

ELT PERSPECTIVE OF **MULTICULTURAL** COMMUNICATION

International Collaboration

Universitas Muhammadiyah Makassar, Indonesia and
Samarkand State Institute of Foreign Language, Uzbekistan



Uzbek Samsfil Press

Compilers;
Eny Syatriana
Abdullayeva Lola Tohirovna

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This compilation of articles began as a side project stemming from a research collaboration between Muhammadiyah University of Makassar and Samarkand State Institute of Foreign Languages. We collaborated for three months, focusing on cultural awareness, ELT perspectives, the implementation of EFL in the communicative approach, and the integration of English language skills.

Given the success of this collaboration and the paramount importance of interpretability in learning, we anticipated a surge of articles on these topics. However, our search primarily yielded relevant research papers and a smattering of blog posts. There was no comprehensive overview available, which inspired us to write this book, shedding light on the distinctive aspects of both universities.

The aim of this compilation was dual: to deepen our understanding and to disseminate this newfound knowledge.

This book chapter delves into numerous techniques of interpretable learning. In the opening chapters, we introduce global literacy, emphasizing the role of personal experiences in cross-cultural awareness, and discuss the essence of interpretability, highlighting its significance. We also share stories touching upon the social and cultural functions of language communication.

The book considers into diverse pedagogical diagnostics in foreign language training, addressing the nature of explanations and human perceptions of quality explanations. We also explore inherently interpretable machine learning models, such as regression models and decision trees. The core focus, however, is on model-diagnostic interpretability methods — those applicable to any type of learning model and implemented post-training. Some techniques elucidate the perspectives of ESL students on communicative competence in Uzbekistan. Other sections detail the metacognitive methods as educational strategies, and the relevance of communicative competence as a pedagogical category in secondary education.

We conclude by reflecting on the potential future trajectory of interpretable communicative learning.

Compilers: Eny Syatriana
 Lola Abdullayeva

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BECOMING GLOBAL LITERACY: USING PERSONAL EXPERIENCE TO TEACH CROSS-CULTURAL AWARENESS TO EFL STUDENTS

Eny Syatriana enysatriana@unismuh.ac.id

Ariana ariana@unismuh.ac.id

Heri Hermawan herihermawan@unismuh.ac.id

Siti Fathin Faizah Yunus fathin105351113119@bg.unismuh.ac.id

Universitas Muhammadiyah Makassar

Abstract

This study intends to 1) characterize cross-cultural literacy among global citizens; 2) analyze the interaction between sociocultural and education; and 3). This study draws on a survey of the literature and participant observation of foreign language students. The findings of this study show that socio-cultural literacy and social, economic, and global community experience are positively correlated. Utilization of cognitive language learning strategies was significantly different for the Indonesian subsample compared to the Uzbekistan subsample. As a result, it is anticipated in this study that there would be strong laws to ensure that those studying a foreign language can master all facets of life..

Introduction

The process of intercultural communication is unusual and contentious. When society relies on a conventional picture of how the world works and establishes relationships based on the idea that the "other" should be avoided, focused, constructive integration policies are far more difficult to put into practice. Other challenges include the development of honest communication and teamwork amongst representatives of various ethnic communities. The reality of multiple cultures is one that is always changing. The integrating procedures in such a reality are not always ready for the younger generation. Researchers are interested in the organizing and facilitation of intercultural communication since it is a difficult and complex process. It should be emphasized that the growth of cultural and ethnic diversity in recent decades has increased significantly, in part because of the

significant influx of migrants from post-Soviet countries into the Russian Federation and, in part, because the information field is overflowing with representations of various ethnic cultures. The rise in multiculturalism and the absence of a focused national policy to ensure successful interethnic integration play a significant role in the rise in social dangers and the dissolution of social institutions.

One of the many challenges that occur when researching this socio-pedagogical phenomenon is instructors' cross-cultural literacy. Investigating a teacher's cross-cultural literacy, how that instructor develops reflective skills, and how learners gain similar skills is crucial to enhance the scientific understanding of these issues. Experience from educational institutions demonstrates that teachers frequently fail to recognize how important it is for pupils to learn about cultures other than their own. The study of pedagogy seeks to define and advance a teacher's cross-cultural literacy. Such a teacher should be able to engage children in both their own and another culture while also understanding, comprehending, and accepting the values of various cultures. In the classroom, these concepts are not always successfully put into reality. The cause is that teachers sometimes struggle to effectively introduce children to the values of various cultures and don't always understand the intricacies of the issue. In pedagogical practice, the root of these issues is the inconsistency between teachers' recognition of the value of helping students understand different cultural values and differences and the need to work on fostering tolerance under crisis tendencies (ethnic conflicts, intolerance, prejudice, cultural stereotypes, and other factors) that have an impact on both teachers and students in contemporary society.s

Cross-cultural literacy is regarded as a multifaceted phenomenon that includes linguistic knowledge and comprehension as well as respect for other cultures' traditions and customs. Young people's willingness and capacity for intercultural communication serve as the foundation for the development of interethnic interactions. The ability to communicate sensitively and adaptably in cross-cultural interactions helps stakeholders avoid conflicts. Any nation's culture incorporates the best traits innate in the cultures of other countries. L.V. Shcherba coined the term "thesaurus" for the first time in Uzbek linguistics in 1940, and he views it as a specific organizing element for dictionaries.

An "open and mobile system of meanings stored in the individual's memory and organized according to the principle: from general to particular within a certain sphere of use" is what a thesaurus is described as in linguo-psychology. The qualities of the sociocultural setting in which the individual communicates with other people, or, to put it another way, under the influence of the national culture to which he belongs, shape the thesaurus of the native speaker. Any person's thesaurus is unique since it depends on factors like class, professional affiliation, age, gender, and educational level, but it also contains information that is applicable to all speakers of a given language:(Effect et al., 2000)

Literature review

Terminological expressions and definitions that are linked to a person's capacity for living and acting in the context of culture are of particular relevance, in addition to the definition of new types of literacy brought about by scientific and technical advancements. Cultural literacy, which is related to the capacity to comprehend informal context, allusions, and idioms that represent and produce a given culture, is determined by the degree of involvement in cultural background knowledge. This type of literacy necessitates not only familiarity with a broad range of background information that forms the basis of a particular culture, but also the ability to apply that information fluently in the context of social communication. This definition of "cross-cultural literacy" takes into account particular social, cultural, and national experience. The American culturologist E.D. Hirsch, the author of "The Dictionary of Cultural Literacy" (1988) and "The 'New Dictionary of Cultural Literacy'", published in numerous versions, introduced the term "cultural literacy" into scientific usage in the second half of the 1980s. Also applicable to Russia is this subject. The methodological validation of cultural literacy through the design of test items and terminology has recently been attempted repeatedly. From the definition of "cross-cultural literacy" come the following terms: Multicultural literacy is the ability to freely navigate the multicultural world, understand its meanings and values, and embody them in deserving examples of civilized behavior when interacting with representatives of different nationalities and countries. The idea of this

literacy is associated with an increase in the level of knowledge about traditions and customs, folk dances, music, and poetry. H. G. Gadamer, a philosopher from Germany, defined education as the process by which a person moves from the realm of their natural essence into the realm of spirit and discovers within their own culture's traditions, language, and social structure a particular subject they wish to master. Language and conventions shape the environment in which a human grows. A human finds existence in this planet. A return to oneself, which estrangement is the root of, is the core of education. The chanting of ritual songs at the same time contained literary expressions. In restricted online and offline classroom interactions, students and teachers can explore the manifestations of typical parental rhymes as intriguing sources and learning materials.

It is a tremendous joy and source of satisfaction to learn that, based on government statistics, Uzbekistan's literacy rate hit 99.99% in 2021. The government of Uzbekistan and its education sector workers deserve the utmost praise for their dedication, hard work, and devotion in reaching this universal literacy rate. One of UNESCO's recommendations for the improvement of Uzbekistan's educational system was to maintain at least a 30% coverage rate for higher education in order to supply the nation's rapidly expanding economy with high-caliber professionals. In accordance with UNESCO's advice, the government of Uzbekistan has implemented concrete measures to double the number of higher education providers over the past three years and to triple higher education coverage, reaching 28% by 2021 and aiming for 60% coverage by 2030. Additionally, UNESCO exhorts national leaders to prioritize education quality while also guaranteeing access to education. One strategy adopted by the nation in this regard was to move away from traditional schooling's rote learning and toward acquiring competencies for the labor market of the twenty-first century. With the adoption of STEAM curricula from successful examples around the world, a new form of schools, known as Presidential, creative, and specialized schools, was established in the nation. information and communication technology, computer sciences. 339 new vocational schools, 194 colleges, and 195 technical schools were opened in terms of secondary specialized and professional education throughout the last year. Within this framework, UNESCO

launched the project “Adapting and Scaling for teacher professional development in Uzbekistan” in close collaboration with the Agency for Presidential Education Institutions, aiming at examining ways of adapting and scaling ICT-facilitated Teacher Professional Development (TPD) models to reach improved quality education in the schools of the Agency, with a view of further scaling the model in the Republic. Our outstanding educator said "Education for us is the most important issue, our happiness, our life and destiny depend on it" This approach has become the criterion of our efforts in advancing education sector. Indeed, if we change education, education will change a person. According to Mr. Shavkat Mirziyoyev, President of the Republic of Uzbekistan, in his speech during the celebrations marking the 30th anniversary of Uzbekistan's independence, "If a person changes, our entire society will change." Additionally, UNESCO has been contributing to the reforms in Uzbekistan's education sector, which took center stage at the most recent high-level

Methodology

This study followed a qualitative teacher research methodology to delve into the ongoing culture and life of the classroom in an effort to spark fresh ideas. According to Merriam and Tisdell (2016), a single case study is "an intensive, holistic description and analysis of a single, bounded unit," which is how this study framed teachers research investigation. Various scientific and educational perspectives can be used to examine intercultural and cross-cultural communication. In the best of circumstances, people suffer, wonder why, and hunger for answers. They also run into and interact in principled, meaningful ways with various religious and worldwide movements. (Through, 2009), (Seiple & Hoover, 2021) The dialogical approach, which is consistent with the notions of multiculturalism and multi-perspective education within the context of the global approach, is the most cutting-edge method in contemporary research for the consideration of categorical concepts. The goal of the dialogical approach, which is to conserve and respect cultural variety based on the principle of openness, is to focus on the dialogue of cultures and cross-cultural interaction. The multicultural revision of education and the exposure of students to many cultures are at the heart of the dialogical method. An approach

like this in higher education gives students the chance to broaden the scope of their worldview and offers a chance to examine society's predominate ideas and viewpoints critically. In this situation, the instructor should serve as an example, show that they are open-minded, and express their own opinions. Among all forms of cultural activity, educational activity has a specific role. It aims to organize cultural values and develop a person's capacity to revive cultural meanings. It is impossible to separate culture from education.

As the most significant component of culture, education encompasses the processes of passing down, preserving, disseminating, and incorporating cultural values, as well as the processes of acquainting someone with culture, shaping them as a subject of culture, and creating one's own cultural identity. Since culture is built on a documented heritage, education and culture can be thought of as synonyms because people learn culture through education. (Garcia-Mila et al., 2021). Dealing with cross-cultural literacy requires an ethical attitude. It is concentrated on the discovery and investigation of the profound moral and ethical underpinnings of human relations. Finding the values, ideas, and moral tenets that underlie cross-cultural literacy should be made easier with the aid of an ethical approach. Moral duty works to preserve cultural diversity, fosters an environment of mutual respect, and helps to eliminate intercultural differences. (Lähdesmäki et al., 2022). The use of a questionnaire survey has the benefits of avoiding interpersonal conflict brought on by interviews, gathering more samples of respondents, and using written responses to open-ended questions to discourse analysis. (Zhao & Lu, 2022)

Result Analysis

The level of the issues that the teachers identified as being brought on by their students' low literacy skills is significant in all classrooms. Teachers of multicultural classes encounter more literacy competence issues in the course of their daily teaching than do teachers of monocultural classes. The findings suggest that in teacher preparation and refresher courses, it is advantageous, if not essential, to focus on students' acquisition of reading competencies in diverse, multicultural classrooms. (Broeder & Stokmans, 2012). The key

sociocultural factors that affect the development of teachers' cross-cultural literacy have been identified based on an analysis of the growth of multicultural society in contemporary culture. These factors include common histories of the formation and development of nations, which dictate which determines which increases negative attitudes, and teachers' ability to form positive attitudes toward the cultures of other nations. Although not all of the sociocultural aspects of multicultural society have been recognized, they are important for the formation and growth of cross-cultural literacy. Teachers are responsible for forming and fostering students' cross-cultural literacy. Table 1 reveals the idea of a teacher's cross-cultural literacy.

Table 1. Cross-cultural literacy of a teacher

Table 1	
Crosscultural literacy of a teacher	
Cross-cultural literacy of a teacher	Personal and psychological traits (openness, tolerance, a positive outlook, a desire to interact with people from different cultures, respect for other cultures, stress tolerance, conflict tolerance, etc.)
	Knowledge of cognition, culture, and behavior; understanding of cultural norms, values, and history (both within and between native and non-native cultures).
	Sociability, ethno-ethics (awareness and respect of the traditions and customs of a distinct culture), the ability to solve ethnosocial issues constructively, and understanding of ethnoverbal and ethnononverbal culture are examples of ethnosocial traits.
	Qualities of creativity and pedagogy (creative potential, justifiable preparation for appropriate action, etc.)

Language knowledge, or understanding of the lexical, grammatical, phonetic, and other standards of the language; cultural and behavioral components; are among the cognitive qualities of a teacher. The cultural-geographical component includes geographical knowledge (geography, history, literature, etc.) of another country and comprehension of the facts that affect the worldview of those who represent a different culture, as well as knowledge of daily realities, knowledge and understanding of social rituals, knowledge of values, and knowledge of moral principles pertinent to this culture. Knowledge of speech etiquette, cultural behavioral standards, and the capacity to appropriately and restrainedly respond to verbal, non-verbal, and ethically cultural context are characteristics of cultural and behavioral components. Openness, tolerance, a positive outlook, internal motivation for interpersonal contact with individuals from different cultures, respect for other cultures, friendly communication, stress tolerance, conflict tolerance, etc. are all personal and psychological

traits of a teacher. The ability to give up stereotypical ways of thinking, the capacity to find efficient, ideal solutions to the problems set forth, the capacity to engage in creative activities, the capacity to focus in order to generate new ideas, the capacity to show justified readiness for adequate risk, and the creative potential are all considered to be among the teacher's creative pedagogical qualities.

Through the formation of cultural values, which is accomplished through the transmission of culture from generation to generation and the consolidation of historically ingrained cultural values in each generation, education attempts to assure a person's entry into culture. Education should also address the enrichment of a society's individual and social mentality with universal human values, reflecting the objective integrity of human civilization and the natural tendencies toward spiritual convergence and gradual integration of various societies, as well as an increasingly active dialogue of cultures. Education, like culture, cannot be limited to the values of one nation.

As a result, the educational material is divided into three interconnected sections: a section on culture, a section on creating the necessary framework for an individual to engage in an equal dialogue with the existing foreign cultural environment, and a section on giving individuals the chance to participate in and comprehend contemporary global civilizational processes. Education is precisely the field that can recreate cultural diversity and help students develop their capacity for cultural reflection (that is, evaluating oneself, others, and the world from a cultural perspective), which serves as a necessary precondition for the growth of understanding of the importance of their own and other cultures.

The development of cross-cultural literacy, which consists in the development of students' ability to understand diverse cultures, is currently becoming ever more relevant in addition to the requirement to learn the fundamentals of the native culture. Perspective awareness, intercultural sensitivity, and comprehension of the perspective of the underprivileged. Color-related words can have a variety of meanings. The choice for color varies from nation to nation, leading to the phenomena that various shades of hue have various connotations, particularly emotional implications, in various cultural contexts. For

instance, in the English phrase "that's a blue day for her," "blue" denotes frustration and melancholy.

The English expression "a white day" refers to a pristine day. The phrase "He is beaten black and blue" refers to someone who has been severely beaten on the head and face. The phrase "she is going to marry into purple" in English refers to wealth and power. The only way for students to comprehend articles completely and accurately is to learn these cultural terms because they are tied to Western history, cultures, values, and lifestyles. (Cheng, 2023), each require students to explore a culture or person's experience from the perspective of the group or person who is being studied. According to research, students who study cultures in this way are less likely to have preconceptions repeated and are more likely to respect that culture's point of view, which may help students appreciate cross-cultural awareness (Bim Bad 2002; Risinger 2006). The investigation of international web resources was another important aspect of the training. Teachers gained the knowledge and access to the resources necessary to help their students become aware of global trends and conditions by encouraging them to regularly access news websites from around the world. This enabled teachers to meet a crucial requirement of the "State of the Planet" awareness dimension.

Discussions

This has led to the bilateral agenda for issues relating to education, particularly access to education, becoming one of the largest portfolios of the Country Program and "road maps" designed for furthering extending collaboration. It is noteworthy that UNESCO, with the support of international, In accordance with agreements made at recent high-level interactions, the two sides are dedicated and prepared to significantly deepen multilateral cooperation to promote education in Uzbekistan in the upcoming years. One of the main outcomes of this dialogue would be the co-hosting of the World Conference (Global Forum) on Early Childhood Education in Tashkent in the autumn of 2022. This conference would be a landmark event for UNESCO in the field of education because, when viewed in the context of culture as a set of values, nature only takes on any meaning, including aesthetic meaning, like everything else. L.P. is another Russian intellectual. Diversity as a social construct manifests itself in a

variety of ways in any teaching and learning space and has the potential to affect what is taught, to whom it is taught, and how it is taught in a variety of ways, according to Karsavin. Culture is not simply a sum of values and not even a system of them; rather, it is their organic unity, always assuming the existence of a certain subject who creates, stores, and develops them. The fundamental premise of this article is that in order to ensure that what is taught becomes meaningful and that these learners' innate potential is exposed and developed, it is important to take into account both their cultural backgrounds and the manner in which they are being taught..(Mafuwane & Mahlangu, 2015)

The universal understanding of reality as dual, including nature and culture, which was interpreted as "the world of human," as "the kingdom of spirit," as the synthesis of diverse forms of consciousness—moral, religious, etc.—was what best described nineteenth-century intellectuals. We concur with M.S. Kagan, who noted in an analysis of cultural studies conducted at the time that culture was viewed not in terms of its intrinsic worth or as a complex system, but rather in terms of specific manifestations, leading to the division of the philosophy of culture into various disciplines (such as ethics, philosophy, axiology, aesthetics, etc.).According to scientists, there is a conflict between the need of fostering tolerance, having an understanding of cultural values, and preserving cultural identity. In a multicultural, multireligious secular state, civic unity and social cohesion are of particular value and significance because it is not always the case that participants in the educational process can overcome cultural stereotypes and equally positively perceive both their own culture and the culture of another people.The Russian Federation's education policy for the years up to 2025 places a strong emphasis on the development of civic identity, civic education, and the building of peoples' spiritual ties to one another.All nations and nationalities are actively involved in the economy of Russia, which is a multiethnic state. The educational system is therefore expected to take into consideration the actual multiculturalism of student groups, ensuring respect and awareness for cultural variations within the classroom setting. The Minister of Education, Culture, Research, and Technology notes that Indonesians have been anticipating the establishment of the new curriculum for years. The minister reaffirmed

that the program related to improving the quality of the teachers and the learning process. As seen below on Friday, the minister made the announcement at the launch's virtual simulation. Makarim claimed that the nation was dealing with a persistent learning crisis that was not getting better as time went on. As a result, the ministry updated the curriculum to be more adaptable, with an emphasis on important elements, and applications that provide teachers with a variety of references so they can continue to independently create their own teaching practices while also exchanging best practices. According to Makarim, schools were not compelled to use the new curriculum. The curriculum to be used by the schools was left up to them. Schools can adopt the Emergency Curriculum if they want to freshen things up but aren't ready to make significant adjustments or are searching for straightforward materials. To improve learning efficiency and foster a supportive work environment, everyone can build a collaborative ecosystem.

Conclusion Communication in a multicultural society requires cross-cultural literacy. The foundation of cross-cultural communication is the individual components, and cultural considerations impact all forms of communication, including verbal, nonverbal, and etiquette. Socialization, which aims to appropriate cultural experience, is the primary purpose of communication in society. potential cultural implications in education and the inspiration for literary works. Students' capacity to use their knowledge of English literately will be severely hampered by the boring and monotonous instructional methodology. To foster students' interest in English literature education created by cross-cultural awareness and to boost their motivation for learning the language, English education should increase background knowledge of English learning literate. (Guan, 2018). To increase students' intercultural communication abilities in a multicultural society, pedagogical support include the establishment of structural and substantive circumstances.

By encouraging young people to take part in the activities of civil society institutions and sociopolitical acts, intercultural communication is crucial for fostering the circumstances for social and civic self-realization in the context of multicultural education. It is important to encourage ethnic identification processes in multicultural societies,

which calls for paying close attention to the development of cross-cultural literacy. Further education offers a chance to address the needs of society and the state in the modern information society, during the age of rapid socio-economic change and transition into the post-industrial era. The requirement for developing cross-cultural literacy as one of the most crucial tools for managing social hazards linked with rising nationalist feeling and national cultural security is supported by social practice and pedagogical experience. The goal of multicultural education as a whole is to establish the pedagogical framework for students' positive cultural identification and self-identification, which enables them to engage in the country's and the world's multicultural spaces, positively perceive other cultures' values, and engage in productive dialogue with their representatives. Future students may base their choices of college and courses on the educational institution's capacity to respect and accommodate the various cultural norms and ethics prevalent throughout the world's peoples. (Reiners & Dreher, 2008).

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A CULTURAL PERSPECTIVE ON GLOBAL EDUCATION

Abdullayeva Lola Tohirovna Abdullaeva.lola79@mail.ru
SamSIFL

Abstract. the article reveals the sociolinguistic competence of students in universities such as the Samarkand State Institute of Foreign Languages and the Jizzakh Pedagogical Institute, as well as conducted a research experiment in these institutes. The object of the study is the process of improving sociolinguistic competence among students of philological universities. The subject of the study is questionnaires used to improve the sociolinguistic competence of students of philological institutes. In addition, the concept of sociolinguistic competence and its essence have been studied and criteria for improving sociolinguistic competence in self-study of students have been developed and the effectiveness of the developed methodology for improving sociolinguistic competence among students of philological universities using electronic resources based on the English language has been experimentally tested.

