

QO‘QON UNIVERSITETI XABARNOMASI

ILMIY-ELEKTRON JURNALI
9-SON

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XABARNOMASI

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UNLOCKING KNOWLEDGE: KEY PEDAGOGICAL ASPECTS OF THE STUDY OF PHILOLOGY

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<p>Qabul qilindi: 24-dekabr 2023-yil Tasdiqlandi: 26-dekabr 2023-yil Jurnal soni: 9 Maqola raqami: 37 DOI: https://doi.org/10.54613/ku.v9i9.859</p> <p>KALIT SO‘ZLAR/ Ключевые слова/ keywords</p> <p>Philology, pedagogy, linguistic analysis, multidisciplinary, historical context language proficiency, textual analysis, comparative studies, digital humanities, literature analysis</p>	<p>The educational foundations of philology - a field of study devoted to interpreting the linguistic complexity of historical written sources—are explored in this abstract. With a focus on interdisciplinary approaches, we investigate how language analysis, literary analysis, historical study, and cultural discovery may all be integrated as vital elements of a successful philological education. Language competency, which goes beyond fluency in one's mother tongue, is vital and calls for students to learn not only syntax and vocabulary but also the subtle changes that languages undergo over time. One of the most important aspects of philological education is helping students to traverse the socio-cultural environments in which languages flourish by helping them to comprehend historical contexts. Textual analysis is emphasized as a crucial method for gaining access to knowledge, including the understanding of ancient languages, the identification of linguistic patterns, and the interpretation of cultural. The main conditions as a result of the research modernization and introduction of innovative methods in foreign systems philology of university students was analyzed.</p>

Introduction. Philology is an important discipline in which language, literature and culture are examined in an integrated manner. This discipline brings together linguistics, literature and cultural studies, providing a broad perspective by examining the evolution of language, written and oral texts, cultural contexts and historical changes. This chapter highlights the historical development of philology from its ancient roots to its current importance, providing a framework for better understanding and evaluating this discipline. The ancient roots of philology date back to ancient Greek and Roman times. Ancient philosophers tried to delve into the depths of the language by examining its structure, word origins and interpretation of written works. In the Middle Ages, linguistic studies and textual analysis in Europe were revived by the Humanism movement, which led to considering philology in a broader context. Today, the discipline of philology has gained a global perspective and is integrated with contemporary linguistics, literary theory and cultural studies. Considering language as a means of understanding and interpreting cultures, rather than just a means of communication, has increased the importance of philology today. This research aims to examine more closely the evolution of this discipline from past to present, by focusing on the pedagogical aspects of philology education. In this context, the main questions of the research focus on what value philology education adds to students, which pedagogical methods are effective, and how this education contributes to our current understanding of language, literature and culture. This introduction provides a brief overview of the evolution of philology from past to present, highlighting the main focuses and importance of research. In the continuation of the research, it aims to offer new perspectives and understandings in this field by examining the pedagogical elements of philology education in more depth..

Research methodologies. Finding the important pedagogical components of university students' philology studies within the context of managing the educational process is the primary goal of the research. Several techniques were used for this, and these comprise the research approach. It includes a review of literature on philological education, analysis of curriculum structures, examination of teaching methods, and insights from educators and students in the field. The research draws from both qualitative and quantitative data to provide a comprehensive understanding of the pedagogical landscape in philology.

Literature Review: A thorough literature analysis was carried out in order to lay the groundwork for comprehending the historical evolution and contemporary trends in philological education. This required reading academic books, papers, and instructional materials that addressed the pedagogical facets of philology. The review's goal was to pinpoint important ideas, theoretical frameworks, and discussions

in the area so that the next studies would have context. Literature review is an essential feature of academic research. Fundamentally, knowledge advancement must be built on prior existing work. To push the knowledge frontier, we must know where the frontier is. By reviewing relevant literature, we understand the breadth and depth of the existing body of work and identify gaps to explore. By summarizing, analyzing, and synthesizing a group of related literature, we can test a specific hypothesis and/or develop new theories. We can also evaluate the validity and quality of existing work against a criterion to reveal weaknesses, inconsistencies, and contradictions.

