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## CURRENT TRENDS IN RESEARCH IN LANGUAGE EDUCATION AND APPLIED LINGUISTICS

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### ABSTRACT

*This article analyzes the linguistic features of today's language problems. “Applied Linguistics for Language Education” covers those areas of applied language study that are most directly relevant to language teaching, testing, and teacher education. It focuses on the fundamental questions raised for research by the practice of language teaching and research. Today, society is in dire need of specialists who speak one or more foreign languages both in everyday communication and in the professional sphere due to the rapid process of globalization and informatization of society.*

**Keywords:** language, linguistics, communication methods, conversation, foreign language.

### АННОТАЦИЯ

*В данной статье анализируются лингвистические особенности современных языковых проблем. «Прикладная лингвистика для языкового образования» охватывает те области прикладного изучения языка, которые наиболее непосредственно связаны с преподаванием языка, тестированием и обучением учителей. Он фокусируется на фундаментальных вопросах, поднятых для исследования практикой преподавания языка и исследованиями. Сегодня общество остро нуждается в специалистах, владеющих одним или несколькими иностранными языками как в бытовом общении, так и в профессиональной сфере в связи с быстрым процессом глобализации и информатизации общества.*

**Ключевые слова:** язык, языкознание, способы общения, разговор, иностранный язык.

## **INTRODUCTION**

Linguistics is the study of languages. There are practical and theoretical forms of linguistics, and theoretical linguistics studies the structure (grammar) of a language and its meaning (semantics).

The reader is thus introduced to the current research climate through consideration of germane controversial issues. If any conclusion about applied linguistic research in the last twenty years is possible, it is that we cannot take anything for granted! Steven McDonough opens with examples of language teaching, teaching materials, and learning a foreign language, which teachers and language learners will recognise, drawing out questions from these which are addressed throughout the rest of the text. Arguments and data from research of all kinds are brought to bear on these and other background issues that are raised, for example: the nature and effects of classroom discourse; the challenges and utility of linguistic theory and linguistic descriptions; what knowing a second language means for proficiency and for processing; nature and nurture in second language learning; how people process language in classrooms and beyond; the role of instruction and the roles of teachers; and measuring achievement. Complex issues are laid out in a clear and accessible style, and many examples are used, mainly, but not exclusively, from English and learning English as a second language. However, the principles apply to learning or teaching any language as a second or foreign language, and 'Applied Linguistics for Language Education' is the most concise overview of current linguistics presently available.

## **DISCUSSION AND RESULTS**

Actively developing in European countries and starting its development path in Russian universities, integrated teaching of foreign languages and professional disciplines or subject-language training is considered today as a necessary condition for the training of future professionals who can become members of the international scientific and business community.

It is notoriously difficult to pick up new trends in language education and applied linguistics. It is a little bit like trying to distinguish a network of footpaths in misty conditions in order to find the one that leads to the mountain top. The view is always incomplete, the ones that seem to be pointing in the right direction might veer off behind the next boulder, and the largest path with most walkers might be interrupted by a landslide, forcing people to scatter and find alternative paths.

The concept of linguistics includes the study of language, language teaching, literacy, literary research, gender studies, speech therapy, speech analysis, censorship, professional communication, media, translation work, lexicography and forensics.

Applied linguistics seeks to understand the practical application of modern linguistic theories. In general, it is used to understand language learning related to such decision making.

To introduce this approach into the educational process, it is necessary, first of all, the joint activity of foreign language teachers with teachers of professional disciplines - specialists in technical fields. A new type of integration of teachers from different scientific fields both at the level of joint development of work programs (cooperation, collaboration) and at the level of binary learning (team-working) - all this is currently considered as a real challenge for the pedagogical community and poses serious challenges in front of scientific methodologists, foreign language teachers and subject teachers.

The theoretical foundations of subject-language teaching have been developed by a group of scientists from European universities such as: David Marsh, Do Coyle, Oliver Meyer, Teresa Ting, Victor Pavon, Philip Hook and others. For the first time, the concept of "Content and Language Integrated Learning" was introduced in 1994 by David Weave. According to the author, this technique implies "content-language integrated learning", which refers to any two-subject-focused educational context.

From the difficulties of learning a new language to assessing the relevance and reliability of a language, applied linguistics covers the interdisciplinary problems of the sciences.

According to Robert B. Kaplan's Oxford Handbook of Applied Linguistics, "the most important issue is to understand that applied linguistics is a language-based problem in the world".

One such example is the problem of language teaching, in which scholars try to determine which resources, exercises, practices, and methods of interaction best solve the difficulty of teaching a person a new language. Using their research on English teaching and English grammar, linguists try to create permanent solutions to temporarily solve this problem.

Even small differences, such as dialects and registers of modern languages, can be solved only through practical linguistics, and there are problems that affect translation and interpretation as well as language usage and style.

Linguistic research implications have to be filtered through language teaching pedagogical principles and translated into instructional devices, classroom processes and materials which are capable of empirical evaluation. Although it is unstable, learner development is not random; deviations follow recognizable paths, and most second language research is devoted to tracing those patterns. Consequently a major task of applied linguistic description is to capture not only particular languages on paper, but also learner dialects or inter-languages.

At a certain stage of human development, more precisely, during the primitive social order, people wanted to express their thoughts and feelings to each other in the process of working, and this led to the emergence of the first simple language.

Since language and society are events that affect each other and contribute to the development of one another, it is natural that changes in society are quickly reflected in language. These changes are most reflected in the lexicology of the language. The sounds of speech in a language, the grammatical structure of the language, that is, the location of parts of speech, the system of word groups, may not change for a long time. But the words in the language change often. This is exemplified by the fact that during the period of independence, some words in the Uzbek language (oblast, rayon, surgeon, express, etc.) appeared, and some words (marketing, management, computer, dealer, etc.) entered our language. we can also see clearly.

Today, these are the subject of vigorous debate, centring on the twin problems of just what a theory of second language acquisition and performance, or of teaching languages, or of any other content area within the discipline should be able to explain and predict, and of how the nature of the relationship between research and action, essentially the practice of language teaching, testing, planning, training and so on, should be codified. This chapter looks at each of these problems under four general headings: knowing a language; practice and theory; the nature of theory; and research traditions.

## **CONCLUSION**

Foreign language teaching and learning have changed from teacher-centered to learner/learning-centered environments. Relying on language theories, research findings, and experiences, educators developed teaching strategies and learning environments that engaged learners in interactive communicative language tasks. A shift in foreign language pedagogy from a specific foreign language method to the

measurement of language performance/competency has resulted in a change in the role of the teacher from one of authority/expert to that of facilitator/guide and agent of change. Current developments point to public pedagogy, social media, and action research as additional ways to foster intercultural competence and language learning.

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