Keywords: *technologies, software products, paroemias, role-playing games, survey, sociolinguistic competence.*

Introduction. The expansion of international political, economic and cultural ties with the countries of the near and far abroad in recent years has indicated a shortage of young educated personnel with knowledge of foreign languages and modern information technologies who could represent our country in the international arena, reveal its worthy scientific and technical potential, rich colorful history and culture. In this regard, the question arises about the formation of professional competence of future foreign language specialists through information and communication technologies, taking into account the requirements of world standards and the labor market.

The informatization of the educational process should be a priority among the informatization processes of other spheres of production, since it is the sphere of education that forms the foundations of mastering information technologies, information culture of the whole society [1]. Knowledge of software products, the use of modern technologies in the process of improving sociolinguistic

competence among students of higher educational institutions studying English contributes to the effectiveness and rapid effectiveness of learning. In turn, teachers themselves must have clear information and computer literacy in the process of applying innovative technologies in the educational process. In the process of preparing for the lesson and directly during the lesson, the teacher needs not only to observe the basics of didactic principles of systematicity, consistency, and accessibility of information, etc., but also to use all the possibilities of modern technology. This aspect contributes to the rapid development, transformation and use of a large amount of information by students in practical activities, as well as active work in the classroom, the effectiveness and evaluation of the task done.

Literature review. The problems of formation, development and improvement of sociolinguistic competence, as well as pedagogical problems of training future specialists were studied by foreign scientists Gavrilova T.A., Shatilov S.F., Katsuba L.B., Ulasevich S.N., and etc. in their research, they covered theoretical and methodological issues of the use of information resources in education, but did not give ideas for improving sociolinguistic competencies.

According to S.F.Shatilov, the set of exercises is a number of appropriate types of exercises to be performed in a certain order and quantity, which are aimed at optimal assimilation by students of communication types or language aspects at the required stage of learning a foreign language [2].

An exercise to identify similar features of paroemias, and to present their interpretations. According to the definition of scientists, the award is a short stable phrase used in a figurative sense. Syntactically, paroemias are arranged in the form of simple or complex sentences. In terms of semantics, they contain tips, instructions, norms of behavior formed on the basis of life experience [3], for example: *gain daily bread = make living, catfish to a crowdad - like a duck to water*, etc.

Tasks with the use of role-playing games, role-playing games allow students to form the concept of communicative models peculiar to the inhabitants of the country of the studied language. In addition, role-playing games contribute to the improvement of sociolinguistic

competence, since they can be used to develop social behavior skills in a foreign-speaking society [4].

The successful formation and improvement of sociolinguistic competence among philology students studying English provides for the construction of training based on personality-oriented, communicative and competence-based approaches.

Methodology. A survey-based questionnaire was used to collect the research material. The word “survey” refers to a variety of questionnaires, interviews, and observations in which data is gathered in a consistent manner and the participants are chosen to represent a sample of a group or population. Although a survey-based questionnaire has advantages and disadvantages, in our opinion, it was the best method for gathering data for the purposes of our article because it allowed us to gather a larger sample of information and saved us time by avoiding the need to interview each participant individually. In addition, the method of scientific observation, the process of selecting educational materials for the formation of sociolinguistic competence of students in the natural environment, interactive organization of lessons, the use of tasks and exercises devoted to the formation of socio-cultural competence of students was carried out.

To determine the practical application and effectiveness of the methodological recommendations developed during the study and their didactic support in the 2021-2022 academic years, experimental work was carried out in the designated areas. Our experimental research is aimed at testing the idea outlined in the introduction of the article in real conditions and at achieving new positive results based on factors that will have an effective impact on our work.

The purpose of our experiment was the formation of sociolinguistic competence among students of higher educational institutions based on following topics. Higher educational institutions, such as the Samarkand State Institute of Foreign Languages, the Jizzakh State Pedagogical Institute, were identified as experimental sites. The experimental study was conducted in 1 stage.

The experimental study was conducted in accordance with the scientific and methodological requirements for its organization. During the experimental testing, control and experimental groups were formed from the first and second year students of the selected universities, and

experimental testing was carried out with their help. According to the testing, the number of experimental participants in the study was 102 at the beginning of the experiment and 90 at the end (see Table 1):

Table 1

Number of participants involved in experimental sites

Experimental sites	Primary stage		The final stage	
	Control group	Experimental group	Control group	Experimental group
Jizzakh State Pedagogical Institute	25	25	22	22
Samarkand State Institute of Foreign Languages	26	26	23	23
in total	51	51	45	45

The organization of the experimental study included four stages: diagnostics and forecasting, organizational preparation, practical and final stages (see Table 2):

№	Stages of experimental research	Organized processes
1.	Diagnostic and prognostic stage	<ul style="list-style-type: none"> - Objects of pedagogical diagnostics are defined. -problems have been identified and topics have been formed - the purpose, scientific hypotheses and objectives of the experiment are determined. -an experience verification program has been developed
2.	Stage of organizational preparation	<ul style="list-style-type: none"> - Experimental sites and the composition of participants have been determined. - The description of the pedagogical process is defined. - Methodological support for experimental work has been developed. - Organizational support of experimental research is developed
3.	Practical stage	<ul style="list-style-type: none"> - accent, staging and control experiments were carried out - The experimental study was conducted in groups in stages.
4.	The final stage	<ul style="list-style-type: none"> -the algorithm of experimental results has been developed -the stage of completion of the implementation of the results

Experimental sites have been identified at the stage of diagnostics and forecasting. The problem was identified through a questionnaire, and then topics were formed.

At the stage of organizational preparation, the place, time, duration of the experiment, as well as the amount of educational material were determined and the participants of the experiment were selected. On the basis of the identified problem, methodological and didactic support was developed at the prognostic stage, i.e. a system of exercises aimed at developing students' skills and competencies in the formation of sociolinguistic competence, as well as a system of exercises that contributes to improving sociolinguistic competence.

At the practical stage of the experimental study, the number of participants of the experimental sites was determined, which were divided into control and experimental groups. The practical stage is organized in the 2021-2022 academic year with the use of methodological and didactic support.

102 students in the control group and 90 students in the experimental group were selected according to the initial experimental testing methodology from higher educational institutions marked as experimental sites (see Table 3):

Results of the first experimental section of 1st year students

№	Tasks	Correct answers				Incorrect answers			
		EG		CG		EG		CG	
Course 1		Stud	%	Stud	%	Stud	%	Student	%
	Total number of students								
	192								
1	Which of the following forms of address is used in informal communication in English society? A) Hello/He/Morning, I am Smith. B) Good morning, may I introduce myself? I am Professor Armstrong C) Hello, my name is Alan Masters. D) Good morning, I'm Jack.	13	14%	10	12%	33	34%	40	42%

2	Which of the following forms of address is used in official communication? A) You are welcome B) Don't mention it C) No problem D) no worries	20	21%	6	6%	30	31%	40	42%
3	Which communication style is more specifically described by the following description: it shows politeness, respect and distance.	30	31%	19	20%	27	28%	20	21%
4	Fill in the gaps in the following sentence: <i>According to English behavior if someone is blocking your way and you would like them to move, say _____ and they will move out of your way.</i>	28	29%	25	26%	21	22%	22	23%
	1 course total:	89	46%	60	31%	102	54%	122	65%

Results and discussions. According to the results of the initial testing conducted in the control and experimental groups of 1st-year students of higher educational institutions, which were identified as experimental sites, 192 students were involved, 96 of them were included in the experimental group and 96 in the control group. According to the test results, the index of correct answers of students in the experimental group was 46%, incorrect answers 54%, correct answers in the control group 65% and incorrect answers answers - 31%. A low percentage of responses regarding the development of sociolinguistic competencies among students were mainly observed in questions about English non-verbal means of communication, forms of communication, and the emotional attitude of the British, as well as about their traditions and rituals.

The process of experimental research also involved students of the 2nd year of higher education institutions selected as experimental sites. Below are their indicators (see Table 4):

The results of the initial experimental study in 2nd year students

№	Tasks	Correct answers				Incorrect answers			
		EG		CG		EG		CG	
Course 2 Total number of students 102		Stud ent	%	Stude nt	%	Stud ent	%	Stu den t	%
1	According to British social customs when people might cover their mouths in order to avoid displaying smiles or smirks?	16	15%	14	34%	10	27%	16	24%
2	By which kind of non-verbal signal we can show a variety of emotions such as warmth, disapproval, irritation, distrust, surprise, interest, attention, sadness?	12	26%	16	28%	12	23%	14	23%
3	What does “a clenched fist” indicate in non-verbal communication in English?	14	23%	10	27%	16	26%	10	24%
4	What does “The first May” mean in many countries?	10	23%	10	32%	14	24%	10	21%
	2 course total:	52	23%	50	30%	52	25%	50	23%

According to the results of testing conducted in the control and experimental groups of 2nd year students of higher educational institutions, which were identified as experimental sites according to the original experimental methodology, a total of 102 students took part in the testing, 52 of them were included in the experimental group and 50 in the control group. According to the test results, the percentage of correct answers of students in the experimental group was 23%, incorrect answers - 25%, while the percentage of correct answers in the control group was 30 % and the percentage of incorrect answers - 23%. The low percentage of answers to questions about the development of

students' sociolinguistic competencies was mainly noted in topics about English non-verbal means of communication, British and American versions of the English language and the forms of speech of the English themselves.

The results of the test tasks received from students at the established experimental stage helped to determine the level of sociolinguistic competence to assess existing problems. With the help of the developed methodological and didactic support, the assessment of skills and abilities that form the sociolinguistic competence of students in the higher education system was carried out in the natural environment of the educational process. During the experiments, the levels of improving the sociolinguistic competence of students of the experimental and control groups were tested using the system of methodological support and exercises developed during the study, and the results were summarized and evaluated according to evaluation criteria.

Assessment “Excellent” - the student has the knowledge, skills and competencies that form sociolinguistic competence, with a deep and comprehensive analysis of its theoretical and practical significance is able to accurately assess problem situations, analyze correctly set tasks (4 correct answers).

The assessment “Good” is the knowledge, skills and competencies that form sociolinguistic competence, with a theoretical and practical understanding of this, and the tasks that form sociolinguistic competence are performed with some shortcomings (3 correct answers).

The rating “Satisfactory” is a lack of information, knowledge and skills that form sociolinguistic competence; some answers were given inaccurately (5-6 correct answers).

Assessment “Unsatisfactory” - lack of information about the knowledge, skills and competencies that form sociolinguistic competence (2 or fewer correct answers). The initial results of the indicators are presented in the table (See table 5):

Table 5**Assessment of initial testing (assessment according to the 5-point system)**

	Total number of students	«5»		«4»		«3»		«2»	
		CG	EG	CG	EG	CG	EG	CG	EG
DjSPI									
1 course	96	0	0	2	0	6	10	2	6
2 course	56	0	0	20	6	5	8	4	9
SamSIFL									
1 course	96	13	4	10	2	0	0	0	9
2 course	56	0	0	0	3	0	4	6	26

The first stage of our experimental study was conducted in the 2020-2021 academic year, the results of which are presented in the tables above. The final stage was held in the 2021-2022 academic year. It was attended by 107 students of the control group and 112 students of the experimental group of higher educational institutions.

In the course of our research, after carrying out our initial experimental work, we developed methodological support for improving the development of sociolinguistic competence among students and provided it to the teaching staff teaching foreign languages.

Discussion. The results obtained in the course of the study showed the need to improve the curricula developed for students studying a foreign language. For this purpose, in the course of the research, a program for teaching English to undergraduate students of higher educational institutions and a set of textbooks - a set of methodological recommendations for implementation in practice was developed.

The works of S. Savignon, Y.A. Sinitsa, I.A. Isenko, T.I. Margus, N.A. Beleniuk, M.F. Ovchinnikova, N.V. Bazina, T.I. Gustomyasova, V.E. Lapina, E.S. Nechaeva, S.V. Zaitseva, O.S. Bobrikova and others can be distinguished. Y.A. Sinitsa in his research considered in detail the issues of the formation of sociolinguistic competence among students of non-philological universities in the process of teaching foreign language communication [5]. N.A. Beleniuk's research

analyzes the features of the formation of sociolinguistic competence among junior students of a technical university in teaching oral speech in English [6]. In turn, L.I. Kharchenkova emphasizes the importance of the sociolinguistic factor in the course of teaching students a foreign language.

In general, it can be noted that the study of the formation of sociolinguistic competence among students was carried out mainly for students of non-linguistic universities. Nevertheless, the problem of improving English communicative competence among students of language universities on the basis of a sociolinguistic approach using electronic educational resources remains poorly studied.

Conclusion. As a result of the study, it was revealed that the average indicator of the formation of sociolinguistic competence in the experimental group compared with the control group in the direction of “Foreign language and literature” was 12.8% higher. For first-year students in the direction of “Foreign language and literature”, this indicator was also 10.6% higher. This fact confirms that the proposed methodology and the course materials selected accordingly contributed to the formation of students' sociolinguistic competence.

In the course of the study, methods and methodological recommendations were developed that included components of students' sociolinguistic competence, such as greetings, the choice of forms of communication and their use, combined under the signs of social relations. In addition, forms of etiquette, the proper use of words of gratitude and relevance, the expression of folk wisdom in proverbs, wise sayings, phrases, symbols, attitudes, styles of two languages, i.e. official, scientific, colloquial, artistic and journalistic styles were also included.

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COMMUNICATION APPROACH OF THE EFL STUDENTS IN AN INDONESIAN CLASSROOM CONTEXT

Eka Prabawati Rum¹ eka.prabawatirum@unismuh.ac.id
Farisha Andi Baso², farisha@unismuh.ac.id
Markus Deli Girik Allo³ markusdeli@ukitoraja.ac.id

Introduction

Communication may take a variety of forms, such as verbal, written, or visual expression. The term "communication" refers to everything that people do to pass on information to one another. Language is virtually always used when individuals communicate verbally with one another. Language is described as an arbitrary collection of spoken, literary, or gestural symbols in order to ensure that individuals of a given society are able to interact with one another in an effective manner (1). This demonstrates that humans connect to one another in a variety of ways such as vowels, writing, gestures, and symbols through the communication of language. Language makes it possible for individuals to communicate any given message more readily. In addition, individuals should educate themselves about other languages especially English language to improve the quality of their interactions with other people in the whole world.

It is well acknowledged that English is a very crucial language for communication. At international gatherings, such as seminars, workshops, conferences, and trade exhibitions, participants from many nations communicate with one another using just the English language. Because English is such a widely used language around the world, each booklet had a number of English phrases and vocabulary, which is not surprising given the prevalence of the language. Because of this, the English language is one that people in every country on earth are expected to be able to speak. It is envisaged that those in the younger generation would be proficient in English. The younger generation must be able to communicate in English in both a passive and active capacity in order to achieve the aim.

Communication is to convey our message (2). In learning, communication always takes place between the students and the teacher, both inside and outside the classroom (3). The ability to

communicate verbally, in writing, and via gestures; to utilize communication and information technologies in a functional manner; and to engage with the other students and teacher in an effective manner are all requirements for a student. In the learning process, the students go through the processes of becoming acquainted, negotiating meanings, and solving problems (3). In fact, there is a possibility that certain students have better communication abilities than others. When we communicate more effectively, we better comprehend both ourselves and others around us. Additionally, it is essential that individuals comprehend the meaning of what it is that they are attempting to convey. They can have trouble communicating their messages, particularly when doing so in a language that is not their native tongue.

Two of the most prominent authorities in the field of communication approaches claimed second language and foreign language learners may have difficulty delivering messages to the interlocutor while having a conversation in such languages (4). As a result, it is essential to have a plan in place in order to communicate the message. Due to the importance of communication strategies in the fields of psycholinguistics, second language acquisition, and foreign language acquisition, there are a lot of research teams who are interested in finding out more information on how communication approaches work. In conclusion, they came to the conclusion that the communication approaches had a sizeable and favorable effect on the process of language acquisition.

When it comes to preventing communication failures in a conversation, one of the most effective methods is the use of communication approaches. In order for English as a foreign language students to be able to communicate successfully, they need must employ communication skills to avoid misunderstanding. In addition, the communication gap that exists between students who have a high English proficiency and students who have a poor English proficiency may be reduced with the use of communication approaches. Students may benefit greatly from using this communication approaches to gain English practice, which will make it much simpler for them to learn English.

There are some of the significance of communication strategies, those are students may become more accountable for what they say and how they say it by using communication approaches. These approaches help students remain involved in the discourse, allow flexibility, bridge the gap between the classroom and external world, strengthen their control over language usage, play an active part, and make choices. It is difficult to differentiate between circumstances in which a student uses an approach to handle a particular communication issue and situations in which the student utilizes the same approach as a learning aid (5); thus, it is possible that these methods may also function as learning strategies.

In truth, communication is not always run well as some of the distraction lead to the unsuccessful conversation. It strongly required to consider the proper approach to perform conversation well (6). Many students lack communication skills especially in English conversation as learning to communicate is more difficult than learning to understand the language (7). There is a popular assumption related to the learning in the classroom context that the silence or inactivity of students in class is that students lack confidence and are afraid to make mistakes so that they are laughed at. This assumption surely lead the students to come to school just to sit and pay attention to the teacher, we have no idea how much they really understand (3).

The process of teaching English to learners of other languages easier for teachers, several approaches to communication need to be implemented (8). Approaches for learning a language that is expressly geared toward providing those who receive it with the knowledge that is beneficial to them are included in approaches to communication. This strategic competency is also extremely crucial if one want to communicate effectively and in a manner that is congruent with the objective of communication. A student has to be able to employ several approaches to communication in order to obtain a decent level of competence in strategy. When language students try to apply it in communication in order to overcome issues with language and express the desired message, this is an example of the approach to communication.

Recent years have been marked by the completion of a number of research focusing on the approaches to communication used by EFL

teachers. Additionally, research on approaches to communication for implementation in English as a Foreign Language classes has been carried out by several experts (9,10). When English is spoken in a setting where it serves as an international lingua franca, a number of studies have pointed out how important it is to have a successful communication approach (11). In addition, several researchers have carried out qualitative and quantitative studies on the subject of approaches to communication differentiated according to age level and gender (12). According to the findings of current study on approaches to communication, it has been shown that individuals are more inclined to use approaches to communication in order to solve difficulties that arise during conversation.

For the purpose of this study, the researchers focused on the ninth-grade students at SMPN 26 Makassar to investigate the communication techniques that students use in general or the everyday activities that students engage in to learn English courses. If a student has trouble expressing himself, he takes every effort to guarantee that others get what he is trying to say or transmit to them, even if he finds it difficult to do so himself. The researcher thinks that it would be fascinating to explore this topic since various people employ different communication approaches. As a result, the researchers decided to utilize the theory developed by Dorney and Scott as the basis for the investigation since it is the most explicit theory available (4).

The objective of this research is to explore the types of approaches to communication employed by the EFL students. Meanwhile, the significance of this research is expected to provide several advantages in contributing to the development of the ability of learners to participate more actively in conversation while studying English in a setting where they are also exposed to the distractions of their first language and to acquire a deeper understanding of communication approaches. In addition to this, it may assist them to overcome difficulties, after which they will be able to choose an approach that is most effective for those who want to resolve communication issues while simultaneously learning English.

The theoretical framework of this research is drawn below:

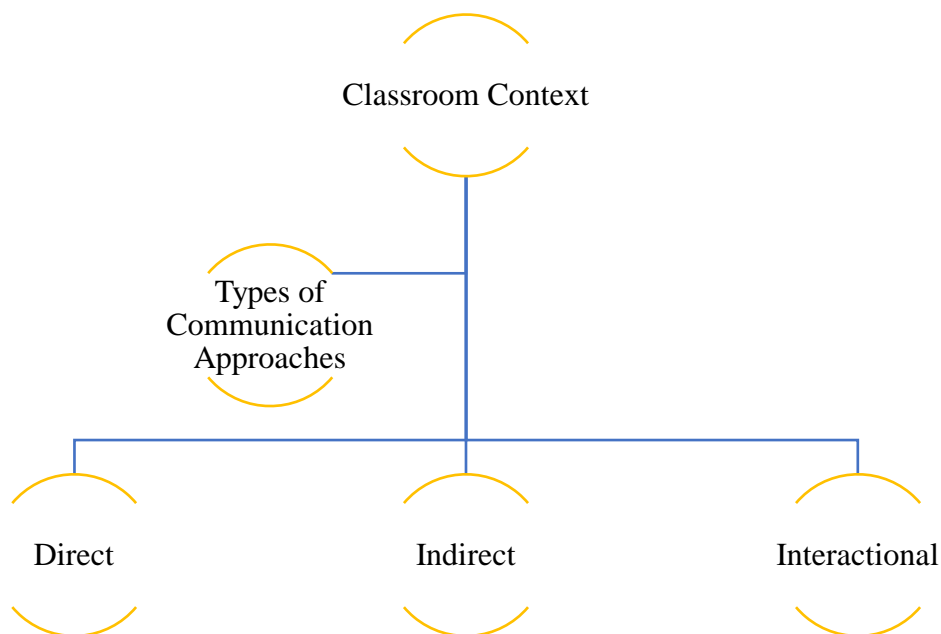


Figure. Theoretical Framework

A research flow as drawn above focuses on EFL students in interactions in the classroom context when communicating with their other friends and teachers. The researchers observed the types of student communication approaches located in the classroom of nine-grade students. The data regarding the various types of communication consists of three types of communication approaches, namely Direct which consist of four sub-categories namely Message Abandonment, Circumlocution, Approximation and Non Linguistics Means, the second types of communication approach is Indirect which consist of one sub-category namely Fillers and the last communication approach is interaccional which consist of three sub categories those are appeal for help, asking for clarification and meaning negotiation. The data were collected through observation by observing the behavior or situation of students when learning English in the classroom, and by interview, the researchers prepared interview questions used to obtain clear data and information related to the types of communication approaches used.

The major objective of this research was to investigate the numerous approaches that students use in order to interact with their classmates. As evidence samples, the researchers conducted two meetings from each of the two students that participated in the study. The data that is being analyzed consists of spoken and nonverbal

communication that is carried out at a slightly intensive level. Before beginning to gather data, the researchers ensured that they had followed to some crucial study requirements, such as being methodical, planning, and carrying out scientific procedures.