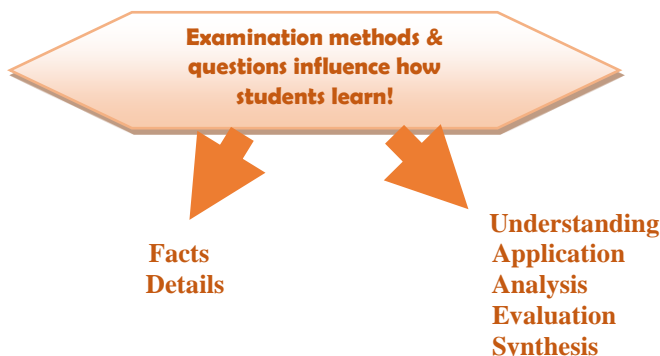
Examination of Teaching Methods: To provide philology students the best possible learning experience, many teaching strategies are employed in the field. This part offers a thorough analysis and evaluation of a variety of teaching techniques, including digital and creative pedagogical approaches as well as conventional ones. This research offers a framework for comprehending the benefits and drawbacks of different teaching strategies applied in philological education. For philology students, the best possible learning environment may include an integrated educational strategy that stresses cultural variety, fosters critical thinking, and blends conventional and digital teaching techniques. These techniques are crucial to the ongoing improvement and modernization of philological education. The educational components of philological learning may be thoroughly examined and understood from a variety of perspectives thanks to this technique. Combining qualitative and quantitative data will make it easier to assess how philology education affects students and to develop future pedagogical approaches.

Results. A thorough literature analysis was carried out in order to lay the groundwork for comprehending the historical evolution and contemporary trends in philological education. This required reading academic books, papers, and instructional materials that addressed the pedagogical facets of philology. In order to set the scene for the next studies, the review attempted to identify important ideas, theoretical frameworks, and discussions within the subject.

Analyzing Instructional Strategies: The study shows that philology education employs a variety of instructional strategies. Apart from conventional techniques, inventive and digital pedagogical methods have also gained widespread acceptance. Because it provides students with experiences tailored to varying learning styles, variety enhances the learning environment. Examination is an important part of higher education. The examination methods and questions have a large impact on how and when students study and what they learn. Examination should not only be used as a control that a student is qualified, but also as an educational tool to influence the learning

process (Figure 8). If the assessment is mainly for factual knowledge, the students will primarily learn, memorize and recall facts and details.¹ With various methods of assessment, many might question whether assessment can be democratic. First, in most classrooms, there are

teachers and students. Many of you will have been in both situations. Teachers can be fair to students and embrace many democratic values, but in the context of the classroom, teachers and students are not equal.

