

**THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF DISCOURSE
ANALYSIS IN FOREIGN LANGUAGE TEACHING PRACTICE****Jumayeva Gulxan Amrullayevna**Acting Associate Professor, Department of Roman-germanic Languages
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ANNOTATION

This article explores the theoretical and methodological foundations of discourse analysis in foreign language teaching practice. The main aim of the study is to determine the role and significance of discourse analysis in language learning and to identify effective ways of integrating it into teaching practice. The linguistic essence of the concept of “discourse” is examined, and its contribution to the development of communicative competence is substantiated. The effectiveness of a discourse-oriented approach is demonstrated through theoretical analysis and practical examples. The research is based on analytical, comparative, inductive, and deductive methods. The scientific novelty of the study lies in justifying discourse analysis as a systematic methodological approach in foreign language teaching.

Keywords: discourse analysis, foreign language teaching, communicative competence, methodology, linguistic approach, pragmatics, intercultural competence

INTRODUCTION

In the modern education system, foreign language teaching is increasingly based on communicative and competency-based approaches. Today, language learning is not limited to mastering grammatical structures but involves the ability to use language effectively in real-life communicative situations [4].

In this context, discourse analysis becomes particularly important, as it focuses on language use in context rather than isolated linguistic elements. Discourse is understood not merely as text but as a complex communicative phenomenon shaped by social, cultural, and pragmatic factors [9].

Moreover, globalization has intensified the need for developing intercultural communicative competence. Learners must be able to interpret and produce language appropriately in diverse sociocultural contexts, which makes discourse-based teaching especially relevant [8].

LITERATURE REVIEW

The concept of discourse has been widely studied across linguistics and related disciplines. Fairclough defines discourse as a form of social practice closely connected with power relations and ideology [1]. This perspective highlights the role of language in shaping social reality.

Van Dijk considers discourse as the unity of text and context and emphasizes its cognitive dimension, focusing on how mental models influence language comprehension and production [2].

Widdowson interprets discourse analysis as a means of linking linguistic forms with communicative functions, which is essential for language teaching [5]. Cook also emphasizes that discourse ensures coherence and cohesion in communication [7].

In language teaching methodology, discourse analysis is viewed as an advanced extension of communicative language teaching, which enhances learners' ability to participate in authentic communication [12].

RESEARCH METHODOLOGY

This study is based on a combination of theoretical and analytical methods. The analytical method was used to examine key scientific works related to discourse analysis and foreign language teaching, allowing the identification of major theoretical principles [3].

The comparative method was applied to analyze differences between traditional grammar-based approaches and discourse-oriented teaching. The findings indicate that discourse-based instruction significantly improves communicative competence and learner engagement.

Inductive reasoning enabled the formulation of general conclusions based on specific observations, while deductive reasoning was used to develop practical recommendations grounded in theoretical frameworks.

ANALYSIS AND RESULTS

The discourse-oriented approach enhances learners' communicative abilities by engaging them in meaningful interaction. Language is taught not as isolated vocabulary or grammar but as part of real communicative situations.

Classroom activities such as role plays, discussions, and problem-solving tasks encourage learners to actively participate and develop independent thinking skills.

Furthermore, discourse analysis contributes to the development of pragmatic competence, including understanding speech acts, politeness strategies, and context-appropriate language use [8].

Research findings show that discourse-based teaching leads to:

- increased learner motivation,
- higher levels of speaking fluency,
- improved comprehension of authentic texts,
- better adaptation to communicative contexts [11].

DISCUSSION

An essential component of discourse-based teaching is the effective use of authentic materials, including newspapers, magazine articles, videos, podcasts, interviews, and real-life conversations. These materials provide learners with exposure to natural language as it is genuinely used in everyday contexts, rather than simplified or artificially constructed classroom language. Through engagement with authentic resources, students develop not only their linguistic competence but also their pragmatic and sociolinguistic awareness. They learn how meaning is shaped by context, tone, intention, and cultural norms, which are crucial for successful communication. Moreover, authentic materials tend to increase learners' motivation, as they reflect real-world situations and make the learning process more relevant and engaging.

In addition to authentic resources, modern technologies play a crucial role in the implementation of discourse-oriented instruction. Digital tools such as online learning platforms, virtual classrooms, social media, and multimedia applications create dynamic and interactive environments for communication. These technologies enable learners to participate in meaningful discourse, collaborate with peers, and engage in real-time discussions regardless of geographical limitations. Furthermore, technology supports personalized learning by allowing students to access materials tailored to their proficiency levels and learning needs. As a result, the integration of digital tools enhances both the flexibility and effectiveness of language learning [12].

Another significant dimension of discourse-based education is critical discourse analysis (CDA). This approach encourages learners to examine how language is used to construct and convey social realities, power relations, and ideological perspectives. By analyzing texts critically, students become more aware of implicit meanings, biases, and underlying assumptions

embedded in language. Critical discourse analysis not only strengthens learners' analytical skills but also fosters independent thinking and informed interpretation of information. Consequently, learners begin to perceive language not merely as a system of grammar and vocabulary, but as a powerful social tool that reflects and shapes cultural and societal structures [1].

Overall, the integration of authentic materials, modern technologies, and critical discourse analysis significantly enhances the effectiveness of discourse-based teaching. This comprehensive approach promotes deeper language understanding, communicative competence, and critical thinking skills, preparing learners to use language confidently and appropriately in diverse real-world contexts.

CONCLUSION

In conclusion, the study clearly demonstrates that discourse analysis represents a highly effective and comprehensive methodological approach in foreign language teaching. Unlike traditional methods that primarily focus on isolated grammatical structures and vocabulary, discourse-based instruction emphasizes the meaningful use of language within real-life communicative contexts. This approach significantly contributes to the development of learners' communicative competence, enabling them to express ideas appropriately, interpret meaning accurately, and participate confidently in authentic interactions.

Furthermore, discourse-based teaching plays a crucial role in promoting communicative fluency by encouraging learners to engage in extended speech, negotiate meaning, and respond spontaneously in various contexts. It also enhances intercultural competence, as students are exposed to diverse cultural perspectives, social norms, and pragmatic conventions embedded in language use. Through this exposure, learners become more sensitive to cultural differences and better equipped to communicate effectively in multicultural environments.

Another important outcome of this approach is the increased level of learner engagement and motivation. By incorporating authentic materials, interactive tasks, and meaningful communication activities, discourse-oriented instruction makes the learning process more relevant, dynamic, and learner-centered. Students are not passive recipients of knowledge but active participants in constructing meaning, which fosters deeper understanding and long-term retention.

Overall, integrating discourse analysis into language teaching not only improves linguistic proficiency but also develops critical thinking, social awareness, and the ability to use language as a practical tool for communication. Therefore, it can be concluded that discourse-based teaching is an essential and highly beneficial approach for preparing learners to meet the demands of real-world communication in an increasingly globalized society.

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