The researchers adopted a descriptive qualitative research technique; this approach was selected because it enables researchers to depict student interactions naturally. The purpose of this research is to examine the approaches to communication that students use when they are learning, particularly in the setting of the classroom. It was noticed that the students used the same mode of communication while communicating with their classmates as they did with their teacher. Researchers are increasingly interested in the ways in which students interact with the content and environment of the classroom. The researchers have recorded and then analyzed the learning process that takes place in the classroom. After directly observing and also recording the teaching and learning process, the researchers provide an interpretation of the communication strategies that students use when communicating by looking at each transcript of the greeting that the researcher make based on the recording of the teaching and learning process. This procedure is carried out so that the researchers may provide an interpretation of the communication approaches that students use when communicating.

In relation to the issue that is at deal with the study, two methods, namely observation and interview, are used as tools in collecting the data. During speaking performances in English cross-interest courses, observations were done through observation sheets and audio recordings to look at and promptly comprehend how communication formed between students and their teachers. The purpose of the observation in this research is to gather data by being engaged in the learning process in the classroom, observing student attitudes and behavior, observing teacher problems in dealing with students' affective competencies, and examining the approaches that students employ while they are learning.

The next instrument is an interview, particularly a semi-interview, which consists of addressing questions to the subject and obtaining responses from them either verbally or in writing. Interviews may be conducted in any format. Interviews with a semi-structured

format are carried out, during which the relevant parties are asked to ask questions of each other in order to get more in-depth remarks and points of view. This makes it possible to disclose the problems at hand in a more forthright manner. These interviews will if at all feasible, be audio recorded in order to ensure that the researchers may relisten to in the best way possible. The students are asked questions about the communication skills they use while studying English over the course of the interview conducted by the researcher. During the interviews, open-ended questions were distributed to each participant. Afterwards, the researchers interviewed each student individually and asked them to respond to the interview questions.

The conclusion of the observation and the transcribed data from the recording conducted by the researchers is so that they may receive the needed data. The method of data analysis that was used in the present study consisted of three stages: first, continuous data analysis during the investigation; second, an emphasis on the participant's point of view about significant aspects; and third, a refining of the research question (13). Another process of data analysis may be divided into three distinct phases: the analysis phase, the data reduction phase, and the conclusion phase (14).

The information gleaned from the interviews and observations conducted in the first stage was recorded in field notes. These notes were split up into two sections: descriptive and reflective. Natural notes, also known as descriptive notes, are recordings of what the researcher saw, heard, observed, and experienced. These notes do not include the researcher's opinion or interpretation of the events that were experienced. Reflective notes are notes that include the observations, comments, views, and interpretations of the researchers on the discoveries that were uncovered. These notes then constitute the foundation for data-gathering methods for the subsequent stage.

The second stage is to limit the amount of data, which entails selecting the most significant aspects of the matter and concentrating on those aspects. As a result, the data that were eliminated or reduced will provide a more accurate picture, and it will be much simpler for researchers to carry out more data collecting. Due to the sheer volume of information that was gathered in the field, it is essential that it be meticulously and precisely documented. As has been stated before, the

quantity of complex and convoluted data grows in proportion to the number of academics that work in a certain subject.

After a substantial quantity of data has been gathered and analyzed, the next stage is drawing conclusions, which can only be done if all of the data has been gathered. In order to accomplish this goal, it is essential to search for patterns, themes, correlations, parallels, hypotheses, and so on. The findings seem questionable at first, but they improve in quality when additional information is gleaned from a variety of sources, including observations, interviews, and other people, in addition to exhaustive study data. During the course of the study, the findings and conclusions need to be analyzed, explained, and validated. The researcher determined the usage of different sorts of speech actions in the manner in which students speak with one another when they are engaged in the process of learning in the classroom by generating a percentage out of the data.

Discussion

The researcher will now present the results of the discussion in this section. These results will include an interpretation of the research findings that have been obtained from the outcomes of the data presentation that was discussed in the section before this one as well as the researcher's notes taken during the interaction or conversation. This topic also refers to the results from the observation and interview research instruments addressing the approaches to communication employed by EFL students in order to learn English in the cross-interest English class that was taught to the nine grade students.

Following the transcription of the data, an analysis was performed based on the different sorts of approaches. The researcher looked for all of the different sorts of communication approaches that Dornyei and Scott suggested, but they were not found. Only five approaches were found to be effective: message abandonment, non-linguistic means, using fillers, and lastly, asking for clarification. This approach has the highest probability of compensating for the students' lack of understanding in the area of communication. Students will attempt to keep their expressive objectives in mind when using the above approach. Students will have an easier time comprehending the information that is being communicated by the teacher

or classmates whenever this approach is used to prevent the dialogue from becoming disconnected. The study of this data incorporates both verbal and non-verbal methodologies. After then, the information is separated down and evaluated sentence by sentence. The four participants were code by pseudonyms, Nameera, Jasmine, Fath and Danish.

The interpretation of the results that were produced from the data that was gathered by the researcher during the interaction of the learning and teaching processes is the primary focus of the discussion that is included in this study. In reference to the outcomes of the study instruments on approaches to communication using observation and interviews. The communication approaches that are used by the four participants in order to learn English are going to be the significant focus of this segment of the discussion. Because they may be used to the resolution of issues affecting communication, approaches to communication play an essential part in the process of learning the target language. When it comes to the ELT (English Language Teaching) process, there is a sequence of activities that take place between the teacher and the students, and the most frequent role performed by students in the classroom is the approach in which they interact with classmates.

Communication Approach

Students have a number of useful options available to them, one of which is the employment of communication approaches to sustain communication between themselves and the other person. Students are able to create and grasp scenarios where they realize what he or she actually means by using approaches to communication. This is possible despite the fact that students' knowledge is still deficient in the second language. Students must employ several communication skills in order to maintain productive conversations.

In order to close the gap between the speaker and the other party, it is necessary to make use of approaches that are successful in communication during the real conversation (15). A language learner's strategic competency may be defined as their ability to make efficient use of both verbal and nonverbal language in order to solve communication problems and increase their efficiency.

Furthermore, students were questioned one at a time to ensure that the data collected was accurate. This was done after observing the different ways of communicating used by students while they were studying in the classroom. There were various students that encountered and did not experience approaches to communication with these interview questions, and this was discovered through the process of interviewing them.

Direct Approach

The process of communication in the classroom employs the use of two of the four distinct types of direct approaches, those are Message Abandonment and Non-Linguistic Means.

Message Abandonment

The findings of this study's observations and interviews suggest that students encountered the message abandonment approach type throughout the process of classroom interaction. This was due to the fact that students were extremely cautious in interacting with one another and readily gave up before moving on to another issue. Students with little cognitive capacity often resort to avoidance methods in certain situations. Students often resort to using these approaches because they are deficient in fundamental English skills and seldom practice the language.

Non-Linguistic Means

The practice of transmitting and receiving communications without the use of words in either spoken or written form is referred to as non-linguistics. This approach is used often in the conversation we have throughout the day. Nonverbal communication is communicated by nonverbal platforms such as eye contact, facial expressions, gestures, and body postures. It is sometimes referred to as manual language. Nonverbal communication may take many forms, including pantomime, gestures, facial expressions, and noises. In discussion, one may pick up on a variety of nonverbal signals. During the conversation, Jasmine grins and seems perplexed while responding to a question posed by the teacher. After then, Fath responded to the inquiry posed

by the teacher by raising their hand. And when his instructor asked him a question while smiling, Danish responded by shaking his head.

Indirect Approach

A typical approach involves the use of fillers as utterances to be uttered while the speaker gains time till the topics of second language enters their mind. Fillers may be utilized as utterances to be made. Nameera, one of the participants of this study, uses the filler words "aaa," "huh," and "sorry" before to delivering the main phrase that she really wants to get out of the way. She needed more time to carefully ponder the message that she would deliver to her classmate.

Interaction Approach

The approaches to communication that are used in the classroom environment include two of the three subcategories that are included in the Interactional Approaches section. Both "Appeal for Help" and "Asking for Clarification" are available options. Approaches that include collaborating with other people, such as asking for assistance or gaining knowledge, are examples of interactional approaches. These approaches need the participation of other people for the purpose of receiving assistance; without the participation of other people, these approaches cannot be carried out.

Appeal for Help

Communication approaches, especially the Appeal For Help approach, may increase learning by uncovering new lexical features (16). Learners may increase their communicative competence by learning how to employ certain communication approaches that provide them the opportunity to cover up their weaknesses in the target language. The students engage with this approach so that the purpose of communication is effectively delivered; yet it makes them feel scattered and prevents them from concentrating fully.

Asking for Clarification

In this research, there was also an emphasis placed on requesting clarification. These approaches were used by the participants of this study. In order to guarantee that students who have difficulties or a lack

of linguistic expertise grasp the material, the approach of asking for clarification may be used as an approach. Nameera, Fath and Danish, as the participants of this research, requested clarification since the purpose was to make sure that students understood the message that the teacher was trying to communicate to them.

Conclusion

The discussion regarding the analysis of the different types of approaches to communication that frequently occur in the context of the classroom shows that there are five out of eight sub-categories of communication approaches that frequently appear when students communicate with teachers or interlocutors in cross-interest English classes. These results are based on the fact that the findings show that there are five sub-categories of communication approaches that frequently appear when students communicate with teachers or classmates.

The following approaches to communication are utilized by the participants of this research: Direct Approaches, which include Message Abandonment and Non-Linguistic Means; Indirect Approaches, which include Fillers as a subcategory; and the final communication approach utilized by students is Interactional Approaches, which include Appealing for Help and Asking for Clarification as subcategories. Additionally, the participants employ these approaches due to the fact that they need time to think to cover up the uncomfortable, distracted, apprehensive, reluctant, scared, lack of knowledge, lack of vocabulary, grammatical errors, and lack of confidence while communicating with their classmates in a classroom context.

In the context of the classroom, and particularly in English courses with the cross-interest part, students are exposed to many approaches to employing nonverbal and verbal clues over the course of the learning process. These approaches involve the use of hand gestures, head movements, and facial expressions while attempting to communicate with their conversation partners. They choose this approach because it makes it simpler for them to comprehend what it is that they are communicating to both their classmates and their teachers.

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SOCIAL AND CULTURAL FUNCTIONS OF LANGUAGE COMMUNICATIVE EXCHANGE

**Suleymanova Nargiza Mardonovna nargizasulimanova@gmail.com
(SamSIFL) Uzbekistan**

In this article, communication is considered as the most important mechanism for the formation of the individual as a social person. Based on a certain goal, the speaker resorts to a combination of linguistic forms in a speech act from the possibilities of phonetic, lexical, grammatical and syntactic previously given by the language, which results in a speech act. The choice of a language unit is determined by its ability to solve relevant communication problems. The essence of the language, its purpose and action in society, its nature are manifested in its functions. They are its characteristics, without which language cannot exist as a means of communication. The social functions of language can be represented by its role, use and purpose in human society. The most important function of language as a means of communication between people is the communicative function. Linguists distinguish language functions that manifest themselves in any communication situation and secondary functions that arise in special situations. Given the pragmatic nature of any communicative act, many researchers of language and speech today take as the basic division of the communicative function proposed by R. Jakobson into six components: reference, emotive, conative, phatic, metalanguage and poetic functions. The study of the communicative functions of the English interjection, conducted in accordance with R. Jakobson's scheme, revealed the pragmatic polyfunctionality of this class of words.

The development of modern linguistics and, in particular, pragmalinguistics shows that the functioning of language units is important for adequate perception and implementation of the act of communication. The term "communication" by us means communication, exchange of thoughts, information, ideas, etc. (Latin *communicatio*, from *communico* - I do common, communicate, communicate). In the communicative function of the language, its instrumental and sign essence is manifested. Communication thus becomes the most important mechanism for becoming an individual as

a social person. This society determines the formation of individual and group attitudes, the conductor of which is a person. Communication becomes the corrective means of social manifestation of an individual or group. As a social process, communication is aimed at forming society as a whole and performs a connecting function in it. Along with modal words and particles, interjections function in the language in a special status, thereby distinguishing themselves from language units, which are only building material for expression.

When studying language functions and language situations, it becomes necessary to take into account the postulates of the functional typology of languages, as opposed to their structural typology. The scientific approach to the study of functional styles deepens the formation of a functional approach to language, based on which we justify our choice of method of studying interjections. The speaker, based on a certain goal ("function"), resorts to one or another combination of linguistic forms in a speech act from the possibilities given in advance by the language - phonetic, lexical, grammatical and syntactic, the result of which is a text, in general, a speech act, oral or written. In this interpretation of stylistics is the concept of "communicative" or "functional" style of speech. In the process of using interjections in speech communication, the speaker implements certain targets. The use of this language unit is determined by its ability to solve relevant communication problems. The most important function of language as a means of communication between people is its communicative function.

According to V.G. Gack, "for language, the function is related to communion", and the very concept of the function is defined as "the purpose of a certain element" [1, p. 7]. Whatever the speech situation, the function of language manifests itself in the process of living human communication, which can be characterized simply as communicative. "If we take it in abstraction from ... the unity of communication and generalization, this function is, in our opinion, essentially a function of behavior regulation. There is nothing else in the concept of "communication"; another question is that this regulation may be direct or indirect, the reaction to it is instantaneous or delayed" [2, p. 32].

Some researchers of both various communicative acts and the functioning of individual, smaller, language signs noted the

heterogeneity of the content of this phenomenon. "The concept of a communicative function includes all the functions of the language, as they serve the purposes of communication" [3, p. 188]. However, it is important to note fundamentally incorrect identification of the communicative function with the logical-intellectual (or reference) function of language, since "a person speaks not only to express thought. A person also speaks to influence others and express his own feelings" [4, p. 134]. Otherwise, the communicative function can be represented by at least three main components: intellectual, volitional and emotional. But such a division, proposed by many linguists, cannot be considered exhaustive, since with a closer study of language material, it is possible to identify other, without a doubt much more secondary functions, but still quite designed.

The range and number of such secondary functions is quite difficult to determine. Many linguists studied the problem of language functions, the question of its main and secondary functions (see the works of Sapir, Peshkovsky, Martin, Leontiev, Avrorin, Yakobson, Desheriev, Efstafieva, Zvegintsev, Shmelev, Vedenina, Slyusareva, Stepanov, Thus, in 1934, the non-German linguist K. Bühler, in the light of the semiological principle, identified three functions of the language manifested in any speech act: the function of expression (expressive), correlated with the speaker, the function of treatment (appellative), correlated with the listener, and the function of communication (represent 28]. The author decided on the main functions depending on which of these three aspects is leading in this statement. In addition to these three main functions, the researchers also identified secondary functions. For example, E. Sapir considered the function of linguistic solidarity of a certain group of people, the function of establishing communication between members of the temporary group, the function of developing individuality, etc.

E. Sapir also wrote about the secondary function of language in the field of science and cognition (terminology) and about the aesthetic function put forward by B. Croce and K. Fosler as the main [6, p. 32]. To the question of what function interjections perform, linguists were brought by the process of clarifying the dichotomy between language and speech. A. Gardiner attributed exclamation words to speech, and interjections to language, thereby arguing that interjections are not

characterized by an intellectual function [7, p. 16]. The question of interpreting the essence of the function in philosophy and linguistics has been ambiguously resolved for many years. At the end of the twentieth century, R. Jakobson described the terms "structure" and "function" as "the most ambiguous and stencil words in the science of language" [8, p. 198].

Studying speech activity as a unity of communication and generalization, A.A. Leontiev separated the functions of language manifested in any situation of communication from the functions of speech as secondary, arising in special situations [2, p. 78]. The functions of language in the field of communication include communicative, in the field of generalization - the function of the instrument of thinking, the function of the existence of socio-historical experience and the national and cultural function. All these functions can be duplicated by non-linguistic means, which include mnemonic funds, account tools, plans, cards, schemes, etc. From the considered functions of speech, A.A. Leontiev singled out magical (taboo, euphemisms), diacritic (speech compression, for example, in telegrams), expressive (expression of emotions), aesthetic (poetic) and some others. A. Martine also spoke about the presence of three functions of the language: the main one - communicative, expressive (expressive) and aesthetic, closely related to the first two [9, p. 372]. Language functions and speech functions are also highlighted in the works of V.A. Aurora.

It includes four functions of language: communicative, expressive (expression of thought), constructive (formation of thought) and accumulative (accumulation of social experience and knowledge). Among the functions of speech, the linguist distinguishes six: nominative, emotive-voluntative, signaling, poetic, magical and ethnic [10, p. 134]. V.A. Avrorin stressed that "the function of language as a scientific concept is a practical manifestation of the essence of language, the implementation of its purpose in the system of social phenomena, the specific action of language, due to its nature itself, something without which language cannot exist, as there is no matter without movement" [Ibid.]. In the works of Yu.D. Desheriev we find the following: "the essence of the functional development of language stems from its communicative function - the most important function

of language, which largely determines its nature," and that "social (social) functions of language represent a concrete implementation of the communicative function in a particular sphere of human activity" [11, p. 26]. N.A. Slyusareva believes that the existing definitions of functions do not answer the question of their categorical characteristics. In addition, she refers to one of the generalizing philosophical works specifically devoted to the features of the functional approach, which states: "... the concept of 'function' has no unambiguous definition, as it is used in various fields and at different levels of object study" [12, p. 139]. But she emphasizes that the sensual-emotional finds its immediate expression in the language, and the aesthetic function highlighted by D.N. Shmelev [13, p. 138] offers "it is more advisable to call emotional, because not only positive but also negative emotions are expressed in the language." The emotional function of the language is also related to the previous experience of the speaker, as well as cognitive [12, p. 142].

The question arises how, on what basis and by what units does the language perform a communicative function? Modern linguistics, text linguistics and pragmalinguistics make it possible to clarify both the very concept of "communicative function of language" and the concept of the units of its implementation. The essence of the language, its purpose and action in society, as well as its nature, are manifested in its functions, which are its characteristics. Without them, language cannot exist as a means of communication. The social functions of language can be represented by its role, use and purpose in human society. The functions of language are to be a means of researching and describing the language in terms of the language itself.

When using the language, its main functions are interdependent on each other, but in separate speech acts in the texts are revealed to varying degrees. Particular, derived functions of the language correspond to its main functions as primary. N.A. Slyusareva attributes the following to the main functions of the language: communicative, cognitive, emotional and metalanguage (metalinguistic). The implementation of the communicative function, in turn, takes place through the contact-setting (fatian), connotative (assimilation), voluntative (impact) and the function of storage and transmission of national identity, traditions, culture and history of the people and some

others (see the works of Martine, Leontief, Stepanov, Zvegin Researchers mostly come to the conclusion that the number of language functions should be small, not just limited (Aurin, Shmelev). But all linguists without exception agree on one thing: all the functions they allocate are integral parts of one - the communicative function of the language. Any communicative is pragmatic. Its purpose may be to inform about something, encourage action, be convinced of something, etc.

Depending on these goals, R. Jakobson identifies the integral components that make up any act of communication, and, in parallel with them, six main language functions: reference, reference-oriented, contextual, emotive or expressive, addressee-oriented, conative, recipient-oriented, fatical, contact-oriented, metalanguage, code-oriented, poetic, 202].

Today, many researchers of language and speech take as the basic division of the communicative function proposed by R. Jakobson into six components (Suprun, Vassileva, etc.). We also conduct a study of interjections based on R. Jakobson's theory. Let's explain what we, following R. Jakobson, understand by each of the above communicative functions. The reference function is recognized as the main function of the language. Many linguists define it differently: denotative, cognitive (Jakobson, Suprun), logical-intellectual (Kosov), informative and even simply communicative (Suprun). In our opinion, many different interpretations lead to confusion in the understanding of the communicative function of language as the unity of all its pragmatic functions. However, its main function is a meaningful or reference function. The meaning of this function follows from its name: it focuses on the substantive aspect, that is, it is aimed at the referent. The interest of the subject of communication or communicator is aimed at what they actually talk about. The emotive function "has aimed at directly expressing the speaker's attitude to what he's talking about" [8, p. 198]. Thus, it is the addressee (the sender of the act of speech) that becomes the main factor in its expression. The emotional function consists in expressing individual conscious and unconscious reactions, opinions, feelings, emotional states as opposed to fact. I would like to note that R. Jakobson in his work does not distinguish between emotive and expressive functions, but uses these terms as synonymous. We would

like to emphasize the fact that the term "emotional function" used by R. Jakobson should be replaced by the "expressive function" he puts forward as a synonym, since this, in our opinion, represents the essence of the phenomenon more accurately and brighter, and the allocation of one emotiveness, on the contrary, narrows it. An expressive function can be represented by an emotive function as the main one and a number of additional functions that are not actually emotive, but also determine the expressiveness of the message. In our opinion, these include the intensification function, excretory and a number of others. A conative function aimed at convincing the addressee of something can also be defined as incentive, appeal or convincing.

The term "volitional" seems to us less successful, as it expresses the essence of the phenomenon, but does not correspond to the main orientation of this function - the focus on the addressee. The addressee or sender of the message aims to influence the addressee, achieve the implementation or termination of any actions, convince of something, etc. The phatic function is based on the contact of interlocutors. Its main task is to establish or maintain voice contact, as well as, in some cases, to check the presence of such communicative contact for the transmission of information in the absence of the latter as such. According to Suprun's definition, a metalanguage function is nothing more than an interpretative function [14, p. 28]. It is directly related to the message code, that is, the language itself, and manifests itself when it becomes necessary to explain the language tools used. The sixth poetic function is manifested primarily in the message itself and is related to its design, appearance, sound. The message is thus built (or more often drawn up in a specific way) for the sake of itself, for the sake of transmitting aesthetic information. As practice shows, most speech acts present a set of the above functions. This is also confirmed by R. Jakobson: "The differences between messages are not in the monopoly manifestation of any one function, but in their different hierarchy" [8, p. 198]. G.V. Kolshansky holds the same opinion: "No matter how diverse the spheres of manifestation of language are, no matter how multifaceted the goals of specific speech acts are, no matter how peculiar the goals of using language in different communication systems and in different genres are, the language remains the same in nature, having one goal - to establish mutual understanding in the 3].

By the end of the twentieth century, the problems of language functioning had led to everyone's interest in the text, in the analysis of colloquial speech. Interest in determining the functions of the language is generally relevant to this day. Language is a social phenomenon, and in sociology a functional approach is considered one of the leading ones. Consequently, the problem of social functions of language is becoming paramount - the peculiarities of its use in general in different conditions of society, at different levels and in different spheres. This problem causes the following equally important problem of the functioning of individual elements of the language, on the one hand, depending on the external influence of objective and subjective factors, and on the other hand, depending on the internal structural impact of the language itself.

