



**МУРАДЛИМ
ХЭМ**

ЎЗЛИКСИЗ БИЛИМЛЕНДИРИЎ

илимий-методикалық журнал № 6/1

**8 - DEKABR
O'ZBEKISTON RESPUBLIKASI
KONSTITUTSIYASI KUNI**



Нөкис - 2022



**2022-жыл ушын
«Муғаллим ҳәм ўзликсиз билимлендириў»
журналына жазылыў баҳасы төмендегише:**

Индекс: 2092
Жеке пухара ушын бир жылға 90 000 сум,
алты айға - 45000 сўм

Индекс: 2093
Кәрханалар ушын бир жылға 110 000 сум,
алты айға - 55 000 сўм

КК филиал УзНИИПН
р/с 20210000800538464001
КК.Отд. «ИПОТЕКА БАНК» г. Нукус
МФО 00621
ИНН: 200362233



4. Kim V.N., Kim T.S. Socio-political terminology - T., . 2009, p.7
5. Lingvodidaktika kak teoritesheskaya osnova obuchenia language. Electronic resources: <http://works.doklad.ru/view/NRkF6riOleo.html>. Information updated: 03/04/2019.
6. L. Konoplyanik, Interactive methods of teaching foreign languages in higher education: Proceedings of the II international scientific conference «Modern trends of second language teaching in schools and universities», Gorlovka, HDPIM, 2011. - p. 84-85.
9. H. Stern, Fundamental Concepts of Language Teaching, Oxford, Oxford University Press, 1983.
7. E.S. Polat, New Pedagogical and Information Technologies in Education, Study Guide for Students of Pedagogical Colleges, Moscow, Publishing Center «Akademiya», 2000.
8. O.I. Pometun, Current lesson. Interactive educational technologies, scientific method, Kyiv, A.S.K. publishing house, 2004
9. Kholodnaya. M.A. cognitive styles. On the nature of individual consciousness. 2nd edition. St. Petersburg: Peter, 2017. 384 p.

РЕЗЮМЕ

Ushbu maqolada samarali usullardan foydalangan holda chet tilini o'rganish jarayonida talabalarning kommunikativ kompetensiyalarini shakllantirish masalalari muhokama qilinadi.

РЕЗЮМЕ

В данной статье рассматривается формирование коммуникативных компетенций студентов в процессе изучения иностранного языка с помощью эффективных способов.

SUMMARY

In the given article the formation of students' communicative competences in the process of learning a foreign language via the effective techniques is discussed.

TECHNOLOGY FOR THE DEVELOPMENT OF LINGUISTIC COMPETENCE OF STUDENTS IN LEARNING FOREIGN LANGUAGES

Eshchanova G.

associate professor of "English language" department "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National research university Uzbekistan

Tayanch so'zlar: til kompetensiyasi, til o'rganish, muloqot muammolari, ko'nikmalarni rivojlantirish, so'z boyligini oshirish, ravonlik.

Ключевые слова: лингвистическая компетенция, изучение языка, коммуникативные проблемы, развитие навыков, увеличение словарного запаса, беглость.

Key words: linguistic competence, learning language, communicative problems, development of skills, increasing vocabulary, fluency.

At the present stage, the dialectics of the development of science determines the consideration of research objects within the framework of a systematic approach. This means that the object under study is viewed from different angles as a complex system formation of a certain level of organization. A unique feature of a system (technology) is that its properties cannot be reduced to the properties of its individual elements. A system is the interaction of all components in a hierarchical relationship.

The main characteristics of the system are: 1) integrity (the result of the integration of components (serves a common goal); 2) the interdependence of elements (a change in one component of the system leads to a change in the entire system).); 3) expediency (the result aimed at achieving a specific goal). The realism of the system provides a certain result; 4) manageability (the most important feature) ensures the achievement of the goals of the system.

The development of lexical competence is a complex and multifaceted process that should be considered as a purposeful system. Based on the formation of the motivational basis of learning, in the system of developing the linguistic competence of students of a linguistic

university, we distinguish the following components (Fig. 3): target, content component of learning, procedural, and resultative. Let's take a closer look at each component.

The target component of the system includes goals and objectives that are implemented in accordance with certain principles that help achieve the intended result in the educational process. The purpose of this system is to combine the development of lexical competence and the formation of a motivational base for learning.

To achieve this goal, it is necessary to solve the following tasks:

1. Stimulation of educational motives.
2. Activation and maximization of the cognitive processes of students.
3. Ensure the creation of a portable dictionary, taking into account the rules for the organization and operation of the internal dictionary and prevent its leakage.
4. Develop an adequate use of vocabulary in speech in accordance with the goals and conditions of communication.
5. Formation of skills and abilities of independent work on groups of words. In the process of forming lexical competence general educational, educational and developmental goals of education are also solved.

