



CONFERENCE ARTICLE

SYNTACTIC ASPECTS OF ELECTRONIC DISCOURSE IN LANGUAGE TEACHING

Yusupova Mukhabbat Anatolevna

Phd, Associate Professor Head of Linguistics and English Teaching Methodology Department Chirchik State Pedagogical University, Uzbekistan

ABSTRACT

This article examines how science, industry, and education can be meaningfully brought together, and how distance learning and ICT tools particularly e-learning can be woven into everyday teaching practice. A central focus is the use of electronic discourse resources in English language teaching, which help students think more creatively, learn at their own pace, and take greater ownership of their independent study. The paper looks at different types of software integration and the platforms that support them, while also considering the internal and external factors that shape how electronic resources are developed and used in real educational settings. Beyond the technical side, the article engages with deeper questions about how language and meaning interact, drawing on theoretical perspectives from semantics and foregrounding the cognitive and pragmatic dimensions of how people use and understand language.

KEYWORDS

English language, Integrated teaching, Electronic resources, Discursive features, Educational technologies, ICT tools, Linguodidactics, Innovative teaching methods.

INTRODUCTION

The development of the fundamental mechanisms of integration of science and industry in education, the implementation of this in practice, the individualization of knowledge acquisition through the independent distance learning system in higher education, and the acceleration of student learning through the use of electronic education based on information technologies require the organization of the learning process based on electronic education. This includes the improvement of principles for presenting educational materials and the use of electronic educational resources. Numerous studies have shown that online education leads to the development of creative thinking in students, that is, it serves as a basis for applying integrated learning processes that take into account the individual needs of students and encourage independent learning.

Electronic resources are information-communication tools developed based on electronic products that organize the integration mechanisms of education with science and industry. They serve to accelerate learning, individualize independent knowledge acquisition, and help with mastering important tasks.

In teaching English, the use of ICT in the educational process (specifically, the use of electronic resources - ER) is carried out in two main ways. The first condition is the provision of technical equipment, and the second condition is the availability of specialized software.

Provision with technical equipment: computers, network devices, high-speed internet networks, video conferencing equipment, etc. The software includes a set of programs intended for use with these devices, as well as software specifically designed for this field.

“The need for transition to the information society is

characterized by the emergence and priority of a new technological order in the global economy and academic environment, the exchange of information resources for real resources of socio-economic development, meeting society's demand for information products and services, increasing the importance of information and communication infrastructure in the social development system, the improvement of education, scientific-technical, and cultural fields based on international information exchange, and the use of 'global information advantages' on an equal rights basis. In recent years, the advantages of electronic education over traditional education have become increasingly apparent. Recently, both learners and educators have concluded that the advantages of online education outweigh those of some traditional forms of education. This is because digital teaching platforms aimed at improving the quality of education are increasing, and a blended learning system is being formed by combining the best aspects of both traditional and online education.” [4].

A discursive electronic resource is a source that expresses scientific discoveries in multimedia and electronic forms, such as texts, paralinguistic expression tools, pictures, theater, cinema, advertising, architecture, music, etc. Any electronic source that conveys information about culture can be interpreted through the concept of discursive features. Therefore, discursive resources are sources that provide the necessary knowledge for understanding the content and structure of a text.

In software development, discursive electronic resources are divided into several types of integration:

Vertical integration: The integration of specific applications to ensure the user interface and functional modules work together [5].

Horizontal integration: The type of integration used to ensure interaction between various applications and services.

Point-to-point integration: The type of integration used to connect specialized software solutions.

The methods and technologies used in software integration include:

API integrations – A method by which applications work together using APIs.

Web services – Systems are interconnected through web services such as RESTful and SOAP.

Middleware – Software tools that act as intermediaries between different systems.

Modern integration platforms used for integration include:

Mulesoft – A platform providing large-scale integration solutions for large companies.

Zapier – An iPaaS (Integration Platform as a Service) solution for easy and fast integrations.

iPaaS platforms – Platforms that help achieve integrations quickly and efficiently.

The development of discursive features in electronic resources used for teaching English includes the following stages:

Traditional ETL (Extract, Transform, Load) processes, which are the initial stages of data integration.