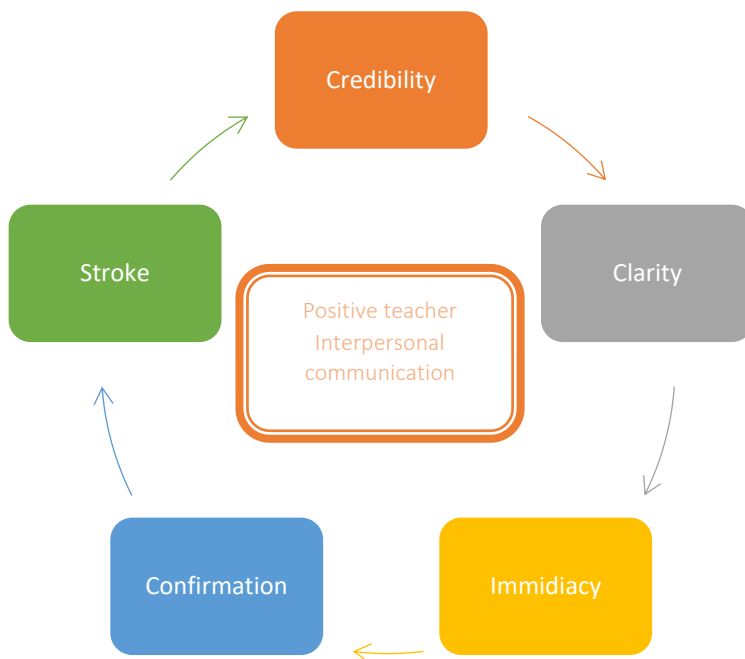


Graphic 1. Examination method

It draws attention to how different teaching approaches are used and varied in philological education. By catering to the various learning styles of the students, the integration of conventional, digital, and creative educational techniques enhances the learning interaction.

The following passage exemplifies this diversity: Traditional methods as well as creative and digital educational approaches are used in philology teaching. Conventional approaches give pupils the chance to comprehend language's fundamental patterns by emphasizing fundamental ideas like text analysis and linguistic analysis. On the other hand, philological education becomes more collaborative and

participatory with the use of digital technologies. Through digital platforms, students may follow and investigate language change through virtual classrooms, online materials, and digital tools. Furthermore, it strives to equip students with critical thinking abilities by utilizing techniques like creative teaching methods, project-based education, courses focused on problem-solving, and language study within a cultural framework. This diversity enhances the learning process and advances the discipline's future development by giving philology students experiences that are appropriate for a variety of learning preferences.



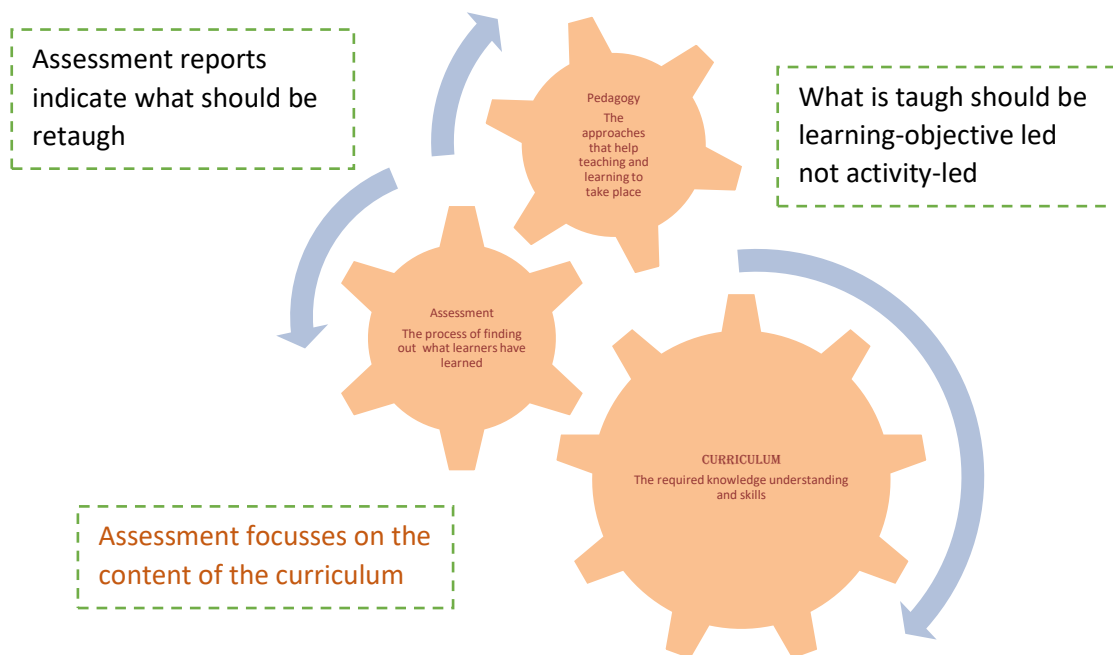
Graphic 2. Teacher's position in philology education

The analysis of pedagogical approaches in philology education highlights the discipline's flexibility and responsiveness to the needs of modern education. Philology educators work to develop successful and interesting learning experiences that educate students for the intricate interactions between language, literature, and culture in our globalized society by fusing conventional foundations with digital technologies and creative tactics.