Recently, the problems of the relationship in the language of functional and semantic, functional and pragmatic have been investigated. The analysis of interjections carried out from these positions [16, p. 55] led us to the conclusion that the choice of interjection among other semantically similar means of language is due to its high degree of expressiveness, greater expressiveness compared to other units of the lexical and grammatical plan. Thus, in oral speech, they primarily achieve the strengthening of the basic pragmatic attitude (emotional, reference, etc.), and in writing - more imagery is created, which writers actively use in the creation of artistic works.

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PEDAGOGICAL DIAGNOSIS IN THE TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS PHD IN PEDAGOGICAL SCIENCES, ASSOCIATE PROFESSOR

Adash Eshankulovna Rustamova
rustamovaadashphdinshaallah@gmail.com

Universities responsible for training foreign language teachers have a responsibility to ensure and enhance their preparation. Therefore, pedagogical diagnosis helps to describe, analyze, explain and understand the educational reality of future foreign language teachers, to design educational intervention strategies. These strategies can facilitate personalized attention to improve self-study and develop career-language potential from classroom diversity. This article aims to reveal the importance of pedagogical diagnosis for the future teacher's personal involvement, his conscious responsibility for self-study, as an active convertor. extremes of reality. To accomplish this task, several scientific methods such as analysis-synthesis, inductive-deductive and hermeneutics have been used.

Currently, teacher training is a top priority in various levels of education in Uzbekistan. The new resurgence of the educational revolution is underpinned by the government undergoing important educational changes to achieve a just society and a broad, inclusive common culture that can respond to challenges of modern society. Educational transformations will be effective if teachers working at different levels of education are professionally prepared to educate children, adolescents and young adults who will hold their future development in their hands. future of Uzbek society. In this sense, university majors related to Education issues with a responsibility to fulfill this social responsibility are to train cadets in initial training, continuing education and directors with knowledge. A solid scientific and pedagogical knowledge of management methods will allow them to develop their teaching duties in each area. provinces, cities and schools.

The specialty of foreign language teaching aims to train future teachers whose pedagogical profile is in line with the requirements of the republic, through the harmonious and intensive development of

linguistic, sociolinguistic and sociocultural, as well as discursive strategies. These skills will help students during initial training be able to express orally and in writing about the topics of everyday life covered in the general education English program.

The Uzbek model of professional training for foreign language teachers requires the attainment of a general reference level C1 in English. This will allow them to carry out their social tasks, taking into account the parameters set forth by the Common European Framework of Reference for Languages (CEFR), as well as professional pedagogical competence. However, this common goal requires a complete training system that will help them achieve this goal. The Common European Framework of Reference for Languages (CEFR) is a guide that describes the levels achieved in foreign language learning across Europe, including English, developed by the European Council of Europe. It describes six achievement levels divided into three main sections, which describe what learners can do in reading, listening, speaking and writing. It aims to provide a common basis for describing communication performance and as a basis for developing language curricula, curriculum guides, exams, and textbooks, regardless of the target language. It refers to communicative competence, including linguistic, psycholinguistic and sociolinguistic processes. It therefore implies the ability to know what to say, to whom, when and how to say it.

The content and nature of some aspects of the pedagogical diagnosis in the training of teachers were revealed by the pedagogues of our republic. It is the basis of the conceptual-terminal basis of the pedagogical diagnosis. U. Begimkulov, I. Majidov, L. V. Golish, E. Seitkhalilov, S. Turgunov, G. Ibragimova, B. Rakhimov, N. Egamberdieva, E. Yuzlikaeva; pedagogical questions B. Adizov, B. Ma " Murav, R. Sh. Akhlidinov, M. Vakhobov, U. Inoyatov, G. Karimova, Kh. Rashidov, J. Tolipova, R. Safarova, M. YuldashevYa .Name self-mastery and subject control issues (thématiques) L. Aristova, R. Isyanov, A. Magrupov, Kh. Kadyrov, O' Tolipov, G. Il were studied by Ergasheva. Currently, the only place of knowledge in the Republic of Uzbekistan is characterized by the reform of the education system, the transition to a personality-oriented model, the introduction of innovations in all educational institutions. Before this problem, the

requirement to improve the efficiency of educational management is increasing. This can be achieved on the basis of information-information reflecting the audience on important aspects within the framework of quality, reliability, continuing education process obtained. However, the analysis of the effectiveness of the educational process has so far been based on an understanding of the data from statistical reports and episodic observations. The innovations introduced in this pedagogical process significantly reduce productivity and slow down the transition of the educational system to a development mode. Richards and Schmidt (2010) explain that communicative language teaching is an approach to teaching a foreign or second language emphasizing that the goal of language learning is communicative competence and seeks to transform communication and Use language as the goal of all classroom activities. On the other hand, professional pedagogical communication competence is understood as the teacher's preparation to ensure the successful development of professional tasks and functions. It should correspond to the requirements and characteristics of the participants as well as the community and familiar context. Batista, (2001) emphasizes the above concept as “the ability of future teachers to fulfill their teaching tasks effectively through the full use of knowledge and ability to carry out the function as posited in the occupational model”. Limonta, et al (2017), adds other elements to this concept, demonstrating the use of professional methods and values for the development of the human personality, integrated in a pedagogical culture that brings highly didactic-communicative for solving professional problems in educational contexts. However, there are still some difficulties in the process of training foreign language teachers. Limonta, et al, (2017) first addresses the need to take more advantage of pedagogical diagnostics and its role in achieving cyclical integration from the design of each goal. school year. This difficulty has prevented the compilation of information on the cultural nature of the subjects and the integration of learning to achieve the professional pedagogical communication competence of the prospective teacher. The authors cited above call for integrated disciplinary work, to highlight the content issues needed for the integration of different disciplines. Such foundations retain the academic character of the subject, emphasizing the need to include the

linguistic, sociocultural, philosophical, pedagogical, historical, and didactic aspects that teachers have to face. future foreign language learners must learn. Responding to these shortcomings requires designing a pedagogical strategy capable of improving pedagogical diagnosis and promoting learning. This article aims to reveal the importance of pedagogical diagnosis for the personal development of future foreign language teachers, their conscious responsibility for self-study as an active convertor. extremes of reality.

Pedagogical diagnostics can help clarify the different stages that future foreign language teachers go through in their maturation, their near and long-term zones of development, in order to realize their professional development. and determine the progress made in their teacher training. . It also presupposes a conscious recognition of the achievements and difficulties of the teaching and learning process, in a way that can contribute to its improvement. The term diagnostic originates from the medical field. The Spanish dictionary "Océano Multimedia", defines it as "A set of signs used to characterize a particular disease". Therefore, the following formula can be emphasized: dia = through + gnosis = "Diagnostic" knowledge (from Greek lang. "diagnostikos" means "the ability to determine" (Aminov et al., 2002, p. 283). The term was first used in ancient Greek medicine. For successful treatment, the Greeks tried to determine the cause of the disease, determine the features of the diseased organism, collect information about the course of the disease, determine the effect of various drugs. and due to all the symptoms, they gave the correct treatment. Diagnostic. The pedagogical dictionary also defines the diagnosis: "thinking process that requires analysis and specific information". (page 75). It presupposes an analysis of the student's learning process and their ability to achieve results. The specialized literature recognizes the systematic nature of the diagnosis, description, and interpretation of a given surgical problem or situation. It also considers its function as a scientific process that helps to know reality, make predictions, foresee and ensure success. As a scientific activity, diagnosis aims to provide parameters for real educational interventions. Thanks to its application, one can not only identify the problem, but also discover the cause and possible solution. As we have seen, this definition now includes issues of pedagogy and psychological science.

In the specialized literature, there are many definitions of diagnoses that focus on pedagogical and psychological facts or common features. Various authors such as Brínguez (2010), Páez (1998), Recary Fernández. S (2003), Castellanos Simons. B (2004), Del Pino, J.L. . In this sense, it also allows: 1) design, evaluate, and modify teaching and learning strategies. 2) to account for student diversity and provide personalized treatment. 3) Develop different learning tasks to measure student development, potential, and learning style. 4) foresee possible personal transformations. Arias (2002) argues that pedagogical diagnostics should be organized using the principles of its subsequent application of clarification: a) Individuality: each person is unique. b) Multidisciplinary: Different approaches should be considered according to the learning outcomes of the learners and on the basis of different subjects. c) Continuity: can be applied at different times to assess student progress. d) Scientificity and objectivity: scientific tools are applied to synthesize specific information about students' biological-psychological-social realities. The concepts and principles analyzed above allow the authors of this article to establish the essential stages that characterize pedagogical diagnosis as an integrated and comprehensive process: first stage: characteristic of the sought phenomenon, setting the starting point or initial state. Second stage: make predictions about the trend of possible changes and foresee possible changes. Third section: A project's actions can change towards a desired state. Therefore, teacher educators who supervise future foreign language teachers need to be consciously, scientifically, objectively and efficiently prepared to apply pedagogical diagnostics in the dimensions derived from careful analysis of content systems. there is. And generally in the entire educational system of a particular major. That is, the various academic, scientific and work-related elements that make up the educational system. In this sense, pedagogical diagnostics provide parameters with measurable and reliable indicators that allow us to assess the pedagogical achievements of future foreign language teachers, contributing to their character development. In applying pedagogical diagnostics, teachers-educators use a number of tools that allow them to approach the pedagogical realities of the future teacher and subsequently make predictions about his development. . Specific and general equipment can be used

depending on the characteristics of the subject. Some of them are: Systematic, partial and final assessments, interviews, observations, document analysis in terms of individualized teaching – all the information provided by the already mentioned tools facilitates the elaboration of the trainee profile. From this, it will be possible to identify their strengths, potential, and weaknesses, and design strategies for educational interventions according to their educational needs and future decisions for curricular adjustments. In addition, relevant physical, mental, verbal, emotional and social development, family relationships, motivation, learning styles and learning strategies are also analyzed. The information collected from the tool helps you deepen your development of basic study skills such as: Perception, attention, memory, comprehension and reasoning in the early stages of development, and actual future possibilities, the image one has of oneself, one's self-esteem, respect for others, and the ability to accept and offer help. How are pedagogical diagnostics used in the training of foreign language teachers? Pedagogical diagnostics in ELFT majors are valuable tools for understanding, addressing, and finding solutions to the multiple contradictions that arise in the various psychosocial classrooms of the university. To ensure that the future foreign language teacher is personally involved and consciously responsible for self-learning as a positive reality changer, pedagogical diagnostics contribute to the development of his competencies. It must be built as a process and result to do so. Professional educational communication skills. The subject most useful for the above competencies is holistic English practice that fosters positive language learning through the development of language and professional skills, learning styles and learning strategies. Developing English communication skills for future teachers is a complex and ambitious process that uses diverse cognitive and metacognitive resources. For this reason, Integrated English Practice (IELP) courses should encourage active learning. This is because future teachers have different learning styles and cannot learn at the same pace or develop their skills in the same way. Therefore, it must be trained to use different language strategies to learn learning. To create a future teacher profile, order must be followed. At the first stage, the parameters contained in the device should provide information about its strengths, capabilities and weaknesses. This

preliminary information will enable teacher educators to ensure the effectiveness of the training and educational process in scientific, methodological, organizational and practical aspects, and to better plan and assess self-study during the training process. I can. Then, through (second phase) development, teacher educators will be able to anticipate trends in change and possible transformations. Based on the information collected, predictions may be made related to linguistic competence, i.e. phonological, lexico-semantic, discourse and pragmatic use of the foreign language. Recursive analysis derived from the application of pedagogical diagnostics can yield concrete elements regarding the teaching and learning process, particularly the methods and procedures that increase motivation to teach foreign languages in the pedagogical profession. The use of educational diagnostics helps identify and quickly eliminate deficiencies in the educational process and predict the prospects for its development. Some educational experiences documented by the authors of this paper may reveal some difficulties that still hamper the efficiency of training foreign language teachers. For example, some trainees needed to strengthen some language skills in order to develop more effective communication skills. For example, language is underdeveloped due to inadequate language practice, health problems, or poor anatomical organization of the speech organs. Cultural differences depending on where the trainees live. People living in rural areas and those with lower socio-economic development need more educational attention than those living in cities, especially regarding vocabulary use. Ignorance of differences and similarities between native and foreign languages. Trainees who were fluent in Spanish learned English more easily. This is in contrast to people who have deficiencies in the use of their mother tongue. They failed to successfully perform a comparative analysis within different levels of linguistic analysis, which is essential for future teaching practice at other educational levels. A wrong mix of intrinsic and extrinsic motivation. The right combination of them has proven to be a powerful tool to facilitate achievement of goals in future English teacher training. Incentives for more autonomous learning must be provided with appropriate support by teacher-educators according to the continuing results of pedagogical diagnostics. In general, experience shows how important it is to address intrinsic and extrinsic

motivation. Both are dynamic processes that strengthen self-esteem, professional belonging, and social engagement. In this way, the application of pedagogical diagnostics in the second stage can facilitate the self-learning and necessary metacognitive activities of future foreign language teachers in universities. Additionally, teacher-educators should implement levels of support to raise student awareness of mastering appropriate strategies that ensure autonomy and self-regulation in learning. Strategies also need to develop self-assessment as a prerequisite for enhancing cognitive independence and self-learning that will ultimately lead to true transformation. The application of educational diagnostics (at the 3rd stage) allows planning of actions to facilitate change towards the desired state. This is made possible through external observable didactic means for each communication activity. They are designed according to learning methods, emphasizing the unity of teaching and learning, which means multiple ways of teaching. It is recommended to use the self-assessment method (Batista, 2010) to provide feedback to prospective foreign language teachers and apply systematic diagnostics to adapt the training process. Applying this method provides an opportunity to demonstrate clear oral and written expression and understanding of a foreign language, according to the foreign language and the parameters required by the subject. Self-assessment methods also enable learners to self-regulate their progress and direct their learning activities towards strengthening content skills and overcoming limitations. In that case, the following measures are recommended.

1) Through the Integrated English Seminar course, to consider the future teacher's goals, knowledge and skill system, and to observe, analyze, compare, and check language performance against the requirements of the subject to improve language performance. Evaluate success in terms of Whether the result is achieved far or near. 2) Interpret the results using the Common European Framework of Reference for Languages (CEFR) criteria. 3) learn to hear one's own voice when speaking and reading and to use descriptive knowledge of the language;

Grammar rules, phonetic transcription, morphological analysis, use of synonyms and antonyms, etc. 4) Consider language proficiency requirements, weather or not, to enjoy the joy of successful

communication. 5) To receive information about the value of mistakes in foreign language learning and to receive feedback from teacher-trainers. 6) Knowing how foreign language structures work in communication systems. Applying pedagogical diagnostics to the apprenticeship training process creates a driving force that activates conscious motivation and self-regulatory levels. The use of educational diagnostics helps identify deficiencies in the educational process, quickly correct them and predict the prospects for its development. Several other experiences documented by the authors of this work demonstrate how important it is for future foreign language teachers to identify appropriate learning strategies according to their learning style. This advantage favors self-regulation of communicative competence and promotes cognitive resources and conscious reflection on how to build self-study skills and better prepare for a future role as an English teacher. The personal implication of the future foreign language teachers is guaranteed through pedagogical diagnosis, by means of which profiles, predictions and strategic plans are elaborated looking for the benefits to improve qualitatively physical, psychosocial, linguistic and pedagogical perspectives during the teaching training process.

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ESL STUDENTS' PERSPECTIVES ON COMMUNICATIVE COMPETENCE IN UZBEKISTAN

**Musoyeva Aziza Botirovna, Doctor of Philosophy (PhD) in
Pedagogical Sciences, Associate Professor;
batirovna.01@gmail.com**

ABSTRACT

The present study aimed to elucidate the concept of communicative competence and its significance in shaping the perspectives of students within the context of Uzbekistan. The objective of the study was to elucidate the significance of activity-based instruction in English language teaching for enhancing the communicative proficiency of students in the context of English as a foreign language. Furthermore, a significant number of ESL learners struggle to demonstrate communicative competence when utilizing English in diverse contexts. The objective of this research is to examine the level of awareness among Uzbekistani students of ESL regarding communicative competence, as well as its practical value and influence within the country. A modified multiple-choice survey was distributed to a sample of 602 ESL students using Google Forms, an online survey platform. The findings indicate that there were notable variations in the perceptions of ESL learners regarding the efficacy of communicative competence. The results of the study indicate that a significant proportion of students hold favorable attitudes towards the adoption of communicative competence within the national context.

Keywords: ESL, CEFR, competence, competency-based approach, communicative competence, perceptions.

INTRODUCTION

The adoption of legislative measures and ongoing reforms have contributed to a gradual increase in the level of foreign language

proficiency across the nation. It would not be an overstatement to assert that the aforementioned actions aimed at instructing a non-native language, conducting research, and supporting young scholars and candidates were the underlying reason for this outcome. The acceptance of the concepts of "competence" and "competency-based approach" has been widespread in the realm of foreign language education and other fields, owing to the findings of these studies. Given the distinct characteristics and essential nature of each term, it was deemed imperative to examine them separately. According to the definition provided by The Explanatory Dictionary of the Uzbek Language, the Latin term "competence" is defined as follows: The term "compete" is derived from the Latin words "competere" and "completo," which respectively mean "to be fit, worthy" and "achieve, worthy, fit."

LITERATURE REVIEW

In the realm of pedagogy, it is imperative to acknowledge the significance of communicative competencies as a professional attribute. Consequently, the efficacy of pedagogical instruction is contingent upon the degree to which a lecturer has developed their communicative competence. Effective communication is an essential component of education, encompassing both its content and form, and yielding significant outcomes. The performance of universities is founded on communication, encompassing the dissemination of established knowledge, identification and analysis of current scientific issues, determination of methods for their resolution, introduction of new hypotheses, clarification of conceptual formulations, and interpretation of the outcomes of global scientific research, among other factors. The communicative competence holds significant importance as a constituent of the professional competencies of scientific and pedagogical personnel in higher education institutions.

According to A.Kh. Makhmudov's (2017) definition, the term "competence" refers to an individual's socio-psychological quality that comprises various interrelated and mutually influencing integrative knowledge, abilities, and qualifications (cognitive component), along with socially significant attributes such as readiness for decisions, suitability, and responsibility.

The competence approach can be defined as a collection of elements that facilitate the development of competencies in students. The implementation of this particular approach in our country's education system has resulted in the enhancement of the State Education Standards' criteria, modifications in the scientific curriculum and textbooks across all levels of the lifelong learning system.

According to Backlund and Morreale (2015), despite extensive discourse on the topic, there is presently no universally recognized definition of communicative competence or its framework. Many scholars elucidate the components of communicative competence when disclosing its contents.

The proficiency of educators in imparting knowledge, skills, and competencies to their students is a crucial aspect of the teaching process, which is closely linked to the instructional context in which they operate. Educators who possess the necessary qualifications have the ability to establish ideal educational settings that facilitate effective learning for their pupils. In order to achieve this objective, individuals are required to cultivate a range of competencies and possess a comprehensive comprehension of the general and communicative competencies outlined in the CEFR.

From our viewpoint, the CEFR guideline provides future teachers with a crucial overall skill set, namely socio-cultural and intercultural awareness. Simultaneously, the educator sets the objective of transmitting all the social and cultural norms of the target language to forthcoming cohorts. Furthermore, it is imperative for prospective educators to cultivate their intercultural competence. Existential competence holds significant importance as it enhances the self-assurance of a potential educator and propels them towards attaining a state of maturity and holistic development. This expands the individual's perspective and enhances their motivation or drive to learn the language and impart their knowledge to others. The cultivation of study skills is a crucial component of overall competency. Competencies that are essential include self-education, the acquisition of information, comprehension, communication, and the utilization of emerging technologies and information and communication technologies (ICT).

It is our contention that the competencies delineated in the CEFR document are indispensable for prospective foreign language educators. However, there exist several other competencies that are of commensurate importance for future instructors, which are not explicitly enumerated in the CEFR. Pedagogical competence is a crucial skill for prospective educators as it enables them to effectively structure classes, address issues, devise engaging activities, exhibit creativity and flexibility, comprehend the needs of their students, refine their communication skills, motivate learners, foster inclusivity, and attentively listen to their audience (Newby D., 2012).

The scholarly work entitled "General Pedagogy" authored by N. Atayeva, M. Salaeva, and S. Khasanov in 2013 presents a range of definitions pertaining to pedagogical excellence. One such definition highlights the importance of conducting thorough investigations into related fields and possessing a comprehensive understanding of the system of upbringing and education.

According to N. Chomsky's renowned publication "Aspects of the Theory of Syntax," there exists a distinction between competence, which refers to the knowledge possessed by speakers and listeners of their own language, and performance, which pertains to the practical application of language in real-life situations. As per his statement, an individual who attains a comprehensive understanding of a language obtains a set of regulations that establish a correlation between sound and significance in a specific manner. This implies that the individual acquires a particular proficiency that they utilize to communicate and comprehend verbal communication.

The term "communicative competence" was initially introduced in the field of linguistics by renowned American linguist D. Haiman. The author posited that linguistic competence is the aptitude to generate grammatically correct sentences through the application of language rules, and to effectively utilize them in diverse communicative contexts. According to his perspective, communicative competence refers to the aptitude to employ language effectively in interpersonal interactions and diverse social contexts.

M. A. K. Holliday presents an alternative interpretation of communicative competence, wherein language proficiency encompasses not only the formal aspects of the linguistic system, but

also the ability to utilize it as a means of communication within a particular social context.

The present study has resulted in the identification of a set of competences deemed essential for prospective educators. These competences, both those explicitly stated in the CEFR and those that are not, have been presented in tabular form for ease of reference (refer to Table 1).

Table 1. Types of competencies that are important for future teachers

Competences recorded in CEFR	Competences, not recorded in CEFR
General competence ➤ Declarative knowledge ➤ Practical-skills and know-how ➤ Existential competence ➤ Ability to learn Communicative language competence ➤ Linguistic competence ➤ Sociolinguistic competence ➤ Pragmatic competence Other competences ➤ Assessment competence ➤ ICT competence (digital)	➤ Pedagogical competence ➤ Professional competence ➤ Appropriate use of humor ➤ Competence to make changes ➤ The impact of studying abroad on teacher competence ➤ Lifelong learning ➤ Research competence ➤ Curriculum competencies

This study aims to address:

- What is the perspective of ESL students regarding communicative competence in Uzbekistan?
- What is the prevailing perception regarding the efficacy of the CEFR and the significance of competencies for prospective English educators within the country?