The purpose of general education is to enrich the already known concepts of the native language. When studying the vocabulary of a foreign language, students «learn new ways of classifying the phenomena of the surrounding reality in a foreign language, using the type of lexico-semantic relations characteristic of this language.» vocabulary of a foreign language, the student better learns the ways of forming and expressing thoughts in both a foreign and native language, begins to understand. This is most clearly manifested in the study of non-equivalent vocabulary and phrases that have a socio-cultural component. This dictionary provides maximum comparison, analysis, comprehension and comprehension of the linguistic design of the experience of people's interaction with the outside world and with each other in native and foreign languages.

The educational goal of learning in the process of forming lexical competence is manifested in the formation of a worldview among students, respect for the culture and history of the language being studied, the assimilation of moral norms of behavior and the development of mental abilities. The educational goal is expressed, first of all, in improving the speech behavior of students, by including in their vocabulary «semantically valuable words that correspond to the situational and thematic orientation of speech, contributing to the solution of communicative problems.» The upbringing of teaching phrases is primarily reflected in the content of the lexical material selected for classes.

The developing goal implies the intensity of mental processes, attention, memory, thinking and will in the process of assimilation of lexical units. Lexical knowledge, skills and competencies of students are formed in the process of their active mental activity. The developing component of training is aimed at developing students' skills of independent work with reference books when studying lexical material.

The process of forming lexical competence among 2nd year students of the University of Linguistics is carried out in accordance with the basic principles of teaching vocabulary, which are finalized and defined in accordance with the purpose of this work:

1. The principle of communicative orientation of teaching lexical material.

The training is aimed at studying the most frequently used vocabulary within a given topic. This principle presupposes such an organization of the material, which reflects the peculiarities of work in life situations of communication. For training, the most typical and life situations and topics of communication for this contingent are selected, as well as their characteristic words, phrases and speech clients. The classroom creates an atmosphere that

mimics real communication. Vocabulary training itself is aimed at «forming the characteristics of two cultural linguistic personalities», which in the future will allow the student to «equally and autonomously participate in intercultural communication». This principle provides for the holistic development of students' ability and readiness to communicate in English in various situations, the ability to communicate with representatives of other cultures based on their vocabulary.

2. The principle of conscious study of groups of words.

This principle lies in the fact that the study of vocabulary is considered as a cognitive process, i.e. as a process of conscious assimilation of lexical units and actions to work with them. The work on the dictionary is based on the lexical rules of semantics, compatibility and stylistic differentiation of the studied lexical units. According to this principle, lexical skills and competencies are formed consciously, thanks to which, in the process of communication, the student can consciously control the process of choosing the necessary lexical means and always turn to the right rule in difficult cases.

3. The principle of concentration in the presentation of lexical material.

At all stages of learning, each lexical unit gradually, consistently and expands its properties in the context of systematic and intensive learning and speech practice. This requires adequate repetition of vocabulary in constantly changing combinations and contexts. In the course of the educational process, the types of work with lexical material, the requirements of each individual exercise, classes and classes become more complicated.

4. The principle of teaching phrases in connection with all types of speech activity.

The formation of productive and receptive lexical skills is carried out on the basis of a comprehensive organization of educational material for interconnected activities in all types of speech activity and aspects of speech. Such training takes into account the similarity and difference between the lexical skills of different types of speech activity and thus allows you to transfer similar, already formed lexical skills of operations from one type of speech activity to another.

5. The principle of taking into account the system properties of lexical units.

Lexical units are assimilated on the basis of the involvement of all types of emotions (visual, auditory, speech-environmental and motor) in the sum of their graphic, acoustic, semantic, structural properties and the possibilities of combining with other units. In addition, the factor of the presence and nature of difficulties in working on a word is taken into account, which determines the specifics of the process of mastering this word.

6. The principle of stylistic differentiation.

This principle ensures the organization of classes, taking into account the linguistic features of different styles of speech and different areas of communication, the refusal to study a certain neutral style of speech. Research is being carried out to study the features of the use of lexical units of colloquial, neutral and literary styles.

7. The principle of relying on the systematic organization of the internal lexicon.

According to this principle, work on lexical material is carried out using various graphic organizers. These organizers allow: 1) to realize the life experience and interests of students; 2) organizing the development of new units of vocabulary on the basis of semantic structures already formed in the mind of the individual; 3) visualize your thought processes and their results. logic, flexibility, independence of thinking. Graphic organizers are a way of simultaneously describing how lexical knowledge is organized in the internal lexicon and how it is used in understanding, remembering, and inferring.

8. The principle of relying on sociocultural knowledge.

Language reflects the results of human knowledge of the world. M. V. Pimeva stated

that each natural language «represents its own way of perceiving and comprehending the world. Conceptualization reflects a single system of views covering all aspects of being, including man as an integral part of being.» culture of people, their mentality and unique features of the worldview. Such knowledge is primarily reflected in units of different levels (from word to text) of the lexical system of the language. Particular attention should be paid to the socio-cultural component of the lexical material in order to teach students to adequately build their statements in communication with their native language and to act adequately in the culture of a foreign language.

9. The principle of a comprehensive solution of the main didactic and methodological problems.

In the process of learning vocabulary, the tasks of forming an active vocabulary, expanding the potential vocabulary and developing lexical expectations are interrelated. Achievement of the ultimate goal of learning occurs simultaneously with the achievement of general educational, educational and developmental learning goals.