Examination of curriculum content: Examining the curriculum material for philology education reveals a well-balanced framework that encompasses the disciplines of language, literature, and culture. Programs range widely, including everything from sophisticated literary and cultural studies to foundational language proficiency. Students may

learn how language, literature, and culture are interwoven through an all-encompassing method. The philology curriculum integrates language, literature, and cultural studies into a complex and multidimensional whole. A closer look at the curriculum's content reveals a deliberate blending of linguistic analysis, cultural settings, and fundamental ideas, giving pupils a thorough grasp of the complex interactions between language and society. The curriculum, which immerses students in the complex study of language structures, lays a strong focus on linguistic analyses within the context of philology instruction. The goal of this emphasis is to provide students a thorough knowledge of phonetics, syntax, and morphology—all of which are crucial for understanding language's subtleties.

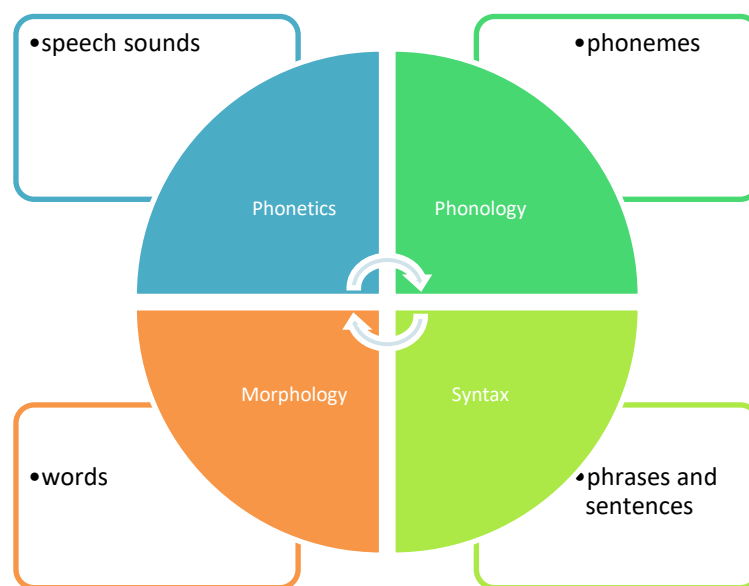
¹ <http://agtr.ilri.cgiar.org/teaching-methods/examination-methods-influence-learning>



Graphic 3. Examining the curriculum material for philology education

Linguistic Analyses. The curriculum places a strong emphasis on linguistic analyses, guiding students through the intricacies of syntax, morphology, and phonetics. Close textual readings and linguistic exercises equip students with the skills to dissect and interpret texts, fostering a nuanced comprehension of language structures. Linguistic analysis refers to the scientific analysis of a language sample. It involves at least one of the five main branches of linguistics, which are

phonology, morphology, syntax, semantics, and pragmatics. Linguistic analysis can be used to describe the unconscious rules and processes that speakers of a language use to create spoken or written language, and this can be useful to those who want to learn a language or translate from one language to another. Some argue that it can also provide insight into the minds of the speakers of a given language, although this idea is controversial.