METHODOLOGY

Participants

The study comprised a total of 602 English as a Second Language (ESL) students who were enrolled in Bukhara State University, Samarkand State Institute of Foreign Languages, and Uzbek State

University of World Languages. Experiments were carried out across various universities with students enrolled in the 5111400 programs, which focuses on foreign language and literature, specifically English. Out of the total sample size of 602 participants, a majority of nearly 55% fall within the age range of 18-20 years, whereas slightly over 41% belong to the age group of 21-25 years. The remaining participants who fall within the age brackets of 26-30 and 51 and above constitute 1.8% and 1.7% of the total respondents, respectively. The table reveals an unequal gender distribution among ESL students, with males comprising nearly 17% and females constituting over 83% of the total population.

The data pertaining to the current academic level of the respondents indicates that slightly over 50% of them are enrolled in their second year of study, whereas less than half of them are first-year students. Additionally, a quarter of the respondents are in their third year of study. The participants' English proficiency levels varied from intermediate to advanced, with the majority falling within the intermediate and upper-intermediate categories. The results indicate that a mere 7.7% of the participants exhibited advanced proficiency, while a mere 5.7% demonstrated a beginner level of proficiency.

Data collection instruments

The research tool employed in this investigation comprises a 20-item questionnaire consisting of five distinct sections, each utilizing a multiple-choice format. The online Google Forms software program was utilized to administer the survey to ESL students in Uzbekistan.

The questionnaire comprises five distinct sections. The initial section pertains to the demographic information of the participants. The second section comprises questions aimed at assessing the participants' utilization of languages in the classroom. The third section encompasses the frequency of classroom activities and homework. The fourth section gauges the respondents' awareness of the Common European Framework of Reference (CEFR) and its impact on their studies. Lastly, the fifth section delves into the respondents' perceptions regarding the significance of competences for future English teachers.

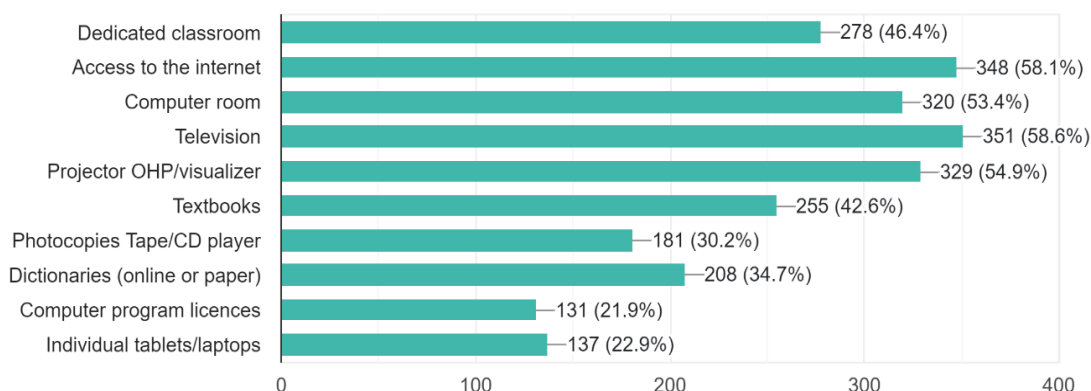
RESULTS

The subject of "Communication" has been formulated to ascertain the extent to which the participants utilize the English language in their day-to-day activities. The results indicate that a significant proportion of participants, specifically approximately 77%, utilize the English language in settings beyond the confines of the institutional context. The findings indicate that a significant proportion of students, approximately 82%, employ languages other than English, such as Uzbek and Russian, during their classroom-based learning activities. The utilization of languages other than English in the classroom is primarily motivated by the need to communicate with peers and instructors, seek clarification and permission from teachers, and other related factors. Within this segment, the respondents were queried regarding the difficulties encountered during English communication. The majority of the responses indicated challenges with pronunciation, unfamiliarity with grammatical structures and vocabulary, lack of self-assurance, and other related factors.

Participants are queried regarding the availability of teaching resources and aids within their academic institution, as depicted in Figure 1.

Figure 1. Teaching resources and aids available in their institution.

11. What teaching resources and aids are available in your institution? Mark all that apply:
599 responses

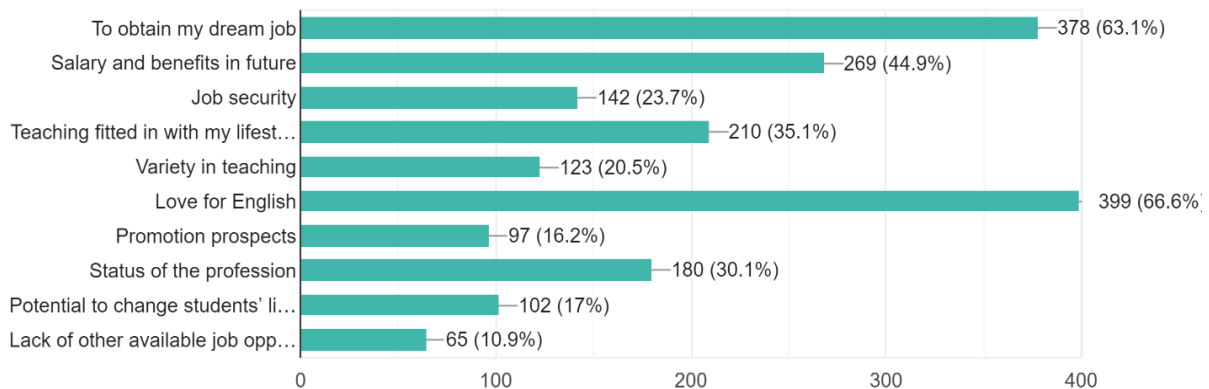


Participants were queried regarding the primary factors that influenced their decision to pursue the aforementioned higher education degree program, as depicted in Figure 2.

Figure 2. The main reasons for choosing this Higher education degree program.

12. What are your main reasons for choosing this Higher education degree program? Mark more than one if appropriate.

599 responses

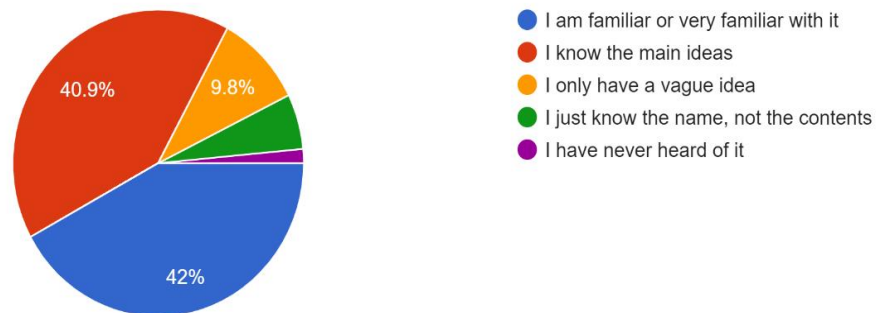


The topic of "Frequency of Classroom Activities and Homework Completion" has been formulated to investigate the frequency of students' engagement in classroom activities and their completion of homework assignments, as well as their perceptions of these practices and the impact of homework on their learning outcomes. According to the findings, a significant number of students reported that their classroom activities are structured as either individual work, pair work, or group work, either always or sometimes. In response to inquiries regarding the frequency of homework assignments, homework checks, and personal homework completion, a significant number of students reported a consistent response of "always."

The fourth section of the survey pertains to the level of knowledge regarding the Common European Framework of Reference (CEFR) and its impact within the context of Uzbekistan. Consequently, the participants were queried regarding their familiarity with the Common European Framework of Reference for Languages (CEFR). As illustrated in Figure 3, 42% of the participants indicated a high level of familiarity by selecting "Very familiar". Additionally, over 40% of the respondents reported knowledge of the main concepts. Nevertheless, there exists a minority of survey participants who possess limited knowledge regarding this particular framework.

Figure 3. Respondents' awareness about the CEFR and its effect in Uzbekistan.

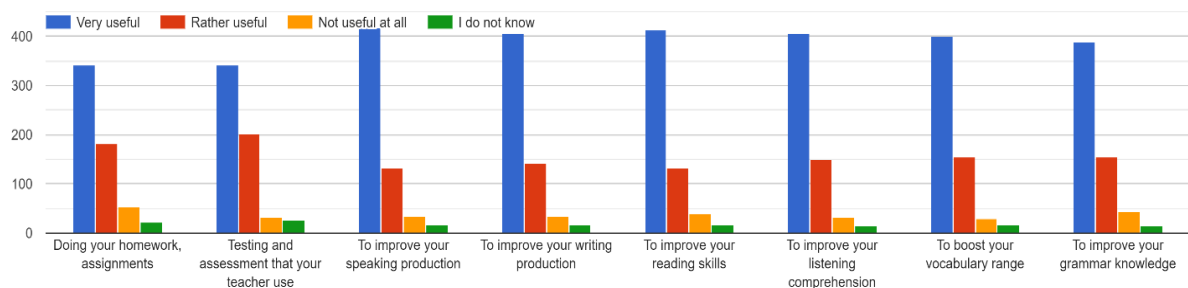
17. How well do you know the CEFR?
602 responses



Upon being surveyed, participants were requested to evaluate the efficacy of the CEFR across eight primary areas, including but not limited to homework completion, task execution, examination and evaluation, enhancement of oral and written communication, reading comprehension, auditory perception, and expansion of vocabulary and grammatical proficiency. The findings indicate that, as depicted in Figure 4, the viewpoints of ESL students regarding the CEFR across eight primary domains are generally deemed valuable.

Figure 4. Respondents' opinions related to the CEFR in eight main domains

19. Has the CEFR had any useful effect in your personal studies in any of the following domains? (Tick the box under the appropriate scales below.)



Upon being surveyed regarding the significance of competencies for prospective English educators, the respondents' responses indicated that the opinions of ESL students regarding the CEFR in four primary competencies are predominantly crucial, with a particular emphasis on communicative and pedagogical competence, as illustrated in Table 2.

Table 2.**The importance of competences for future English teachers**

	Pedagogical competence	Communicative competence	Competence of assessment	Self-learning competence
Very important	60,11%	72,15%	55,25%	50,15%
Important	34,15%	23,20%	35,13%	45,11%
Neutral	5,58%	4,35%	8,95%	4,58%
Less important	0,16%	0,30%	0,67%	0,16%

DISCUSSION

The primary objective of the initial research inquiry was to investigate the viewpoint of English as a Second Language (ESL) learners concerning communicative competence in Uzbekistan. Consequently, the present discourse centers on the interpretation of the results by means of a comparative analysis with prior investigations. Utilizing statistical figures derived from questionnaire results can enhance the comprehensibility of data for the intended audience.

Similar to other studies conducted by various researchers, including Jalolov et al. (2015), Rashidova F.M. (2017), Makhmudov A.Kh. (2017), Riskulova K.J. (2017), Tukhtasinov I.M. (2018), Kulmatov B.G. (2018), Muradkasimova K.Sh. (2019), Ziyaeva S.A. (2020), and Omanov P.Kh. (2021), the perceptions of ESL students regarding communicative competence and the implementation of the CEFR are generally positive. According to a study conducted by Omanov P.Kh. (2021), the findings indicate that students in Uzbekistan exhibit favorable attitudes towards communicative competence.

Out of a sample size of 602 participants, nearly 77% of them utilize the English language in settings beyond the institutional context, while over 82% exhibit familiarity with the Common European Framework of Reference for Languages (CEFR). The significance of competencies for prospective English instructors can be reflected in the feedback provided by the participants. The significance of

communicative competence has been emphasized by a majority of ESL students as a paramount consideration for prospective foreign language instructors.

CONCLUSION

The results of this investigation suggest that the participants hold favorable attitudes towards the communicative proficiency and the execution of the Common European Framework of Reference for Languages (CEFR) in Uzbekistan. The data obtained from the questionnaire indicates that a significant proportion of English as a Second Language (ESL) students possess knowledge of communicative competence and the Common European Framework of Reference (CEFR) content. The survey findings reveal that while the participants exhibit favorable attitudes towards English and employ it in their daily lives, they encounter certain communication difficulties. These difficulties primarily stem from issues such as erroneous pronunciation, inadequate knowledge of grammatical structures and vocabulary, lack of self-assurance, and other similar factors. The data substantiate the crucial role of communicative competence in the education system and the professional growth of ESL students. The aforementioned perceptions seem to be subject to various factors, such as the individual's proficiency in English, their past experiences, age and gender, and frequency of English language use for communicative purposes.

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THE IMPLEMENTATION OF MODERN ENGLISH LANGUAGE TEACHING METHODS UZBEKISTAN

**MuxtarovaShaxnozaFayzullayevna
(SamSIFL) Uzbekistan**

Abstract: Modern methods of teaching English are based on the classical methods of learning foreign languages. However, the psychological aspect, foreign cinematography, information technology had an impact on her. The methods of teaching English used 20 years ago were more of a reproductive nature. Learn the words, read the text, listen to the audio recording, write a letter — this is how the tasks that the tutor gave looked like. Perhaps for this reason, most adults who have studied the language for many years can read and write in English, but have difficulties in speaking.

INTRODUCTION.

Modern methods of teaching English have replaced reproductive methods with interactive ones. Today, gaining knowledge is the interaction of a student and a teacher. The curriculum is built, first of all, taking into account the age characteristics of students. For preschoolers and younger schoolchildren, such a type of lesson as a game, a journey, a video, a competition and others is more suitable. An adult student prefers a classical lesson. Traditional tasks are also suitable for this age: compose a story, do an exercise, read the text, perform listening, and so on. Writing a story allows you to learn how to use active and passive vocabulary, expand vocabulary, improve conversational speech. Performing exercises helps to assimilate grammatical material. Reading a text forms not only reading skills, but also immerses in the culture and traditions of the language being studied. Listening – improves the understanding of oral speech

Effective methods of learning English

But do not forget that the most effective methods of learning English are interactive. Therefore, the method of immersion in the language environment is now very popular. This technique teaches you to "think" in English. The study of a foreign language takes place entirely in English. This is real not only in a bilingual family, but also in an ordinary classroom. It is enough for the teacher to fully conduct

the lesson in English, to use visibility. To build the lesson so that, despite the foreign language, students understand the teacher. The high level of teacher training will allow you to conduct such an activity even for the youngest. If earlier parents of preschoolers and younger schoolchildren were afraid of such a method, now, seeing the enthusiastic eyes of children and their progress, they recognized the effectiveness of this technique. After all, the best method of learning English is the one that arouses interest in learning.

Combination of teaching methods

Many teachers combine various methods, use both immersion in the language environment and a classical lesson in their work. Knowledge of the methodology of teaching English, psychology and pedagogy allow them to identify the peculiarity of perception and thinking, to choose the right methods and forms of work. After all, along with the English lesson, other forms of organizing classes are also popular: a round table, a concert, a language club, a conference, Olympiads and many others. This allows you to include a large number of students in the language environment.

With increased motivation, skills improve. If earlier the question of how to teach spoken English was open, now it is possible to teach a person of any age to speak a foreign language. Of course, the older a person is, the more work there is to be done. And here a lot depends not even on the age of the student, but on the initial level of knowledge, motivation and hard work. However, the immersion method will allow not only to learn the language, but also to organize leisure with benefit. Its peculiarity is that the teacher not only conducts the lesson, but also controls the consolidation of the studied topic. The classic homework was replaced by recommendations: watch a movie in English, talk to a native speaker, listen to a song and complete tasks. Watching movies in English is a task that not only teaches you to understand a foreign language, but can also become an interesting entertainment. It improves pronunciation, helps to express your thoughts better in English. Communication with a native speaker helps to develop the skill of understanding oral speech. After such practice, any foreigner is not afraid! Listening to songs in English is no longer a new, but always an interesting form of listening. Recently, computer games in English have also become popular. They are used not only for teaching

children, but also adults. And we are talking not only about educational games, but also story games, arcades, simulators, role-playing and others.

Of course, some students are more suited to the traditional training option. Its basis is the study of lexical and grammatical material with the subsequent performance of tasks. Knowledge of psychology will help the teacher to improve the foreign language proficiency of any student using any method.

Sometimes it is difficult to make a choice between the immersion method and the traditional way. To choose which method is better to learn English, it is best to try learning the language in different ways. But there is not always time to attend many different courses and choose the best one. In this case, you should rely on the purpose of learning a foreign language. For those who want to learn to speak English, the communicative method is more suitable. It improves speech, thinking, and creativity. Perfectly combined with various forms of organization of classes. This technique is based on the principle of group interaction. The main forms of work: business games, project activities, group work, conferences. Thanks to communication with students with different levels of language proficiency, conversational speech improves, the so-called "language barrier" disappears.

The need to learn English leaves no chance for anyone. Some do not want to learn a language with a teacher and choose a self-study method. This method appeared a long time ago. When self-help books and phrasebooks appeared on sale. People began to make attempts to learn languages themselves. But independent work is not just reading a textbook or listening to a disc. If a computer program can still correct mistakes, develop skills, then direct, pick up tasks for fixing, support – only a person can do this. Therefore, those who try to learn a language on their own do not often succeed. It is better to use this method only at the initial stage, to obtain a database. Or to supplement classes with a teacher.

In addition to teaching methods, there are many disputes among teachers regarding the selection of private methods. For example, learning to read can begin with learning letters and sounds, which then make up words. Or maybe by the whole word method. The latter is particularly well-suited for creating a language environment. It helps

to better memorize words, sentences, improves conversational speech. Also, the choice of a textbook depends on the teaching methodology. In the modern world, it is not only a textbook, but also a workbook, CD and DVD, training programs. A well-chosen teaching tool is a help not only to the student, but also to the teacher. Ideally, the curriculum, textbook, teaching methods are selected individually for each student.

There are several levels of English that are described in this article.

Also, many people are concerned about another question "How is it better to learn a foreign language: in a couple, in a group or individually?". Here, too, a lot depends on the individual characteristics, goals and objectives of the student. To improve the speaking skill, it is better to select group classes. They can be organized using a communicative method or immersion. Individual work with a teacher is well suited for exam preparation. It is usually built using a traditional technique or in combination with the immersion method.

Choosing a method of learning English may seem difficult, but for the right choice you only need to rely on the criteria outlined above:

1. The purpose of classes.
2. The level of training.
3. Psychological comfort.
4. Motivation.

Teaching children Montessori

The main goal is to encourage the child to learn the language independently. As a rule, a separate room is designed for this, where pictures, books, cubes, musical toys, etc. are placed, which may arouse the interest of the child.

The role of the tutor is secondary. He cannot offer the child certain material, punish and praise — he only watches the process and helps in case of emergency.

The goal of Montessori is considered to be the development of the intellectual abilities of the child. Of the minuses, you can highlight:

- lack of consistency,
- inability to check the result,
- instilling in the child the habit of learning freely and without rules, which may affect academic performance in the future.

The Montessori method can be used for elective or home classes, it is not suitable for a tutor, because it is impossible to predict the result of such training and stimulate the child's interest.

Doman 's method

The essence is to quickly memorize words in English with the help of cards with images. The child is shown pictures of animals, household items, food, and he pronounces the names. The main goal is to form an association between the subject and its name in English.

This method has both pros and cons. In our opinion, using one technique is uninteresting for a child and unproductive for a tutor. In addition, one type of memory works — visual. Such training is rather additional or initial. Thus, Doman's cards are one of the options for teaching kids, which in the future should be supplemented with other types of acquaintance with the language.

Zaitsev 's method

English is taught using cubes on which syllables and words are written. Basically, this method is used to teach children to read. Beautiful bright cubes and special control tables help the child to pronounce words correctly. The technique is suitable for both young and elementary school students as an additional way of learning the language.

Teaching through games

In the process of learning English in a playful way, the teacher can use any opportunities: drawing, playing with dolls and soldiers, modeling from plasticine, active outdoor games.

This approach is better than learning a language from textbooks, but it is worth paying attention to how it is perceived by children. If the level of self-discipline allows not only to play, but also to learn the subject, then this method can be successfully used.

Project study

Children or a teacher choose topics for each lesson, make projects, and then consolidate knowledge with the help of tests. An interesting and promising option, thanks to which you can learn not only the language, but also geography, biology, history, art, etc. Suitable for both children and teenagers.

During the project study, students can watch films in English, read literature in the original, as well as independently collect the

information necessary for the project. This approach, among other things, trains self-education skills, which remains relevant for the rest of your life.

Training on Meshcheryakova

Officially, the name sounds like "I love English". It is aimed at simple language learning, which will cause joy and pleasure. The program has several blocks, which depend on the age of the child.

Young children learn the language with the help of funny songs performed by a native speaker.

Older children are completely immersed in the language environment — the teacher speaks only English. Even those actions that do not relate to the lesson are also described in the language being studied. At the next stage, the students learn to read, then write, and then analyze the material in oral and written forms.

The effectiveness of the methodology in the sequential learning of the language, which at the same time is difficult — under such conditions, the same teacher should lead the lessons in order not to skip the stages

CLIL

CLIL (Content and Language Integrated Learning is subject— language integrated learning) - the study of other subjects in English — it can be mathematics, literature, physical education and much more. Advantages of this method:

- comprehensive development of the child,
- parallel study of other subjects,
- interesting presentation of material,
- a combination of different techniques: listening, speaking, writing.

It is actively used in private English-speaking schools, colleges and kindergartens, where all subjects are taught in foreign languages. This approach is very effective, especially if the child gets to know him from an early age.

Within the framework of CLIL, it is allowed to conduct lessons in psychology, sociology, ethics and cultural studies in order to cover not only English grammar, but also the fundamental basics of human education.

Bilingual method

The peculiarity is in the parallel translation of everything that the teacher says. The method involves watching videos with subtitles, reading bilingual books, simultaneous translation of direct speech. The effectiveness is enhanced if a teenager has the opportunity to talk to his family in English at home.

As a rule, the tutor focuses on socio-cultural materials so that a person understands the difference in the use of words and simultaneously gets acquainted with the culture of the country.

This method is especially useful for those teenagers who plan to study abroad.

Targeted training

A popular approach used in courses or in the classroom. The teacher gives a topic that students should independently work out and present — after the speech, the teacher gives recommendations that should be implemented to improve the assimilation of the topic.

