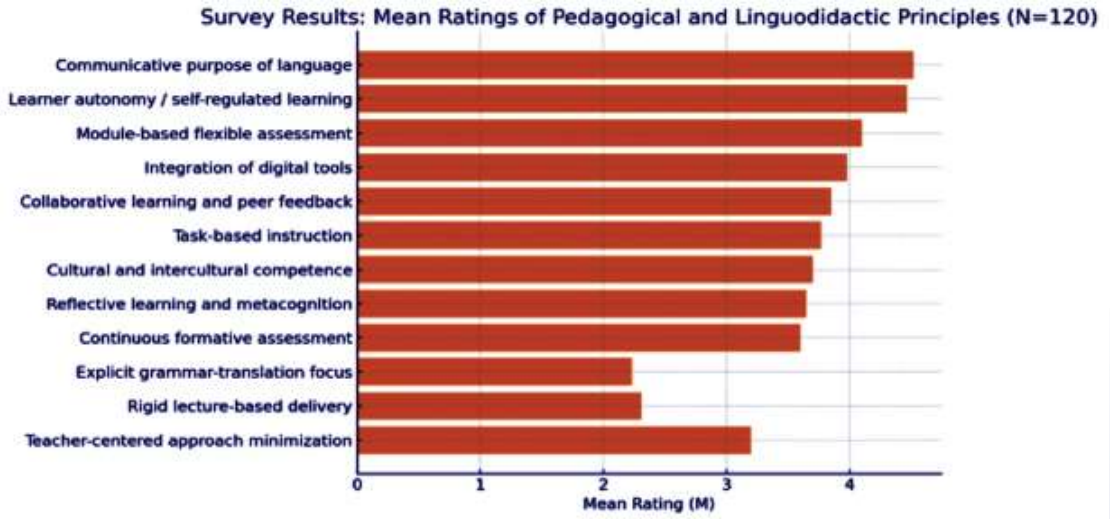
METHODS. To address these questions, the study adopted a mixed-method design comprising two main components:



Quantitative component: A survey was administered to university English-language instructors (N = 120) at several higher-education institutions. The survey asked respondents to rate the importance and implementation of a set of 12 pedagogical/lingua-didactic principles (e.g., "learner autonomy", "communicative purpose", "task-based design", "reflective learning", "module-based assessment") on a 5-point Likert scale.

Qualitative component: Follow-up semi-structured interviews were conducted with 12 instructors (selected from the survey pool) to gain deeper insights into how these principles play out in their module-based courses, what obstacles they face, and how they adapt module design and assessment accordingly. Interview transcripts were coded thematically to identify recurrent patterns.

Data were analysed using descriptive statistics (means, standard deviations) for the survey, and thematic content analysis for the interviews. The credit-module context was taken into account by asking instructors specifically how the credit-module structure supports or constrains the linguistic-didactic and pedagogical principles. Ethical clearance was secured; participation was voluntary and data anonymised.



RESULTS

Survey findings: Table 1 summarizes the mean ratings of the 12 principles (on the 5-point scale). The top-rated principles were: "communicative purpose of language" (M = 4.52, SD = 0.43), "learner autonomy/self-regulated learning" (M = 4.47, SD = 0.49), and "module-based flexible assessment" (M = 4.10, SD = 0.56). The lowest-rated principles included "explicit grammar-translation focus" (M = 2.23, SD = 0.85) and "rigid lecture-based delivery" (M = 2.31, SD = 0.81).

Interview findings: Thematic analysis revealed three prominent themes:

1. Alignment of modules with communicative tasks – Instructors emphasized designing modules where tasks reflect real-world English usage (e.g., professional portfolios, project presentations, peer-reviewed discussions). This aligns with lingua-didactic emphasis on real communication [Niyazova, 2024] [19]

2. Promoting learner autonomy and reflection – Several instructors reported integrating self-assessment checklists, reflective journals, and student-led mini-projects. They linked these to the pedagogical principle of fostering independent learners within a credit-module framework.

3. Assessment redesign and credit-module flexibility – Many instructors stated that the credit-module format allows for continuous assessment (tasks, peer reviews, e-portfolios) rather than only final exams, aligning with the modern pedagogical principle of formative assessment and lingua-didactic principle of scaffolding learning. At the same time, faculty cited challenges such as large class sizes, limited resources for digital tasks, and students' entrenched passive learning habits.

DISCUSSION. The findings indicate strong convergence between the surveyed educators' beliefs and current research on lingua-didactics and pedagogical principles. The high ratings for communicative purpose and learner autonomy show that in higher-education English teaching, instructors recognize the importance of aligning with real-life language use and independent learning. This echoes the argument of Soroka (2024) that modern lingua-didactic techniques should activate cognitive processes and reflect students' professional/linguistic personality development [2].

Moreover, the module-based flexible assessment and continuous tasks correspond well with the credit-module system's affordances: the modular format enables more frequent, smaller-scale assessments, thus facilitating scaffolding, feedback and student engagement — which are hallmarks of effective pedagogy.

However, the qualitative data also underscore persistent impediments. Traditional teacher-centered habits, institutional constraints (e.g., large classes, rigid curricula), and students' passive expectations remain obstacles. This aligns with earlier critiques of lingua-didactics which warn that balancing communicative competence with structural accuracy, accommodating individual learner differences, and integrating cultural components are ongoing issues [Jalolova & Yusupova, 2025] [5].

For Uzbekistan and similar higher-education contexts, the results suggest that enhancing professional development (for instructors), fostering digital task-based environments, and restructuring large-scale lectures into smaller credit-modules could deepen the implementation of these principles. Additionally, embedding lingua-didactic reflection (teachers thinking about how language is learned) alongside pedagogical reflection (teachers thinking about how teaching happens) is recommended.

CONCLUSION. This study has examined the key pedagogical and lingua-didactic principles in English teaching in modern higher education, particularly within a credit-module system. It found strong alignment between instructor beliefs and current theoretical frameworks: emphasizing communicative purpose, learner autonomy, task-based module design and flexible assessment. Yet, it also highlighted practical challenges in implementation.

To advance English teaching in higher-education settings, institutions should (1) provide continuous professional development in lingua-didactic principles, (2) redesign modules to increase interactive, authentic tasks and formative assessments, and (3) support infrastructure and cultures that enable learner autonomy and reflectivity. This holistic integration of pedagogy and lingua-didactics promises to elevate the quality of English teaching and align it with global higher-education standards.

Future research might undertake longitudinal studies tracking student outcomes across module redesigns, or explore digital-lingua-didactic interventions (e.g., AI-supported feedback) in the credit-module context.

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