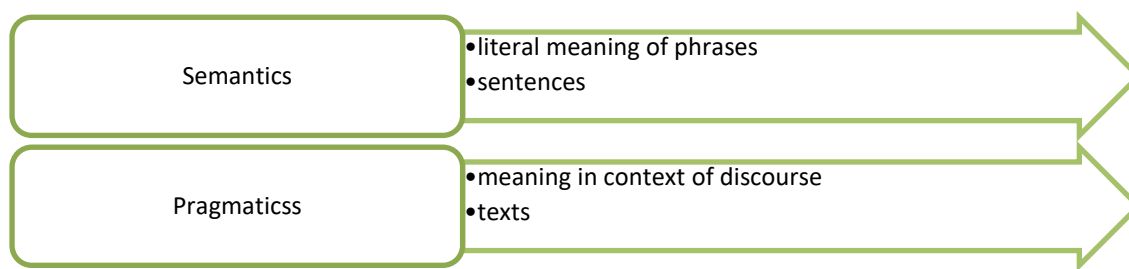


Graphic 4. Major levels of linguistic structure

Multilingual Approaches: Teachers frequently use methods that entail the study of several languages because they acknowledge the multilingual aspect of philology. Through multilingual projects and comparative linguistic studies, students can investigate the development of language and cultural subtleties within various linguistic contexts. The hybrid language practices of bi- /multilingual students are increasingly being acknowledged, and new teaching approaches need to

be developed both in bilin-gual and mainstream education. Different socio- educational contexts have resulted in several teaching approaches, which, according to García and Flores (2012), can be separated into four different types: foreign language instruction; second lan-guage pedagogy; bilingual/monoglossic instruction; and plurilingual/heteroglossic instruction. We will explain each of these but focus on the final two².

²https://www.researchgate.net/publication/340161734_Multilingual_Approaches_for_Teaching_and_Learning_From_Acknowledging_to_Capitalising_on_Multilingualism_in_European_Mainstream_Education



Graphic 5. Parts of linguistic structure

Critical Pedagogy: In philology education, critical pedagogy is important because it pushes students to think critically, question presumptions, and challenge social conventions. This method promotes a greater comprehension of the sociocultural undertones present in language and literature. In philology education, critical pedagogy plays a crucial role by encouraging students to think, question presumptions, and challenge social conventions. This instructional technique seeks to impart a deeper awareness of the socio-cultural meanings ingrained in language and literature by going beyond conventional teaching approaches. Critical pedagogy in language teaching is a perspective in language curriculum theory and instructional practice that supports and advances teaching and the study of languages in ways that would promote social justice. In this case, the popular term social justice is based in one or more critiques of present-day society (or societies) that reflect the interests of the working class, women, non-heterosexuals, ethnic minorities, marginalized peoples, and includes perspectives that valorize environmental conservation and peace. ‘Critique’ refers to systematic and constructive criticism based on empirical and theoretical study of society, language, and the person reflecting alternative, progressive, or radical theories of societies, individuals, and languages. Language is understood here broadly, as having both structural and functional dimensions, socially implicated as discourse and thus involved in the construction of individuals and the maintenance and change of societal structures³. The experience of using information technologies in the process of practical teaching has shown that at the present stage, pedagogical science has paid insufficient attention to the issues of combining traditional and informational forms of education. Therefore, in order to improve the quality of education using information technology, it is necessary to take into account the psychological, pedagogical and methodological problems that arise in this case; training and control programs must meet all the requirements of the software. Thus, teaching a foreign language based on a competent approach requires the formation of certain competencies in students.

Discussion and suggestion. Discusses the difficulties teachers may have in the subject of philology, the value of interdisciplinary approaches, and the efficacy of different teaching strategies. The discussion also takes into account how useful philological knowledge is for tackling modern social concerns and fostering global citizenship. The potential of critical pedagogy to transform students into engaged, socially conscious learners is emphasized in discussions of its use in philological education. Through critical thinking and questioning established traditions, students gain a deeper understanding of the socio-cultural implications of language. Technology is brought up in linguistic analysis, which raises the possibility of more debate in this field. In what ways might digital technologies enhance philological critical pedagogy? How can technology be used to support engagement with a range of language resources and collaborative learning? It is essential to strike a balance between critical pedagogy and conventional philology techniques. Critical pedagogy expands the scope by pushing students to examine power dynamics and societal repercussions, whereas traditional techniques concentrate on language analysis.