General recommendations for teaching children

Combine them. Do not limit yourself to just one way, it will be better if the child is familiar with all possible options and chooses several that he particularly likes.

Experiment. The teacher has the right to depart from the classical canons if he is sure that it will benefit. Watch cartoons, social short films, clips, read comics in the lesson. Even if it contradicts the methodology, it can be useful for the student.

Come up with author's methods. It often happens that a teacher, after working with children for several years, can independently create several original working methods. For example, learning to speak by voice messages or by writing posts to social networks.

Get additional education. Life does not stand still, as well as skills that need to be improved. If you feel that your diploma is not enough or you want to move to a higher—paying position, for example, to a private school - think about professional development. So, you will know the latest trends in education and make your resume better. You can improve your pedagogical level by taking special TEFL & TESOL courses.

ETACOGNITIVE METHODS AS AN EDUCATIVE STRATEGYFORFOREIGNLANGUAGELEARNERS

Porsayeva Malika Makhmudovna, Teacher of SamSIFL
malikaporsaeva0110@gmail.com

The article reviews modern approaches to the urgent issue of raising the level of reflective readiness of students as a basis for their acquiring metacognitive strategies of learning foreign languages.

Key words: reflective readiness; learning strategies; metacognitive strategies; planning, monitoring, and evaluating intellectual activity in learning; implicit strategy training; explicit strategy training.

One of the main difficulties of the existence of modern man is that he has to constantly adapt to the dynamically changing world around him. In conditions of instability, it is education that is designed to ensure the ability of the individual to cope with the high speed of ongoing changes. For this reason, the main vector for the development of modern education, including foreign language education, is the shift in emphasis from the subject-ontological model of its content to the epistemological model. This means that knowledge is turned to the future, not to the past, their ability to provide “anticipatory reflection” (according to P.K. Anokhin)¹; shifting the emphasis in the content of education to methodological aspects, cognitive tools and technologies [Gromyko 2001].

According to Russian researcher V. V. Davydov, planning, reflection, and analysis form the basis of educational activity, which makes it possible to successfully master the content of various academic disciplines [Davydov 2004]. In this regard, mastering a foreign language (FL), based on a personal activity approach, the concept of developmental education and the principle of consciousness, proclaimed by domestic methodological science, implies a high level of reflective readiness of students, which should cover not only their awareness of the content of the subject of assimilation, but also the ways their educational activities / teaching activities and ways to improve them.

That is why the national methodology substantiates the need for the formation of a foreign language professional reflexive competence among students of a non-linguistic university. This competence implies the possession of the following skills: to be aware of the structural and functional features of the language being studied, social, sociocultural, intercultural, psychological parameters that affect the communicative behavior of people in the professional field; be aware of their own cognitive and communicative features, determined by belonging to their native linguistic culture; take an active position in the process of mastering professional intercultural communication; assess your level of language proficiency, your foreign language communication needs and capabilities; independently improve the skills of intercultural professional communication [Evdokimova 2007].

In recent years, both in foreign and domestic publications, much attention has been paid to the issues of increasing the reflective readiness of students, linking these issues with the possession of a wide range of different learning strategies / learning strategies / strategies for mastering a foreign language. In addition, more and more often we are talking about the so-called metacognitive strategies for mastering a foreign language. Due to the fact that the terminology and its understanding are not well-established, it seems urgent to comprehend the modern approaches of researchers to the interpretation of various strategies that are used by students in the process of mastering a foreign language and show how they relate to each other and what role they play in the learning process. foreign languages. It is also relevant to identify ways to form students' ability to flexibly and effectively use strategies for mastering a foreign language.

Some authors talk about learner strategies [Wenden 1985, Rubin 1996], others talk about learning strategies [Chamot, O'Malley 1994], others talk about language acquisition strategies [Oxford 1990]. As a rule, learning strategies mean ways of solving problems, learning actions that students perform in order to make the learning process more efficient and effective. The actions of students can be both observable (using vocabulary memorization techniques, training grammatical structures, etc.) and hidden (mental processes). Any definition of learning strategies implies skills that provide conscious progress towards the goal of language acquisition.

At the same time, learning strategies are divided into cognitive and metacognitive. Cognitive ones are associated with comprehension, memorization and use of the studied language material in speech. Metacognitive ones are aimed at monitoring and managing the use of cognitive strategies and represent a sequence of actions that ensure the planning and control of cognitive processes, as well as the correlation of their results with the goals of activity. This is consistent with the fact that, according to the Russian researcher I. I. Ilyasov, all educational activities can be represented as a two-level organization: level 1 - educational activities aimed at processing and assimilation of educational information; level 2 - educational activities aimed at organizing and managing educational activities [Ilyasov 1986].

In accordance with this, metacognitive processes are distinguished in psychology as a special class of mental processes. Such processes are called "secondary" in order to indicate their differences from traditional cognitive processes, referred to as "primary". Metacognition is considered a type of thinking of the second and higher order, which includes the function of controlling the cognitive processes involved in learning [Karpov 2015].

John Flavell, who is known to have been a pioneer in the field of metacognition research, singled out knowledge about cognition (metacognitive knowledge) and regulation of cognition (metacognitive experience) as its two main components [Flavell 1979]. Metacognitive knowledge refers to knowledge about cognitive processes that can be used as a basis for managing them. Further, J. Flavell divided metacognitive knowledge into three categories: knowledge about the features of one's own thinking (personal parameters); knowledge of what requirements for cognitive functions are imposed by various types of tasks (task parameters); knowledge about which cognitive and metacognitive strategies allow the most effective implementation of a particular activity (strategy parameters) [Flavell 1979; Zhang L., Zhang D. 2015].

Other authors [Chamot, Robbins 2007] propose a model in which metacognitive knowledge is divided into two large groups: declarative and procedural. Declarative knowledge is knowledge about oneself, knowledge about the world, knowledge about the task, knowledge about strategies. Procedural knowledge is equated with metacognitive

strategies and includes planning, monitoring, solving a learning problem, and evaluation. Planning requires understanding the task, organizing material, finding resources.

Monitoring requires keeping track of one's progress towards solving a learning problem, checking the success of the receptive and productive use of the language, and identifying existing difficulties. After completing the assignment, an assessment of the degree of success of its implementation is required, in particular, how well the learning strategies were used, what was the effectiveness of various strategies, what changes are planned to be made to the process of solving a similar task in the future. At the same stage, the student determines which learning strategies suit him best, learns to organize conditions conducive to successful learning, find the possibility of practical use of the language, and concentrate on the task. All this helps the student to realize his own characteristics as a subject of educational activity and, consequently, develops his ability to self-manage.

The question of what criteria should be used to separate the cognitive strategy from the metacognitive one seems to be significant. According to J. Flavell, metacognitive strategies differ from cognitive ones not so much in content as in the functions they perform, in their focus. If cognitive strategies are aimed at the implementation of the cognitive process, then metacognitive strategies are aimed at its control. Sometimes metacognitive strategies include the so-called affective strategies aimed at managing emotional reactions in the learning process and reducing anxiety, as well as social strategies that ensure interaction with other members of the study group and with native speakers [Oxford 1990]. Metacognitive and cognitive strategies are closely intertwined and dependent on each other, so any attempt to explore one without considering the other is fruitless.

In this regard, it is appropriate to recall what strategies for mastering a foreign language are distinguished by modern methodologists. From our point of view, this issue is most systematically and fully disclosed by N. F. Koryakovtseva [Koryakovtseva 2003], who divides the learning strategies used in teaching a foreign language into: general educational, special, linguodidactic and concrete practical. In general education, intellectual (cognitive), information, educational and information strategies and

strategies for educational cooperation are distinguished. The strategies of compensation by the available language means, the strategies of searching for supports, the strategies of social interaction are referred to the special ones.

Linguodidactic strategies include semantic and linguistic systematizing strategies. Specific practical strategies include strategies for self-acquaintance with language tools, memorization / memorization strategies (mnemonic strategies), contextualization strategies, strategies for using language tools in text activities, strategies for independent practice, strategies for self-control and self-correction of language skills and speech skills, resource strategies. The author describes in detail the content of all strategies included in the selected classes.

If we talk about metacognitive strategies, they are divided by domestic authors into the following groups:

1) planning of intellectual activity: putting forward the goals and sub-goals of one's own intellectual activity, thinking through the means of achieving them, building a sequence of one's own actions;

2) anticipation: taking into account the consequences of decisions made, as well as predicting possible changes in the problem situation;

3) conscious regulation of one's own intellectual behavior: an objective assessment of one's own knowledge / ignorance and the quality of individual actions;

4) analysis of the course of one's own thoughts, argumentation of one's own intellectual actions; setting yourself up for work; defending or revising one's opinion as a result of realizing the mistakes made [Kislyakova 2011].

It is essential that the ability to apply metacognitive strategies implies the possession of a wide range of cognitive strategies and the ability to flexibly combine them to effectively solve the problems of mastering a foreign language.

Obviously, understanding and managing cognitive processes is one of the necessary skills that a teacher should develop in students. At the same time, the question of the very possibility of purposeful formation of metacognitive skills in students has not yet received an unequivocal answer, not to mention the fact that the development of appropriate teaching technologies aimed at the formation of such skills

is only at the initial stage. In this case, first of all, it is necessary to decide whether teaching the possession of strategies will be implicit or explicit in nature and how it will be integrated into teaching a foreign language.

Consider some of the possible approaches to this issue. The groups of metacognitive strategies given above served as the basis for the development of technology for the development of students' metacognitive skills in teaching a foreign language [Belenkova 2015]. This technology involves the involvement of students in the active planning of the "route" of their own learning; independent setting by students of goals and objectives; teaching students various learning strategies so that they can select the most effective ones for themselves; the use of self-control methods in the educational process, which contribute to the activation of cognitive activity and the formation of students' ability to self-assessment.

Foreign authors believe that teaching metacognitive skills should ensure the ability of students to independently identify their strengths and weaknesses; be aware of what exactly helps them to master the foreign language more effectively; to try already mastered by them and new teaching strategies; monitor and evaluate the progress of their teaching; transfer successful strategies to new learning situations [Cohen 2003].

Obviously, teaching metacognitive skills should take into account the cognitive styles of students¹. There is also no doubt that the mastery of metacognitive strategies is directly related to the formation of student autonomy and creates the necessary basis for this.

It is important that metacognitive skills are formed in conjunction with cognitive ones, so that metacognitive strategies allow one to plan, control and evaluate one's own learning.

From the above, an important conclusion follows that metacognitive skills include the ability to select and apply certain cognitive strategies in a certain context to achieve specific learning goals. Such skill implies the ability to comprehend the learning process and make informed decisions about its trajectory. As an illustration, the literature describes such a strategy for understanding the meaning of an unfamiliar word when reading as an analysis of its structure by highlighting the root and affix in it [Anderson 2002]. Another strategy

for discovering the meaning of a word is to use contextual clues. Students should not only master the specific skills of using these two strategies, but also understand that neither of them works in all situations. It is necessary to learn how to use the word analysis strategy in the case when the word has an affix and abandon this strategy when the affix is absent, but there is a possibility of mistaking a part of the word for it, for example: cooperation, but complain; rebuild but receive. This is the mastery of metacognitive skill.

From a technological point of view, the following possible ways of teaching students where and how to use strategies can be distinguished:

1) a general course of learning to learn. Many strategies of a general nature are applicable to the teaching of a foreign language, for example, taking notes / vocabulary, compressing information, paraphrasing, overcoming excitement, etc.;

2) lectures and discussion. This is an introduction to the use of strategies in the process of mastering a foreign language, when students get a general idea of \u200b\u200bstrategies and how to use them in the process of mastering a foreign language;

3) seminars combined with lectures, the practice of using specific strategies, discussing their effectiveness;

4) reliance on strategies presented in textbooks. Many textbooks and teaching aids contain tasks based on the use of strategies, sometimes some explanations are given, but most often students do not realize that they use this or that strategy, and therefore the teacher needs to focus on it, explain its essence, suggest a model for its use. The advantage of this approach is that there is no need for special additional classes;

5) learning based on the use of strategies. The teacher describes the model of the foreign language acquisition strategy and gives examples. Then students find other examples. The teacher organizes discussions in small groups and in the whole group, and then motivates students to experiment in using a wide range of strategies;

6) incorporating strategy into everyday learning materials [Cohen 2003].

Of great interest are the results of an experimental study of the methods of forming reflexive skills and teaching metacognitive

strategies, as well as their influence on the effectiveness of students mastering various types of speech activity when teaching a foreign language.

The influence of metacognitive strategies on increasing the ability of Iranian students to understand the content of English-language texts while reading has been experimentally proven. As metacognitive strategies, students were taught to use their individual strengths, guess meaning (by analyzing words, etc.), and separate known information from new information [Jafari 2012].

It has also been reported that a carefully designed program of teaching Chinese students about reading strategies has led to an increase in students' metacognitive consciousness and a better understanding of the information contained in the text [Zhang 2008].

Noteworthy is the study of Japanese scientists who over the course of three years observed the development of metacognitive skills in 400 students studying English at Akita International University. In the first semester of the EAP (English for Academic Purposes) students were required to take a course called "Self-Guided Learning for Foreign Languages". The main objectives of the course were to give students the opportunity to develop those aspects of FL proficiency that, from their point of view, need to be improved, as well as to form their metacognitive knowledge and skills. To achieve these goals, students developed their own curricula. The course allowed them to set their own goals; select appropriate materials; decide how they will use these materials; monitor your progress; evaluate the results of their learning [Cotteral, Murray 2009].

Studies of the processes of metacognitive development of students relied on the following methods of obtaining data: questionnaires that reveal students' ideas about the ways of mastering a foreign language, and various histories of its study, student portfolios, course evaluation, interviews and group discussions. Students were asked to record their opinions about the experience of creating their training programs and to formulate their ideas about what, in fact, learning a foreign language comes down to.

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The above information shows that any methods of teaching metacognitive strategies require increasing students' awareness of their own strengths and weaknesses in the process of mastering a foreign language. It should also be emphasized that students must master a wide range of cognitive strategies from which they can choose and skillfully combine those that will help them master FL with the greatest efficiency.

Strengthening the elements of reflection in the organization of training, conducting classes in which the teacher stimulates the active participation of students in managing the process of their own learning, directing their attention to the analysis and evaluation of the course and results of various stages of the educational process, contribute to the development of metacognitive skills of students and improving the effectiveness of teaching a foreign language. In this regard, there is no doubt the need for foreign language teachers to master the described methods of forming students' metacognitive skills and including these methods in the process of teaching foreign languages in higher education.

At the same time, the level of reflexivity of the teacher himself, his ability to monitor, regulate and improve the strategies he uses for teaching students should inevitably increase.

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REGARDING THE APPLICATION OF COMMUNICATIVE COMPETENCE AS A PEDAGOGICAL CATEGORY IN SECONDARY EDUCATION

**Rustamova Shokhista Sharifovna, SamSiFL EL teacher,
scientific researcher, *rustamova-87@internet.ru***

**Ochilova Gulnora Ulashevna, SamSIFL EL teacher,
scientific researcher, *ochilovaraxmanovagulka@gmail.com***

Abstract: Language learning is one of the most important areas in the human society. The language, which is a means of communication, can be practically acquired in a natural environment (in the family, among the public) or in an organized way (in the lesson). Knowledge of linguistic phenomena, on the other hand, is studied theoretically. It is obvious that teaching-learning a foreign language is in stark contrast to the native language and foreign language in certain aspects. This lies in the task of linguists to consistently study the current state of non-traditional, that is, teaching a language on the basis of communicativeness and eliminate existing problems of applying new technologies of teaching a foreign language.

Key words: skills, ability, language skills, competence, speech competence, communicative competence, competency approach, competence types.

INTRODUCTION.

Oral speech is the result of socio-cultural and physiological activities in which language signs are expressed, depending on the requirement of the flow of information and information being expressed. The process of oral speech and its development is the object of linguistics and psychology. In linguistics, stylistic dyes of speech, expressive-modal means in it, the use of expressive units in their place are implied. In particular, the overuse of linguistic and other means in the development of foreign speaking skills creates communicative problems. The issues of studying such problems and finding solutions to problems based on the results are considered very relevant in modern linguistics. Methods and means of teaching a foreign language by linguists in the world at different times have been interpreted in different ways in theory. As a result, the concepts of communicativity and skills began to be widely used in linguistics.

LITERATURE REVIEW.

J.J.Jalolov says that by skill, the ability to perform speech operations to a certain extent is understood: "Skill is an automated component of activities performed consciously. Automated activity without the participation of consciousness is defined as qualification [5; p.432]". There is also the concept of "speech competence", which is defined by G.I.Shukina comments as "a combination of knowledge, skills, abilities, and qualities (both personal and professional), as well as the ability to gain new knowledge and experience, and willingness to bring them to life " [15; p.230]. Teaching a foreign language in a general way, the homogeneity of programs and methods in Educational Directions, is explained by the fact that students are taught a language through general language rules and exercises. For example, grammar-based method and teacher-centered lessons (teacher focused lessons), which have become a tradition in many of today's educational institutions, are a clear example of this and can lead to boring and even inappropriate lesson processes without forming creative thinking and communicative competence in students. The limitation of such styles and the need to use the communicative method in teaching a foreign language has been pointed out by many researchers and Methodists, G.V.Rogova [12], Ye.I.Passov, [9], Marianne Celce Murcia [18], Jack C. Richards [17], Gilloteaux.M.JDorny.Z [16] et al. In addition, the application of a communicative orientation in the acquisition of a foreign language does not provide for the professional study of the language if it is carried out on the basis of general cultural or even professional material, without taking into account the realities and features of a particular area of professional activity. Today, competently oriented methods of teaching a foreign language are still not sufficiently worked out. In particular, there are not enough resources for students to carry out the formation of oral speech. Also, methodological and technical tools and methodological manuals for the development of professional skills in the process of teaching a foreign language have not been developed.

RESEARCH METHODOLOGY.

In modern methodology, the concept of communication is increasingly used, which provides educational relations aimed at the process of mutual communication, communication between the participants in this activity, and thus the acquisition of a "subject-subject" character. In the pedagogical process, in contrast to the

traditional teaching process, the roles inherent in the teacher and the student change, and the teacher mainly involves finding answers to questions about the information given to the student home, without spending all the time giving new information in the course of the lesson, and making recommendations during the training when they work on given tasks.

In the development of students' oral speech in a foreign language, the strategy of using the dialogical form is used, and monological speech is directed in stages; unprepared, productive, personal reaction to events. Because the expression of the productive form contributes to the logical analysis of critical thinking, lexical-grammatical materials. In the development of the productive form in the speech activities of upper-class students, the creation of speech through complex vocabulary and sentences and the use of professional terms is also provided.

Specific aspects in listening and understanding are manifested in the perceptual skills of information. In this case, a sensory and perceptual-spiritual synthesis of the received information is carried out. That is, firstly it provides the process of performing and recognizing (listening and understanding) the complex of sounds transmitted by the interlocutor and their spiritual interpretation using certain differential characteristics.

The second direction, the ability to communicate, although it is a natural quality of every person given from nature, is an art that shows the possibility of development and improvement. Therefore, at present, the communicative approach is not only the most important element of pedagogical activity, a means and condition for achieving educational goals, but also an independent, valuable goal of education, aimed at the formation and development of the personality of students. This is very important for professionals trained within the framework of professional education.

Third, we believe that it is advisable to be able to achieve the communicative effectiveness of speech through the effective use of language tools (phonetic, lexical, grammatical), to also acquire the following professional landing and qualifications:

The following table shows how what categories language skills and competencies have:

Table 1.

A system of skills and competencies that are important in the process of listening and speaking.

№	A SYSTEM OF SKILLS AND COMPETENCIES THAT ARE IMPORTANT IN THE PROCESS OF LISTENING AND SPEAKING	
1.	Listening	<ul style="list-style-type: none"> - recognize (know) and distinguish phonemes; - separation of phonemes and their types; - separation of intonation and rhythmic structures; - determination of the phenomena of word-making and form-making (grammatical) affixation and flexion; - differentiation of homonymic, synonymic and antonymic properties of lexical units and grammatical forms; - being able to distinguish the grammatical form in words; -be able to determine the meaning of new words; -to understand, be able to guess and make words that are unfamiliar, based on the content of the context.
2.	Ability to communicate	<ul style="list-style-type: none"> - it is art that shows the possibility of development and improvement - communicative approach is not only the most important element of pedagogical activity - an independent, valuable goal of education aimed at the formation and development of the personality of students
3.	Use of language tools	<ul style="list-style-type: none"> - making presentations within their field, - acquaintance with World News - to be able to verbally express the information received by listening and understanding in the form of a message, lecture, conclusion, statement; -to be able to use the studied foreign language in the framework of his professional specialty in drawing up work, statistical statements, conducting business meetings, presentations; - information collected from various sources, getting acquainted with World News (world news), summarizing and drawing conclusions from them.

So, in the development of professional-oriented oral speech skills, foreign language training consists of:

- exercises for teaching to make a monological statement on various topics;
- work with authentic materials (“audio text, video material, foreign media, listening to the latest news, thematic plates, dictionary-phrase units”) [1; p.173];
- “activation of interaction of foreign language training with other subjects” in Applied English Science [2; p.33];
- “development of dialogical communication in the scope of actions and situations created in speech situations” [4; p.83].

ANALYSIS AND RESULTS.

The purpose of developing foreign language oral skills in secondary education institutions is to teach students to practice live communication skills and competencies in various social situations. Therefore, an upper-class student should be able to communicate freely in English, respond to the speech of the interlocutor using verbal and nonverbal means, create speech (monologue or dialogue) using terms, communicate in English on the basis of topics established in curricula in speech situations.

It is also important that unprepared speech – that is, it has the ability to adequately verbally react to the events of itself and the environment, an event of real-time cross-section taking place in it.

The necessary organization and unity of the actions of individuals is ensured, their rational, emotional and voluntary interaction is carried out, a complex of feelings, thoughts and views is formed, mutual understanding and coordination of actions are achieved what characterizes collective activity. Such tasks are considered the most important processes in the training of personnel who are gaining a profession and have a new appearance [8; p.40]. The success of oral communication is ensured by a high level of development of the communicative abilities and skills of the student. Therefore, their formation becomes one of the goals of Education. Various aspects of this issue I.V.Rachmanoff [10;p.318], G.V.Rogova [12; p.232] et al. The introduction of a competency-based approach to education has led to the presentation of the goals of education through the concepts of "competency approach" and "competence".