10. The principle of pedagogical professionalization.

Taking into account the learning of students, the stages of the lesson and the types of speech activity (general didactic setting, oral speech activity, reading, writing and writing, commenting), taking into account their validity, frequency of use in the lesson, lexical units necessary for situations of pedagogical communication in language classes, enable input. based on student responses).

11. The principle of creative mastery of the vocabulary of a foreign language.

Creativity is defined as «the creative abilities of a person, manifested in thinking, emotions, communication and certain types of activity» [Zinchenko, 2004: 23]. Speech is characterized not by a simple repetition of learned language means, but by their constant and peculiar combination. This is a creative process in which the creative potential of the speaker is realized and developed.

In conclusion, it should be mentioned that the lexical material recommended for teaching vocabulary is creatively and intellectually processed by the student in accordance with a specific communicative task, and not as a way of encoding and transmitting information.

Literature:

1. Thornbury, Scott. Beyond the sentence: Introducing discourse analysis. Macmillan Education, 2005.
2. Nunan, D. 1989a. Designing Tasks for Communication in the classroom. University Press: United Kingdom.
3. Kinsella, K. (1993). Perceptual learning preferences survey. Oakland, CA: K. Kinsella, San Francisco State University and the Multifunctional Resource Center/Northern California
4. Agbatogun, A. O. (2014). Developing learners' second language communicative competence through active learning: clickers or communicative approach? Journal of Educational Technology & Society, 17(2), 251-269. (2016)
5. Akbari, Z. (2014). The role of grammar in second language reading comprehension: Iranian ESP context. Procedia-Social and Behavioral Sciences, 98, 122-126. 3. Al Alami, S. E. (2014).
6. Promoting Communicative Competence within EFL Contexts: A UAE Case Study. Journal of Language Teaching & Research, 5(6),1245-1255. (2015).
7. Assessing and Scoring Foreign Language Learners' Communicative Competence. Proceedings of SOCIOINT15-2nd International Conference on Education, Social Sciences and Humanities, 126-135. 5. Ampatuan, R. A. & San Jose, A. E. (2016).
8. Role Play As An Approach In Developing Students Communicative Competence. International Journal for Innovation Education and Research, 4(1),18-24.(2017).

РЕЗЮМЕ

Ушбу мақолада хорижий тилларни ўрганишда талабаларнинг лингвистик компетенциясини ривожлантириш учун замонавий технологиялардан фойдаланиш масалалари муҳокама қилинган.

В данной статье рассматривается использование современных технологий для развития лингвистической компетенции студентов при изучении иностранных языков.

In the given article the use of modern technologies for the development of linguistic competence of students in learning foreign languages is discussed.

INCREASING OF CULTURAL AWARENESS BY MEANS OF TEACHING FOREIGN LANGUAGE AT TECHNICAL INSTITUTIONS

Nullaev U.

teacher, "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers"

Natioanal Research University

Таянч сўзлар: тил ўргатиш; маданиятлараро мулоқот; маданий ўзига хослик; маданий хабардорлик; маданиятлараро компетенция; тил маданияти; таълим майдони.

Ключевые слова: обучение языку; межкультурное общение; культурная самоидентификация; культурная осведомленность; межкультурная компетентность; лингвокультура; познавательное пространство.

Key words: language teaching; cross-cultural communication; cultural self-identification; cultural awareness; cross-cultural competence; linguaculture; cognitive space.

Undoubtedly, it can be argued that intercultural communication is an important area in the modern multicultural world. Today we are witnessing unprecedented human mobility. There are 1 billion people on the move out of the 7 billion people on the planet. These are numerous tourists, participants in business meetings, scientific conferences and diplomatic missions, entrepreneurs, students, hired workers, leading specialists, contractors, internally displaced persons, refugees, migrants. The list can be continued indefinitely. English as the language of intercultural communication is called upon today to unite these groups of people. Today, linguists are bringing intercultural competence to the fore. Intercultural competence is a position in language teaching and learning that emphasizes the interdependence of language and culture and the importance of intercultural understanding as the goal of language education. It is this competence that allows and contributes to the preparedness of students for life in a multicultural world. The importance of developing intercultural communicative competence along with linguistic competence is the result of the modern requirements of the students themselves in acquiring intercultural skills for intercultural communication, in the process of which they can see the linguistic and cultural barrier. Intercultural competence training includes the development of a consumer of educational services with a critical cultural awareness, cultural outlook and behavior, as well as skills and attitudes to understand and successfully interact with people from other cultures, that is, to become a full-fledged participant in the intercultural arena, while remaining linguistically literate. Today, there is a need to move from the traditional position of teaching a foreign language to a cultural one in order to develop the language and intercultural competencies of students. Culture is a very complex phenomenon, a complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices and rituals. It is the way of life of the people who make up the cultural group, as well as the artifacts they produce, the institutions they create. Language and culture are inextricably linked. Language and culture are not separate units, they are comprehended simultaneously, supporting and developing each other.

Fig.1. Teaching and Learning for the development of cultural awareness