The correct consideration of interferences and positive transfers of skills and methods of working with language material is a determining factor in the rationalization of teaching a second foreign language. For the correct organization of cognitive and developmental activities, it is necessary to create organizational and pedagogical conditions that meet the tasks of forming a positive emotional and value attitude to the study of a foreign language. With the rational organization of a modern foreign language lesson, it should become a zone of psychological comfort. When selecting modern teaching methods, it is necessary to take into account the criteria in accordance with which the methods contribute to the use of Kivirand et al. (2020):

- creating an atmosphere in which the student feels comfortable;

- development of the student’s desire to practically use a foreign language;
- development of creative abilities;
- creating a situation in which the student must be aware that the study of a foreign language is connected with his future professional activity;
- sending a student to independent work on language learning;
- the use of different forms of work.

In this case, this list is incomplete, since it does not take into account the theoretical aspects of the implementation of these criteria for teaching methods. Our research includes both theoretical and practical components. Most scholars determine that, in general, the training course on introduction to foreign philology is very concise, structured in such a way that different topics are covered in seminars than in lectures. It is in connection with the short course that topics related to the characteristics of individual foreign languages: sociolinguistic characteristics, periodization, the first written evidence, monuments, literary works. So, all the established methodologies for studying foreign methodology do not make it possible to fully ensure the best learning efficiency⁴. On the other hand, the authors claim that the following important benefits will become apparent when the model is put into actual use: simplicity of use, visibility, and comprehension for a regular educator and educational institution management establishment. This model also has the important benefit of being able to readily accept local modifications at different phases of implementation without altering the model’s fundamental structure. Consequently, it should be mentioned that our proposed model has not yet been completely used in real-world scenarios. This model is only now starting to go through its practical testing at the time this report was written. The authors want to illustrate the useful outcomes of utilizing this approach in later research.

Suggestion. Investigate online resources for group projects that motivate students to examine linguistic or cultural artifacts. Online forums and virtual language laboratories can give students a place to interact critically with digital materials and participate in conversations outside of the classroom. Use interactive exercises to help students apply critical viewpoints, such as role-playing, debates, and group discussions. Establishing forums for students to express their introspective thoughts on their philological explorations might also promote an environment of transparency and critical self-assessment. Incorporate a range of assessment techniques, such as reflective essays, research projects, and presentations where students must use critical thinking. Teachers and students can better grasp expectations by using rubrics that provide criteria for critical thinking abilities. Organize peer learning circles, webinars, or seminars where teachers may exchange best practices, talk about difficulties, and discover fresh ideas for incorporating critical pedagogy. Promote continued reading and discussion of pertinent pedagogical and literary works in language studies.

Conclusion. Studying a foreign language with an emphasis on its practical use in daily, business, and professional communication is imperative given the current circumstances. The rapid advancement of science and technology’s information base, the growth of business, International medical, scientific, and economic circles have strong cultural linkages that force us to reevaluate what makes a highly competent professional. The capacity to integrate extensive professional knowledge and abilities with computer literacy and a high degree of linguistic fluency is very crucial. It is advised to employ a model in the current educational process that successfully blends conventional techniques for teaching foreign languages with cutting-edge computer-based learning techniques. Comparing and contrasting the phonetics, vocabulary, and grammar of the native language with that of the first and second foreign languages is a good way to teach and study foreign philology as a foreign language. For this reason, grammar is crucial to the study of foreign philology. In this sense, while learning theme lexical

³ <http://sls.hawaii.edu/Cblog/wp-content/uploads/2011/08/2012-Crookes-Critical-pedagogy-encyclopedia-entry.pdf>

⁴ <https://dspace.uzhnu.edu.ua/jspui/handle/lib/54325>

and grammatical content, the phonetic component of speech has to be immediately integrated through practical exercises. The creation of theme blocks inside the foreign philology course framework and the

particulars of using interactive technology provide opportunities for further study.

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