B.Khodjayev believes that competence (which is a Latin word for attainable, correctly denoting meaning) is the willingness of a subject to be able to effectively organize external and internal reserves to set a goal

and achieve it, in other words, it is the subject's personal ability to cope with certain professional issues [14;p.314].

Until N.A.Muslimov's note, the lexical meaning of the English concept of “competence” means “ability”, but the term competence serves to express knowledge, skills, skill and ability [7; p.23].

There are different approaches to the classification of types of competence. In Particular, N.A.Muslimov divides competencies from the point of view of professional education into the following types[8, p.40]:

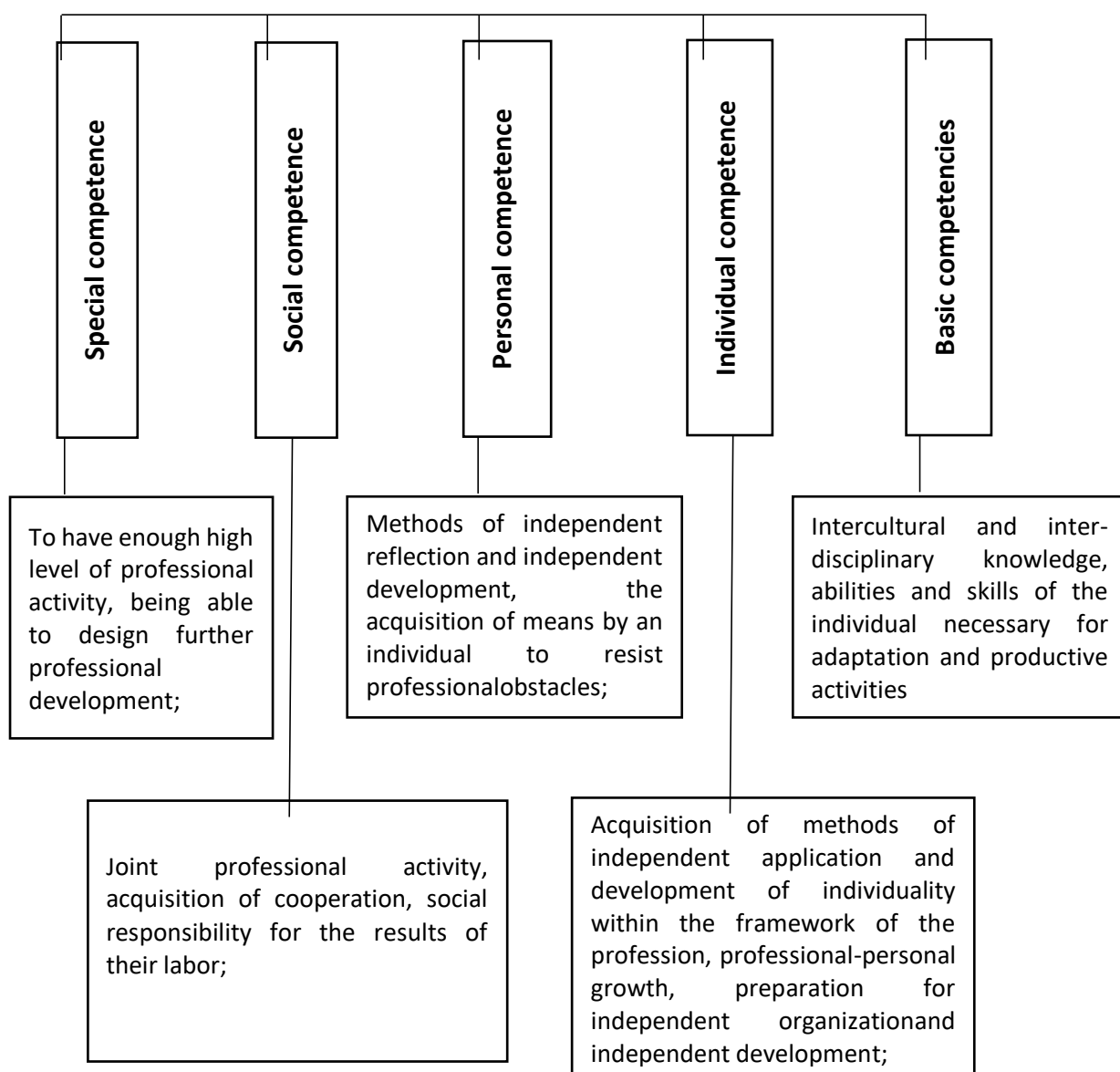


Table 2. N.A.Muslimov`s interpretation of the categorization of competence into species.

N.V.Tarasova interprets it as “a general ability to solve the problem based on knowledge, values, competencies that make it possible to

provide a connection between knowledge and situation, knowledge and action” [13; p.30-38].

From the above points, it can be concluded that competence is a person's ability to solve a certain problem, relying on existing knowledge and life experiences.

Therefore, competence is the sum of the abilities that a person needs not only professionally, but throughout his life. No language learner can successfully conduct their communication activities without fully occupying them.

The idea of developing professional competence was formed in the theory and practice of social development, as the most effective way to resolve conflicts in the development of education that arose during the transition to post-industrial, information society. J.Raven comments on the need for this competence as follows: “when we compare more or less literate, entrepreneur, teachers, drivers, blacksmiths, managers and military personnel, a brief psycholinguistic comparative analysis of their professional knowledge of oral forms of communication shows close contact of speaking and listening comprehension skills, evidence of interacting significance, shows that they are also organically related to written forms of speech, such as reading and writing. Writing qualification occurs in a pronounced speech base and is a written method of preservation of information expressed orally” [11; p.166].

Reading, on the other hand, is a distinctly shaped interpretation of the skill of speaking, in which both types of traits are manifested. Any of these types of speech activity occurs as a result of the fact that a number of principles operate in common. However, the function of each speech activity is subject to certain rules that differ from each other. The relationship between analyzers, on the other hand, is dynamic, mobile and has characteristics of change when one speech activity moves from one form to another. “Basically, a person defines what he can do within this framework” [6; p.287]. It is then argued that these competency components develop and manifest only in the process of carrying out activities of interest to people.

CONCLUSION / RECOMMENDATIONS.

Active activity-the result of several factors depends on a number of independent and interchangeable competencies that cover different situations in the process of transition to the goal, and not at the level of personal competence or ability. The specific situation indicates that it is

necessary to assess not the individual's level of ability, but the full set of competencies indicated by individuals in various situations that have taken a long time to achieve personally important goals. In addition, the individual directly affects the formation of a specific situation and its values and the possibility of developing and mastering new states.

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TOP-DOWN AND BOTTOM-UP APPROACHES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Maxmudova Manzura Adashovna

Abstract

Modern teaching approaches require new skills and researches. In this article top-down and bottom-up methods in teaching reading and listening are reviewed closely. Theory and results of different investigation on effectiveness of these methods are discussed. Listening and reading as a receptive skills are important to acquire a language. Nowadays, more attention is given to teach these two skills as research results show that they are in the core of the learners' language learning development. Investigation also revealed using bottom-up and top-down methods in teaching receptive skills enhance overall cognitive ability of learners. To see connection between theory and practice, tips based on these approaches are given to organize reading and listening lessons.

Key words: top-down, bottom-up, metacognition, processing, teaching reading, teaching listening

INTRODUCTION

Being a global language, English is important as a universal medium in international exchanges and interactions. Uzbekistan is promoting her relationship with other countries, which offers opportunities in education along with challenges. Educational reforms are crucial in meeting hyper-competitive world of occupation. Legislation and Policy of Education in Uzbekistan has made learning/teaching English a priority in uzbek education. This led to teaching English in all educational institutions beginning from kindergarten to higher education. Uzbekistan established several international universities such as Westminster International University, Webster University, etc, as well as some special schools where English is used to teach major subjects. As Hui Li (2019) states students are not just required to speak fluent English, however also solve problems in special fields so as to have the priority to their rivals in job hunting, future promotion and further study and something like that.

However, these changes have created some challenges including creating appropriate curriculum (focusing on four basic skills) and

resources as well as teacher training that are vital core to conduct educational reforms.

According to Thomas S.C.Farrell after being qualified as English teachers, they are urged to constantly upgrade their skills through some other course or workshop. Bell and Gilbert (1994) say that teacher development is teacher leaning. They point out that “in learning the teachers are developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing” (p.311).

Here rises an important question about approaches especially in teaching foreign languages. Worldwide Shifting from Grammar Translation to Communicative Approach in teaching English as a foreign language is meant to be aware of new terms, methods and techniques.

From Theory to Practice

History of teaching shows that new method or approach is actually slightly changed or renamed old method or approach. Any teacher who is familiar with the terms deductive and inductive methods can easily understand what top-down and bottom-up approaches are. The reason is that top-down is an alternative for deductive whereas inductive is for bottom-up. Like deductive top-down means going from general to specific, on the contrary, like inductive bottom-up goes from specific to general. Jeremy Harmer states that in metaphorical terms, it can be compared to how we look at something from above – when you see everything- and, conversely, when you find yourself among something and understand where you are, focusing on all individual traits. It’s like looking at a forest and studying individual trees inside it. While both are related to cognitive process, top-down is more about higher order thinking (analyzing, evaluating and creating) whereas bottom-up is more about lower order thinking (understanding, memorizing and applying).

Jack C. Richards says “Top-down processing refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts” – plans about the overall structure of events and the relationships between them.

Learners need a large vocabulary and a good working knowledge of sentence structure to process texts bottom-up.

Top-down and bottom up approaches in teaching Reading

As one of the receptive skills reading requires a great deal of effort for a non-native speaker to comprehend, analyze and absorb the information. Reading is related to linguistics since it embraces basics from symbols to other constituents of the language. A reader should have a good linguistic competence which means to understand phoneme, morpheme, word, phrase, clause/sentence, and discourse contained in any type of texts.

As a bottom-up theorist, Chall, in *Field Notes*, believed that decoding skills play a key role in the reading process and this forced her into a position of representing phonics.

The top-down model of reading does just that, focusing on what the readers bring to the process (Goodman, 1967; Smith, 1971, 1982) in *Field Notes*. The readers sample the text for information and contrast it with their world knowledge, helping to make sense of what is written. The focus here is on the readers as they interact with the text. For those reading theorists who recognized the importance of both the text and the reader in the reading process, an amalgamation of the two emerged—the interactive approach. The interactive model (Rumelhart, 1977; Stanovich, 1980) in *Field Notes*, stressed both what is on the written page and what a reader brings to it using both top-down and bottom-up skills.

According to Goodman (1978) in Syarifuddin (2003:328) in Vivy communicative approach and reading comprehension happens through skills as finding specific information and obtaining general impression. In top-down approach readers' general knowledge of the world and cognitive as well as linguistic competence are activated and play an important in reading process. Top-down reading motivates students to use reading strategies such as using prior previewing, predicting, identifying main idea and summarization, making inferences, visualization, schema, questions and doubts, connect and predict, conducting discussions, etc. Bottom-up approach, on the other hand, requires mastering grammar and vocabulary along with phonetics contained in the text making it easier for student to comprehend the content of reading. According to Harris and Sipay (1985:8) in bottom-up reading, translating graphic symbols into speech during oral reading into inner speech during silent reading is of paramount importance.

These two approaches are interrelated and interdependent so they complement each other which means there is no more or less effective approach. In practice the effectiveness of any approach actually depends on the students' profile i.e. their level, age, need, prior learning experience, interest, motivation. Considering these factors a particular approach may prevail the other one during teaching. Here is meant if learners are beginners then a focus should be more on bottom-up approach and vice versa. However, in teaching English as a second language each lesson should be designed in accordance with the six-level hierarchy of skills Bloom's Taxonomy that incorporates element of both bottom-up and top-down approaches .

The first level is knowledge, which includes recall or recognition of information.

- Remembering a reader deals with words or structure while reading
- Understanding the reader tries to understand text through elements of the language
- Applying the reader applies the information learned in the text;

The next level, commonly used in post-reading tasks, is comprehension, where the reader might explain, describe, or rephrase a text.

- analysis, where the reader would make inferences or derive generalizations;
- synthesis, where the reader combines several ideas; and
- evaluation, where the reader judges the value or importance of a text.

These levels provide a simple yet helpful guide to the types of questions that you might ask after reading.

Tips on organizing your reading lesson:

Pre-teaching reading:

For activating schema (Top-down)

- using K-W-L chart
- using questions (general/special)
- using short videos before reading
- using visuals/realia "Show and (Don't tell)", "Picture Walk"
- or even it can be a Field Trip

Teaching vocabulary (focus on meaning, spelling and pronunciation) or a particular structure which helps readers to understand the passage (Bottom up)

- identify the words that should be learnt
- use scaffolding
- using (panto)miming/gestures
- using pictures/real objects
- drawings on the board
- explain a particular structure (reported sentence, conditionals, etc)

While-teaching reading:

Most reading strategies comply with Top-down reading approach

- using prediction strategy to increase the readers' expectation of the reading content
- Skimming to get the gist of the text
- Making inference
- Asking comprehension questions to check the general understanding

- Monitor and repair understanding

Here are some stages that allies to Bottom-up reading

- Asking underlining learnt words or structures in the text focusing on their meaning and usage in the context
- Using activities to check the understanding of learnt words/structures connected with the passage
- using content clues
- using paraphrasing

Post-teaching reading:

As in Top-down approach learning process goes down from abstract to concrete it mostly focuses on the linguistic competence in which the following activities and strategies can be of great help

- using activities/quizzes on checking vocabulary/grammar from the text
- asking to produce sentences using words/structure from the text
- synonym/antonym search
- filling gaps activities
- matching
- locating key words

While Bottom-up reading aims to achieve general understanding of the text at the end the following activities might be useful

- asking comprehension questions
- Asking summarizing
- Discussion on the main points in the text
- making inference
- using graphic notetaking

Top-down and bottom up approaches in teaching Listening

Like reading, listening is the other receptive skill that is important to improve communicative skill of a non-native speaker. Until recently teaching listening was not given emphasis in teaching English as a foreign language in Uzbekistan since it was based primarily on Grammar Translation method. Today, as the generation of Grammar Translation Approach most teachers are unaware how to teach English. They are rather dealing with preparation of their student to a test instead of teaching listening which is vital to the language learning process.

It is important to have a clear understanding about the top-down and bottom-up approaches in teaching listening so that a teacher can use them effectively.

Richards (2005) says that learners of foreign languages have two main aims in using listening. Understanding the meaning as in L1 and assisting with their language acquisition. By emphasizing theories of second language acquisition, he says that learners first notice features of oral input which do not exist in their current interlanguage. Only through noticing they can be thought as “intake” and are stored in memory. He adds, as a further learning process the learner has to try to incorporate new linguistic items into his or her language repertoire.

In Wallace Language learners can use listening to assist in acquiring aspects of pronunciation (Trofimovich, Lightbown, Halter, & Song, 2009) and developing lexical (Vidal, 2003) and syntactic (De Jong, 2005) knowledge. To investigate the effects of target-language input (listening and reading) on pronunciation acquisition, after a two-year study Trofimovich et al. (2009) found that exposure to L2 input can assist in acquiring accurate and fluent target-language pronunciation. He describes how L2 learners use listening to acquire aspects of pronunciation by noticing regularities in phonology and morphosyntax after they have experienced lexical items multiple times in different contexts (reading and listening). After noticing, learners make

generalizations about how lexical items are pronounced based on these perceived regularities. For example, at the phonological level, learners “could infer that English /t/ at the onset of a stressed syllable is aspirated (e.g., *Tom* and *toy*), and at the level of morphosyntax, they could notice the structural configuration of the English possessive (e.g., *Tom’s toy* and *Jane’s dog*)” (p. 633). As learners become more adept at distinguishing between phonemes and morphosyntax in listening texts, their ability to produce accurate and fluent speech also improves.

According to Shannon in Wallace (1948) Bottom-up processing in understanding listening occurs within encoding by a sender and decoding by a listener. It neglects the importance of contextual factors, such as the physical environment and the relationship between speakers (Flowerdew & Miller, 2005), and co-textual information, or what has already been said in the input (Field, 2008). In decoding process a listener hears the sound and connects to lexical item, and then by expanding his or her comprehension from a phrase to a sentence he will be able to decode the entire message.

Top-down processing involves schemata to assist in comprehending an aural message. Learner use their background knowledge of the text to decode and enhance the understanding of the message, especially if they are not able to grasp the words from the input.

Top-down processing has been closely linked with metacognition in the second language listening research (e.g. Vandergrift, 2004).

Three dimensions of Metacognitive Knowledge about Listening should be distinguished based on Goh (2008, p.198)

Person knowledge

- Develops better knowledge of self as an L2 listener:
- Examines personal beliefs about self-efficacy and self-concepts with regard to listening in a second language

Task knowledge

- Understands the nature of L2 listening and the demands of the task of learning to listen:
 - Differentiates different types of listening skill (e.g. listening for details, listening for gist, listening to infer information)
 - Analyses factors that influence listening performance (e.g. speaker, text, interlocutor, strategy)

Strategy knowledge

- Understands the role of different kinds of strategies for listening:

- Identifies strategies that are appropriate for specific types of listening task and problem.
- Demonstrates the use of strategies.
- Identifies strategies that may not be appropriate for their learning style or culture.

Goh (2008) says activities that raise learners' awareness to the process of listening aid to increase metacognitive knowledge. This can be done by introducing metacognitive strategies at each stage of a listening lesson.

Three-metacognitive strategy categories that can be introduced as a three-stage process as Goh suggested: *planning*, *monitoring*, and *evaluation*.

In the *planning* stage, learners are encouraged to prepare to listen to the upcoming listening text. Teachers can assist learners with this by activating schemata and helping make predictions based on available contextual clues.

In the *monitoring* stage, learners monitor their own comprehension of the text by evaluating their predictions as they listen.

In the final stage of the process, *evaluation*, strategies are checked for their use and evaluated for their effectiveness. At this stage, learners reflect back on the strategies they used and assess them on how well they used them and how effective the strategies were at helping them comprehend the listening.

Tips on organizing your listening lesson are similar to reading:

Pre-teaching listening:

For activating schema (Top-down)

- using K-W-L chart
- using questions (general/special)
- using visuals/realia "Show and (Don't tell)", "Picture Walk"

Teaching vocabulary (pronunciation, meaning and spelling) or a particular structure which helps learners with text comprehension (Bottom up)

- identify the words that should be learnt
- using activities to teach pronunciation and usage of a word
- using activities involving language chunks
- focus on language function by introducing an appropriate structure (requesting, apologizing, etc)

While-teaching listening:

Strategies that comply with Top-down listening approach

- using prediction strategy to increase the learners' expectation of the listening content
- Making inference
- Asking comprehension questions to check the general understanding
- Monitor and repair understanding

Here are some stages that ally to Bottom-up listening

- Use note-taking activity focusing on learnt words/function
- Using activities to check the understanding of learnt words/structures connected with the listening text
 - using content clues
 - using paraphrasing
 - working on synonyms/antonyms

Post-teaching listening:

Evaluation of the understanding of listening in Top-down approach happens through the following activities

- using activities/quizzes on checking vocabulary/function from the listening text
 - synonym/antonym search
 - filling gaps activities
 - matching
 - locating key words

While Bottom-up reading aims to achieve general understanding of the text at the end the following activities might be useful

- asking comprehension questions
- Asking summarizing
- Discussion on the main points in the listening text
- making inference
- using graphic note-taking

Conclusion

Reforms made in uzbek education system require the institutions, departments, teaching staff concerted action terms of teacher training and curriculum to meet changes. Without doubt English teachers should be involved in-service education programme to enhance their teaching skills.

This review has addressed theoretical and practical issues of top-down and bottom-up approaches in teaching reading and listening. These two receptive skills play an essential role in foreign language learning.

Without an appropriate approach in teaching reading and listening it would be hard to further educate productive skills such as writing and speaking.

There are lots of theoretical aspects of these approaches to be understood and properly applied in practice. Moreover, this review shows that there is a need for more research into how listening can assist language acquisition and the effect of reading strategies use throughout the stages of the lesson. In addition, there is not much material about the studies and results on using bottom-up and top-down approach in teaching productive skills.

The usage of either approach in teaching reading and listening depends on the context you are going to teach. There can be more bottom-up teaching if learners' are low level and more top-down if they are high level students.

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INTEGRATION OF LISTENING AND SPEAKING SKILLS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Pardayeva Aziza Raxmatillojevna aziza.pardayeva85@gmail.com

In real-world communication, people use different language skills such as listening, speaking, reading, and writing. "When people learn a foreign language, they usually try to use it to communicate with people who speak the same language. They may understand and feel the need to speak to them" (201). As Raimes (1983) puts it, listening and speaking are at least as important as other communication skills, regardless of who uses the language". Byrne (1991) says, "It should be noted that these skills are usually embedded in real life" (p. 21). The term built-in capability is often used almost synonymously with extension. Seen from this perspective, language skill integration is about linking language skills in such a way that what is learned and practiced is reinforced through skill practice. And perhaps it could be extended to other language tasks using different skills. Here, using one skill naturally leads to other skills. For students to become competent users of a given language, it is important to understand and respond appropriately to the language they are confronted with. Seferoçlu and Uzakgöre (2004) argue that listening is usually an iterative process (p. 2). Listeners don't just listen, they respond to the speaker and ask clarification questions. The most important thing for students is to understand what they are listening to and be able to respond appropriately verbally. This goal leads to the integration of listening and speaking in education. This should focus not only on learning the grammar of the target language, but also on communicating in it, emphasizing the importance of integrating these two skills. Therefore, it can be said that the more skills are conveyed individually, the less communication there will be takes place in the classroom. To avoid this, skills should be taught in an integrated way so that learners can develop oral communication skills.

