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THE METHODOLOGICAL FOUNDATIONS OF TEACHING MOTHER TONGUE AND THE NECESSITY OF INSTRUCTION WITHIN AN INTERDISCIPLINARY APPROACH

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Abstract: This article explores the methodological evolution of mother tongue (Uzbek) instruction in higher and secondary education, emphasizing the transition from traditional, structural-grammatical paradigms to a communicative-pragmatic and interdisciplinary framework. In the era of globalized information, teaching the native language merely as a set of static grammatical rules fails to develop functional literacy, critical thinking, and communicative competence in students. This study utilizes descriptive, comparative, and pedagogical experiment methods to justify the integration of cognitive linguistics, psycholinguistics, sociolinguistics, and media discourse into the mother tongue curriculum. The results indicate that an interdisciplinary approach increases student linguistic awareness and text-processing efficiency by 24%. The article concludes with actionable methodological recommendations for syllabus redesign in higher education institutions.

Keywords: mother tongue methodology, interdisciplinary approach, communicative competence, cognitive linguistics, media discourse analysis, pedagogical experiment, functional literacy.

Introduction. The socioeconomic and cultural transformations of the 21st century demand a profound re-evaluation of educational paradigms, particularly in the field of native language instruction. For decades, mother tongue teaching in Uzbekistan heavily relied on the structural paradigm, where the primary objective was the memorization of phonetic, morphological, and syntactic rules. While this approach provided systemic theoretical knowledge, it often isolated language from its living, pragmatic context.

In modern philological science, language is no longer viewed merely as a static code, but as a dynamic cognitive instrument used to construct reality, process information, and navigate social spaces. Teaching the mother tongue within an interdisciplinary context is not simply an innovative choice; it is an absolute pedagogical necessity. Isolating language study from related disciplines—such as psychology, sociology, and media studies—limits students' ability to decode implicit meanings, analyze media discourse, and apply presuppositions in real-world communication.

This research aims to establish the theoretical and methodological foundations for an interdisciplinary approach to mother tongue teaching, demonstrating its efficacy through empiric pedagogical data.

Methods. To validate the necessity and effectiveness of the interdisciplinary approach, a mixed-methods research design was implemented during the 2025–2026 academic year. The study involved undergraduate students divided into two distinct groups:

Control group: taught using traditional structural-grammatical methods focused on rule memorization and standard syntactic parsing.

Experimental group: taught using an interdisciplinary syllabus that integrated cognitive linguistics (conceptual mapping), psycholinguistics (speech production and perception models), and media discourse analysis (deconstructing television headlines and news texts for multimodal markers and presuppositions).

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Data collection tools

1. Pre-test and post-test assessments: designed to measure both theoretical linguistic knowledge and functional communicative-pragmatic competence (e.g., text analysis, identifying implicit meaning, and discourse production).

2. Statistical analysis: student performance data were evaluated using comparative statistical metrics to measure the percentage increase in analytical skills.

Results. The empirical data collected at the end of the semester revealed significant disparities in performance and language comprehension between the two groups.

Students in the traditional control group demonstrated adequate knowledge of isolated grammatical structures but struggled significantly when tasked with analyzing the pragmatic layer of texts or identifying cognitive metaphors in media discourse. Conversely, the experimental group exhibited advanced skills in textual deconstruction and communicative flexibility.

Comparative performance metrics

Evaluated competence field	Control croup (traditional) avg. score (%)	Experimental group (interdisciplinary) avg. score (%)	Statistical net growth (%)
Grammatical accuracy	82%	85%	+3%
Textual pragmatics & implicit meaning extraction	56%	80%	+24%
Media discourse analysis (headlines, multimodality)	48%	76%	+28%
Critical thinking & conceptual mapping	52%	79%	+27%

The data proves that while traditional methods sustain basic grammatical accuracy, they fall short in developing the high-order critical and pragmatic skills required in contemporary professional and academic communication.

Discussion. The findings of this study strongly support the shift toward an interdisciplinary paradigm in mother tongue methodology. When language teaching incorporates elements of sotsiolinguistika and psycholinguistics, students begin to perceive the language as a vibrant social phenomenon.

Integrating media discourse analysis into the mother tongue curriculum is particularly vital. Modern students are constantly exposed to dense visual-graphic and text-based media streams. By teaching them to analyze television headlines and online news through an interdisciplinary lens, educators can foster an understanding of presupposition—what is left unsaid but implied—and how structural choices influence public perception.

Furthermore, applying cognitive linguistics (such as looking at how metaphors shape our thought processes) allows students to move past simple translation or memorization. It helps them discover the rich cultural code embedded within Uzbek phraseology and toponymics. The 24% increase in

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extracting implicit meanings proves that cross-disciplinary boundaries stimulate linguistic intuition and deep analytical capabilities.

Conclusion. The traditional, isolated approach to mother tongue instruction no longer meets the communicative demands of the modern information age. Methodological foundations must be radically updated to incorporate interdisciplinary strategies. Forcing a synthesis between pure philology, cognitive science, and discourse pragmatics bridges the gap between theoretical linguistic knowledge and functional literacy.

Educational institutions and faculty councils should actively prioritize the authorization of redesigned syllabi that view the mother tongue not as a static book of rules, but as an active, interdisciplinary tool for global communication and cognitive development.

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