



## THE METHODOLOGICAL DESCRIPTION OF THE PRINCIPLE OF TAKING LANGUAGE EXPERIENCE INTO ACCOUNT IN DEVELOPING STUDENTS' LINGUISTIC COMPETENCE IN ENGLISH LESSONS

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**Annotation:** *This article discusses the development of linguistic competence in English lessons and the use of various methods, with particular emphasis on the importance of considering students' existing language experience. It highlights how language experience contributes to mastering linguistic skills and explores how practical classroom experiments and their results can be effectively used to enhance linguistic competence.*

**Keywords:** *linguistic competence, students, language experience, experimental study, questionnaire, interference, transposition*

Educating an intelligent, well-disciplined, and knowledgeable generation in schools is a responsible task. Each subject in the school curriculum requires a unique approach to teaching. Similarly, the ultimate goal of English language instruction is to prepare students whose knowledge meets international standards. In today's fast-paced world, it is more important than ever to educate the youth to be well-informed, intellectually capable, and critically thinking individuals.

The term language experience is rarely found in Western methodological literature, as countries like the United States, United Kingdom, Germany, and France generally consider the learner's native language as the only linguistic foundation in foreign language acquisition. In contrast, in the context of Uzbekistan, it is relevant to speak about integrated language experience, which is accumulated from the native language (Uzbek), a second language (often Russian), and the foreign language being studied (such as English, German, or French) [4].

Students' language experience—gathered across three languages—forms a synthesis of knowledge, skills, and competencies. The size, scope, and interconnectivity of this accumulated experience fall under the principle of considering language experience in language teaching methodology.

Taking language experience into account means recognizing the influence—either negative (interference) or positive (transposition/facilitation)—of previously





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acquired language knowledge (Uzbek, Russian, or English) on the process of learning new material in the current foreign language instruction.

Experimental research is a method used to study mass education processes. Unlike other methods, long-term experiments conducted in many schools provide reliable data, effectively modeling the educational process [4].

Among the general scientific research methods, experimental testing occupies a significant place. According to Professor M. V. Lyakhovitsky, a pioneer in research methodology, an experimental test is conducted when a methodological phenomenon is scientifically grounded and tested in practice. For instance, in an experiment, lexical items may be taught without translation in the experimental group and with translation in the control group. Though the content remains the same, the teaching method differs, allowing the results to determine whether the translation approach is effective or not.

The experimental test method typically includes four stages:

1. Planning and formulation of a hypothesis – where a scientific assumption is proposed.
2. Implementation of the experiment – following a structured plan.
3. Data collection and analysis – evaluating both quantitative and qualitative outcomes.
4. Conclusion and scientific justification – where the results are analyzed and the hypothesis is validated or refuted.

A key feature of the experimental test is that the methodological problem being tested is both innovative and debatable, and therefore requires empirical testing. In this sense, experimental testing serves as a tool for validating methodological hypotheses in practice.

The theory of experimental testing is developed by the experimenter (the researcher), while the teacher plays the role of the implementer, and the students act as the test subjects. The methodological phenomenon used in the experiment becomes both the object and subject of study.

It is appropriate to mention several prominent studies related to the development of foreign language teaching methodology in Uzbek schools that demonstrate the use of experimental testing. In his scientific works, the talented methodologist-researcher Khoshimjon Soynazarov provided both theoretical and experimental justification for the application of language transfer norms in receptive (comprehension-based) learning of English lexical units [1]. The renowned methodologist Prof. Tojimat Qodirovich Sattorov developed an







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experimental methodology for the active assimilation of English grammar in Uzbek secondary schools [2].

Experimental testing is a method used to solve controversial educational problems. It allows for the improvement of teaching methods and content, thus expanding the opportunities to develop students' linguistic competence in English language lessons. In today's fast-paced and technologically advanced era, the process of conducting language experiments has become significantly easier.

For instance, one of the key supporting methods in experimental testing — the survey method — no longer requires researchers to physically visit educational institutions and conduct in-person class observations or interviews. Thanks to the availability of internet and social media platforms, it is now possible to conduct surveys online across a wide range of groups, which broadens the research scope and simplifies data collection.

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