Modern integration technologies based on microservices, which help increase flexibility for large and complex systems.

In the integration of English language teaching, the use of discursive features in electronic resources offers the following advantages:

Automation of processes – Integrating different language systems speeds up the learning process and saves resources.

Accurate and reliable data exchange – Integration systems ensure timely and accurate data exchange.

Cost reduction – Integration solutions can reduce infrastructure and operational costs.

The exchange of paradigms in science is related to the complex structure of the research object. The main methodological principle of a comprehensive approach to the study of language systems and linguistic activity is the interdisciplinary relationship or integration of paradigms, which is acknowledged as a fact. This approach generally requires the interaction of two or more scientific fields.

The individual of students using electronic resources in English language, first and foremost, plans to shape specific information and transmit it to others while adhering to communication rules. The ability to understand the world and communicate is not only determined by human bio-physiological capabilities but also develops within the framework of socio-cultural factors.

With the rapid integration of information and communication technologies (ICT) into the teaching process of English, it has become one of the most favorable factors in improving the effectiveness of education. The use of e-learning tools in the educational process, including the need to make certain changes to improve the principles of presenting educational materials, will be necessary. In this context, implementing modern information technologies into the teaching process and utilizing them is the most effective way to achieve the goal. The main tasks in applying discursive electronic resources to the education system are as follows:

- Creating the necessary material and technical base for applying discursive electronic resources in the educational process;
- Developing and applying discursive electronic resources

designed for the educational process;

Developing students' knowledge and skills through modern discursive electronic resources;

- Improving the effectiveness of education, training, and teaching processes through the implementation of discursive electronic resources.

The application of discursive electronic resources in teaching English is dependent on internal and external factors that define their collection, storage, transmission, processing, and creation:

Internal factors include the creation, types, characteristics of information, performing various operations with the information, consolidating, transmitting, storing, and so on.

External factors refer to the use of technical equipment to perform various tasks with the information.

Researchers recommend tracing the "roots" of the discursive approach in the works of the world-famous philologist M.M. Bakhtin. The scholar is the founder of the field of "genre theory," which ensures the intersection of pragmatics, sociolinguistics, and stylistics. The object of study in this field is the form of social interaction through language, which is dialogue. According to the scholar, who noted the uniqueness of each speech structure, in every use of language, certain structural forms are formed, and these structures are referred to as speech genres. [1].

The author of "Philosophy of Grammar" also points out that in the scientific study of language, the main criterion should be "humanity-time." According to V.S. Yurchenko's description, a person defines modality, reality points to content, and time shapes structure. From this, it can be concluded that any linguistic activity, speech act, occurs within the framework of the "human-discourse-information" relationship and is directed towards achieving a specific social goal. Therefore, in the analysis of linguistic phenomena, there is a need to determine the relationship between these three components and their respective functions. [2].

As D. Crystal wrote in his A Dictionary of Linguistics and Phonetics, "meaning" is used as a criterion to study other characteristics of language. "In the discussion of 'meaning' in relation to language, it is necessary to refer to non-linguistic factors such as thought, situation, knowledge, and purpose." [3]. This idea of the English scholar can also be seen in the definitions of the concept of meaning. For example, logicians (Sh. Abdullaev, E. Komilov) have concluded that "meaning refers to what an object signifies for individuals engaged in various activities such as everyday life, aesthetics, science, production, social-political, and others."

The famous linguist A.I. Smirnitkiy's definition states that "the meaning of a word is a reflection of an object, event, or relationship in the mind, based on a similar appearance of the element of reality being represented."

In modern linguistic studies, scholars tend to define meaning in relation to the concept that arises in a given situation: "Meaning is a thought about an object, which is formed based on an inner form or an idea, and based on the concept under development or already formed."

Thus, in semantic research, it is necessary to consider important elements such as pragmatics, sociolinguistics, and psycholinguistics.

In conclusion, in discursive resources, the approach to teaching English through the use of electronic resources is based on a variety of internal and external factors, such as the creation, types, properties, and operations performed with information. Internal factors include the creation, types, and properties of information, while external factors involve performing tasks with information using technical devices.

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