Dell Hymes (1971) defined communicative competence as a linguistic term that refers to a language user's grammatical knowledge, such as syntax, morphology, and phonology, as well as social knowledge about how and when to use speech appropriately. In this process, communicative competence is the way speakers of a language describe what they know, and this enables them to interact effectively with others. Therefore, teachers should place more emphasis on teaching integration skills to facilitate individual communication skills. Speaking and

listening skills are considered too difficult to master, so students are usually reluctant to undertake assignments that focus on these two skills. Consolidating information gap tasks can motivate students to see real-world results and practice to better communicate their ideas. Some teachers do not like tasks with information gaps, believing that the class can get out of control and impede the communication process. Teachers must push boundaries, create a safe and stress-free environment, encourage and motivate students to speak up. An information gap task is one in which learners lack the necessary information to complete the task and need to hear and speak to each other to complete the task as they would in real life. Information gap tasks are beneficial in a foreign language environment for a number of reasons. First and foremost, both emphasize real-world communication as it enhances the opportunity to practice speaking. Students are highly motivated. One of the challenges teachers face in the classroom is motivating students to speak the target language. Active and confident students will always participate, while insecure students will not speak up. As Lightbown and Spada (2006) suggest, speaking in a target language involves multiple mental tasks at once, such as selecting words, pronouncing them, and arranging them into appropriate grammatical symbols. is required (p. 39). Performing these manipulations during communication requires complex and involuntary mental processes, and failure to do so can lead to resistance, uncertainty, fear, and even panic, just like listening. Teachers should be classroom facilitators to create a safe environment (Jones, 2004, p. 34). Therefore, another important feature of tasks with information gaps is that each student only has a portion of the information needed to solve the task, so they can cooperate and share information by talking and listening to each other. is what you need to share. In this framework, during the learning process, students not only converse with the teacher, but also with each other. This allows all students to participate in assignments while promoting student-centered learning in the classroom. In real life, listening and speaking are always integrated, so teachers need to teach her these two skills interactively. Students may know how to listen and speak in the language, but may not be able to communicate in this language, mainly because these skills are not used for integration. Of course, using authentic materials and real-life situations can lead to skill integration. Because that's what happens in the real world. The purpose of this study is to prove that listening and speaking, both during the classroom practice phase and in real-life communicative situations,

offer unique qualities that make a real contribution to overall language learning that's the teacher's job.

Understand and utilize how listening is closely related to speaking and how listening and speaking can be integrated through information gap tasks. This study presents an academic perspective, focusing on the teaching of comprehensive listening and speaking through information gap tasks. Encourage conversations in English in this way, English becomes a true means of communication and exchange between people. In addition, teachers can diversify their lessons due to the wider range of assignments. True success in teaching and learning English is when learners are able to actually communicate in English inside and outside the classroom (Davies and Pearse, 2000, p. 99). Against this background, this study aims to answer the question whether integrated teaching of listening and speaking skills improves students' oral communication skills. One of the images for teaching English as a second or foreign language (ESL/EFL) is that of a tapestry. The tapestry is woven from a variety of factors, including teachers, learner characteristics, environment, and relevant languages (English, learner's and teacher's native languages, etc.). All these threads need to be interwoven in a positive way in order to produce large, strong, beautiful and colorful tapestries on the educational loom. For example, the teacher's teaching style should be adapted to the learning style of the learner, the learner should be motivated, and the environment should provide resources and values that strongly support language teaching. there is. But unless the threads are effectively woven together, the educational loom can produce something small, flimsy, ragged, and pale that is wholly unrecognizable as a tapestry. If this weaving does not occur, the strands are just separate and distinct abilities, parallel threads that do not touch, support or interact with each other. This is sometimes called the "skills separation approach". Another name for this type of education is the language-based approach, as language itself is the focus of education (language for language's sake). This approach does not focus on learning how to communicate authentically.

By looking at the teaching of individual skills, we can see the benefits of skill integration and improve the teaching of English learners. In the individual skills approach, acquisition of individual language skills such as reading and speaking is considered key to learning success, and language learning is usually separate from content learning (Mohan, 1986). This is inconsistent with the integrated way people use their language skills in normal communication, and with the direction

language education professionals are heading in recent years. The separation of skills is reflected in her traditional ESL/EFL program, which offers courses that focus on individualized language skills. Why offer a course like this? Perhaps teachers and administrators find it logically easier to offer writing courses separate from speaking, or listening courses separate from reading. They may find it impossible to focus on multiple skills at once in the classroom. even if one or two of the skills could be fully developed without them. An extreme example is the grammar-translation method, which teaches students to analyze grammar and to translate (usually in writing) from one language to another. This method restricts language learning to a very narrow, no communicative range that does not prepare students to use the language in everyday life. Frequently, segregated-skill ESL/EFL classes present instruction in terms of skill-linked learning strategies: reading strategies, listening strategies, speaking strategies and writing strategies (see Peregoy& Boyle,2001). Learning strategies are strategies that students employ, most often consciously, to improve their learning. Examples are guessing meaning based on context, breaking a sentence or word down into parts to understand the meaning, and practicing the language with someone else. Very frequently, experts demonstrate strategies as though they were linked to only one particular skill, such as reading or writing (e.g., Peregoy& Boyle, 2001). However, it can be confusing or misleading to believe that a given strategy is associated with only one specific language skill. Many strategies, such as paying selective attention, self-evaluating, asking questions, analyzing, synthesizing, planning and predicting, are applicable across skill areas (see Oxford,1990). Common strategies help weave the skills together. Teaching students to improve their learning strategies in one skill area can often enhance performance in all language skills (Oxford, 1996). Fortunately, in many instances where an ESL or EFL course is labeled by a single skill, the segregation of language skills might be only partial or even illusory. If the teacher is creative, a course bearing a discrete-skill title might actually involve multiple, integrated skills. For example, in a course on intermediate reading, the teacher probably gives all of the directions orally in English, thus causing students to use their listening ability to understand the assignment. In this course, students might discuss their readings, thus employing speaking and listening skills and certain associated skills, such as pronunciation, syntax, and social usage. Students might be asked to summarize or analyze readings in written form, thus activating their

writing skills. In a real sense, then, some courses that are labeled according to one specific skill might actually reflect an integrated-skill approach after all. The same can be said for ESL/EFL textbooks. A particular series might highlight certain skills in one book or another, but all the language skills might nevertheless be present in the tasks in each book. In this way, students have the benefit of practicing all the language skills in an integrated, natural, communicative way, even if one skill is the main focus of a given volume. In contrast to segregated-skill instruction, both actual and apparent, there are at least two forms of instruction that are clearly oriented toward integrating the skills. Two types of integrated-skill instruction are content-based language instruction and task-based instruction. An extreme example is the grammatical translation method. It teaches students to analyze grammar and translate it from one language to another (usually in writing). This method limits language learning to a very narrow communicative domain and does not prepare students to use the language in everyday life. With a distinct competence, her ESL/EFL courses often offer instructional credit in terms of skill-based learning strategies.

Reading strategies, listening strategies, speaking strategies, and writing strategies (see Peregoy and Boyle, 2001). A learning strategy is a strategy that students usually consciously use to improve their learning. Examples include inferring meaning based on context, breaking sentences or words into parts to understand meaning, and practicing the language with others. Very often, experts demonstrate strategies as if they were only associated with a particular skill, such as reading and writing (Peregoy and Boyle, 2001). However, it can be confusing and misleading to think that certain strategies are only associated with certain language abilities. Many strategies such as selective attention, self-assessment, questioning, analysis, synthesis, planning, and anticipation are applicable to all skill areas (see Oxford, 1990). Shared strategies help connect skills together. Teaching students to improve their learning strategies in one skill area often improves their performance in all language skills (Oxford, 1996). Fortunately, in many cases where an ESL or EFL course is characterized by her one skill, the separation of language skills can be partial or even illusory. In fact, if teachers are creative, they can include some built-in skills in courses titled Individualized Skills. For example, in an advanced reading class, the teacher is likely to give all instructions orally in English, requiring students to use their hearing to understand the assignment. This course

allows students to discuss their reading and apply speaking and listening skills, as well as specific related skills such as pronunciation, syntax and social use. Students may be asked to write a summary or analysis of what they have read to activate their writing skills. In the truest sense of the word, some courses labeled according to specific skills may actually reflect an integrative approach to competencies. The same is true for ESL/EFL textbooks. Certain series may emphasize certain skills in one book or another. This approach allows teachers to track student progress in multiple skills at once. The integration of linguistic skills facilitates not only the analysis of linguistic forms, but also the learning of real-world content. Finally, the integrated competence approach, whether content-based, task-based, or hybrid, can be highly motivating for students of all ages and backgrounds. To incorporate language skills into her ESL/EFL lessons, the teacher should consider the following steps.

- Learn about different ways of incorporating language skills into the classroom, including content-based, task-based, or a combination.

- Review your current approach and assess how well your skills are integrated.
- Select materials, textbooks and technologies that promote the integration of listening, reading, speaking, writing and related skills such as syntax and vocabulary.

- Keep in mind that even if a particular course is identified with only one of her competencies, it is possible to integrate other language competencies through appropriate assignments.

- Teach language learning strategies and emphasize that certain strategies often improve performance in multiple skills.

People listen and speak in order to receive presented information or to gain knowledge about presented content. Develop one's own intellectual capacity and be able to express ideas more concretely, intelligently over facts effectively manipulated, perhaps to influence the actions of others or determine their consequences A series of operations. These reasons for listening and speaking are fundamentally practical. so you can say Listening serves many purposes other than listening to the language itself. A student who speaks a foreign language shouldn't worry too much about it in order to be able to do something else. Language to communicate in sent messages. Therefore, students not only develop their listening skills, but also speech skills for communicating with others. For a while, it was common in language education to teach speaking as a primary school class. Important, but less important is listening, but it is known that oral and auditory skills cannot be improved and separated from each other. Language teachers should encourage

students to make predictions, tolerate ambiguity, and make connections. This eliminates the need to deal with isolated words that are not important for understanding, facilitate communication. Teachers can also help students develop their competencies by pre-discussing titles, subjects, and cultural contexts. When choosing a task, you can use all kinds of materials - from advertising to literature. In First Language, students have easy access to language used in meaningful contexts and integrate what they need. Transfer the patterns of these models into your own changing and evolving linguistic system. What they often lack is teaching a second language provides an opportunity to develop a sufficient linguistic foundation upon which to build the language. What is the message they want to convey? It is effective to use easy-to-understand materials in the classroom problem. Therefore, all tasks should function to facilitate communicative acquisition of other language skills. Including listening and speaking. Students can speak at a much higher level. Inside the system of this think about, it was realized that the understudies were willing to take an interest within the errands as the two abilities were displayed in integration through information-gap assignments, which created real life circumstances within the classroom. Tuning in could be an open aptitude in that the audience is accepting a message from a speaker, but it shouldn't cruel that the listener is inactive amid a tuning in errand. The listening process, in a way, could be an exceptionally dynamic prepare as the audience has to utilize foundation information to get it the aiming message of the speaker; so, the audience members ought to bargain with different assignments whereas tuning in to actuate their schemata. The follow-up of these stages can effortlessly be the generation organize, which unavoidably implies the integration of aptitudes. Thus, instructing the abilities independently will impact contrarily the communication within the classroom; subsequently, the instructors ought to make genuine life circumstances not as it were by joining tuning in and talking abilities but moreover by actualizing information-gap errands to improve genuine communication among the people. In conclusion, it is seen that the comes about of the test appear that students' victory increments when these two aptitudes are instructed in integration through information-gap assignments. In addition, practicing the abilities through information gap errands carry up student involvement and inspiration primarily since these sorts of errands are related to genuine life and hence leads to communication. It may be said that the listening and talking abilities are at slightest as critical as the perusing and composing abilities. This think

about proposes that students' victory rises when tuning in and talking aptitudes are coordinates through information-gap tasks. This article has been made as a direct for instructors of English as an outside dialect to create the understudies' capacities within the dialect. It is the application of a joining approach for the development of communicative abilities within the classroom, in which the four abilities in the acquisition of information of a remote dialect can be taught in a coherent way, and practiced in, conjunction with a qualification of the significance of one upon the others. With cautious reflection and arranging, any educator can coordinate the dialect aptitudes and fortify the embroidered artwork of dialect educating and learning. When the embroidered artwork is woven well, learners can utilize English successfully for communication.

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ANALYZING THE FACTORS OF GRAMMAR MISTAKES MADE BY UZBEK STUDENTS AND METHODS TO IMPROVE THEM

Khodjieva Zumrad
Samarkand State Institute of Foreign Languages

Abstract

This paper discusses the most typical grammar errors in using English by intermediate and occasionally even low advanced English learners in Uzbekistan. With this article EFL instructors reconnect with their practice of teaching from the mistakes that the learners make in writing and speaking processes since it shows how to properly use some of the structures. For this research interviews and students' essays served to detect the errors. Then, it discusses the reasons behind them and offers a lesson plan to tackle the issue which helps learners to produce correct structures.

Key words: interlanguage, learner's language system, grammar as a product, grammar as a skill, grammar as process, grammar in context.

1. Introduction

Nowadays, it is becoming more and more crucial to learn English because it is one of the global languages that is employed for communication. Since English is taught as a foreign language in Uzbekistan, it might be challenging at times to learn a new language as the target language differs from the native language in many ways. When applying it, these variations may lead to mistakes made by students.

Students have difficulties when learning a new language since they have to obtain information and express their views by utilizing this language. According to Brown learners are involved in the process of "approximations to the system used by native speakers of the language" when learning a foreign language(2000). This implies a type of language formed by second- and foreign- language learners which independent from both the learner's native language and the target language being acquired in the process of learning a language. This separate linguistic system is called 'interlanguage' which was defined by Selinker (1972) as a transitional language system that is always developing and modifying as learners' second language expertise grows. However, number of students "are unsuccessful to achieve target language competence"

(Ellis, 1994) when their interlanguage has rules that vary from those of the target language system. The goals of foreign language instruction are not affected or changed by this, but aid learners in acquiring the target language by making the interlanguage as similar to the target language as possible.

2. Methodology

Participants:

The project involves 14 English learners currently studying at Samarkand state institute of foreign languages. These second-year undergraduate students whose field of study is Preschool and elementary education, were asked to participate in this piece of research. Since social disciplines are instructed in Russian, major subjects are conducted in English. As Uzbek is their native language, they know Russian as well which serves them for the translation of English words.

Data collection:

The data for this study were collected from the interviews and essays written by the students in their midterm 2022. The topics of the interviews were about themselves, a close friend, and a trip whereas, topics for Grammatical errors in sentences were analyzed based on the conventional grammatical rules.

3. Results and Discussion

For this research a number of students were interviewed. According to the interview, the interviewee showed an appropriate result. For confidentiality purpose, my participant will be renamed Shaxram. His answers were relevant, and some were provided with detailed explanation. Nevertheless, grammar mistakes are present in his speech. The frequent mistakes were noticed in using gerund like in the examples:

1. Used by learner: I go swim; suggested structure: I go swimming
2. Used by learner: I remember to go with my friends; suggested structure: I remember going with my friends
3. Used by learner: to be healthy is good; suggested structure: being healthy is good

The current issue, in pattern 1, may occur when the learner is sure about usage of this words as a noun transferring from Russian. The second sentence requires learner to be aware of specific knowledge about verb “to remember” which implies the future when it is used with

“infinitive” and past with “gerund”. The third pattern may take place, when the student directly translates from Russian. As the verb “to be” is utilized in the form of infinitive in that language.

The next error is in using third person singular of Present Simple after a noun in plural form. It is employed by the learner once during the conversation.

Used by learner: online classes helps us; suggested form: online classes help us.

Such slips may be the evident of being lack of producing the mentioned grammar point and instruction.

Another study was carried out on students’ essays and one of them is explained in detail. The written task could reveal student’s decisive points to the given topic, whereas, there was sufficient grammar knowledge. There were mistakes in using passive voice:

Ex: it is time for them to grown up (essay)

(correct usage) it is time for them to be grown up.

Moreover, it is repeated in the following sentence as well.

Ex: *teenager should involve in part time job* (essay)

(correct usage) *Teenager should be involved in part time job.*

This could be the case when the student was in confused situation to hook the reader’s attention by giving emphasis to the subject of the sentence applying active voice in introductory part of the essay.

The next errors are gerunds in the sentence. It may be the influence of the first language acquisition to the second language which is translated from Uzbek as infinitive form.

Ex: They spend more of their precious time *to earn* money compared to the time spent to study (essay).

(Actual usage) they spend more of their precious time *earning* money, compared to the time spent studying.

There are also mistakes in applying punctuation after conjunctions in the beginning of the sentence: moreover, sometimes, so. The reason may hide behind insufficient material in the lesson plan because the same mistake is repeated twice; however, the other conjunctions are utilized appropriately with comma. Ex: however, firstly, secondly.

Grammar point

Gerund is a noun ending “-ing” which has been formed from a verb.

Gerund exists neither in Uzbek nor in Russian. Therefore, it may cause difficulties to explain this grammar point to students when it

doesn't have exact translation in both languages. From my point of view, it is a wrong way when it is taught in isolation because it has similar form with Participle 1 while teaching it as product. When it comes teaching as process, it may constrain students to producing the language when there are limited vocabulary and structure to proceduralize. As Thornbury (1999) noted that "learner's language system will rely on lexis rather than grammar when s/he gets used to depend on supporting context that in other situations s/he cannot share knowledge looking for aid" (p. 88). Teaching gerund as skill is mostly introduced in the activities like getting the main idea of the text, for example whether the paragraph is about hobby, interest or habits. However, there are verbs which require either infinitive or gerund depending on tense it implies. Ex: remember to fill it in or remember going to the cinema.

Learners may find learning gerund challenging since, it does not have exact form in grammar of Uzbek or Russian. Hence, it brings to misinterpretation of some words or even using other form of verbal (infinitive).

3. Conclusion

Like any other EFL students, Uzbek students face difficulties while learning English as a foreign language. Unquestionably, they make grammatical mistakes when communicate and express their opinions. It is common when learners use grammar incorrectly frequently, but it also inexcusable when they already know and does not wish to correct the mistakes. This paper identified and analyzed the grammatical mistakes that were committed by 14 Uzbek students in their speech and essays.

4. Implication

It would be better if learner notices the grammar feature in context while teaching it as product. The example may serve filling in the gap with appropriate verb either in infinitive or gerund in a context. As Thornbury (1999) pointed out that "structuring by the learner makes learner be actively engaged in an activity which requires deep consideration before he works out certain grammatical rules" (p.61).

For teaching grammar as process, teacher should create an activity which allows learners to express their opinions about their interests and beyond. For example, while teaching gerund in context of hobbies and habits, teacher can provide with extra option to choose "how it will be beneficial in future" or "how your hobby might have served if it had been

200 years ago”. According to Thornbury (1999) that through this kind of activities learners are motivated that make their own meanings open (p. 88).

Gerund could be taught as skill in an activity where the learner has to define and categorize whether it is in the past or in the present by involving the forms of it and the verb “remember”. While the student really notices the grammar, he is able to demonstrate it successfully (Thornbury, 1999, p.101).

It would be an appropriate option, if learner is not limited in time and topic to produce the grammatical feature. As it was researched by Crookes (1989) that “varied grammatical patterns are produced when planning time was given to learners”. By providing familiar topic to discuss, enables students to demonstrate excellent language performance (Thornbury, 1999).

Lesson plan. Gerund and infinitive

Content objectives

- learners will be able to describe the habits they have
- learners will be able to match the phrases
- learners will be able to explain and summarize the form and meaning of grammar point
- learners will be able to reproduce the sentences what they have listened
- learners will be able to categorize the gerund and infinitive
- learners will be able to compose their story about good habit or succeeding bad habits
- learners will be able to justify their opinions
- learners will be able to recommend some ideas.

Language objectives

- Speaking: students will be able to discuss, answer the questions
- Writing: students will be able to take notes, write a story
- Reading: students will be able to explore the meaning of the sentences in the concordance list
- Listening: students will be able to recognize gerund and infinitive
- Grammar: students will be able to produce gerund and infinitive more effectively.
- Vocabulary: key words

Time: 80 minutes

Material: handouts, worksheets, laptop, projector, posters, markers

Teacher activities:

1. Create handouts for activity 3 and worksheets for lower level students in activity 4, 5 (Appendix 5)
2. Set up video in laptop and projector
3. Prepare worksheets for activity 2, 5, 6, 7
4. Prepare posters and markers in activity 6

Building background

Activity 1 (5 minutes)

Teacher's instruction:

- Teacher asks students to discuss their bad habits
- She monitors the students' discussion

Students' direction:

- students discuss with a partner about their bad habits

Questions:

1. Do you think that you have any bad habits?
2. What are they?
3. Have you ever been told by anyone about your bad or good habits?

Activity 2 (5 minutes)

Teacher instruction:

- Ask students to name bad habits and good habits
- Write on the board
- Ask them to define from the list what bad and good habits are
- Ask them to compare with their partner

Students' direction:

- a) Students name bad habits and good habits
- b) Students define bad habits and good habits from the list
 1. Taking sugar with your tea or coffee
 2. Buying things you don't need
 3. Exercise
 4. Tapping the table in the lesson
 5. Make time for your self
 6. Smoking cigarettes
 7. Waking up early
 8. Interrupting other people
- c) students compare with their partner.

Comprehensive input

Activity 3(5 minutes) Appendix 4

Modified from “*How to teach grammar*”. Thornbury, S., 1999, p. 66(for intermediate)

Step 1

Teacher’s instruction:

- divide class into 3 groups
- give out each group a different set of concordance lines (handouts)
- Ask groups to study their lines, and divide them into two patterns
- If necessary, suggest them to look at the form of the verb that directly follows the word in bold of each set of lines (for lower levels)
- Monitor the group work

Students’ direction

- students divide the given lines into two patterns while working in a group
- students try to work out the differences in meaning between the two patterns

Step 2(5 minutes)

Teacher instruction:

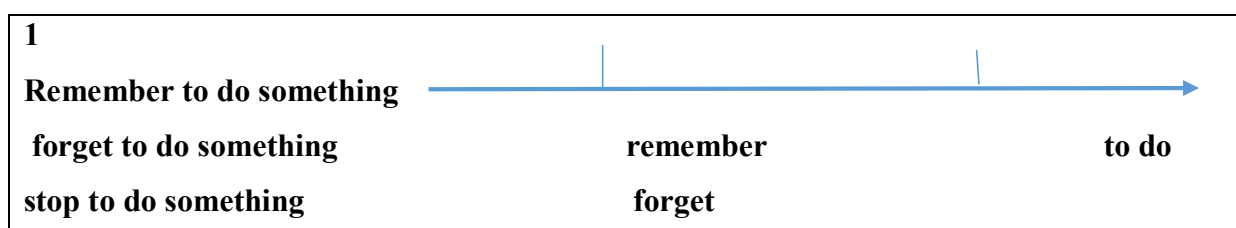
- re-group the class, so that at least one member of each of the former groups A, B and C, is in each of the new groups
- ask them to report to their new group what they have found for their particular verb in terms of form and meaning.
- ask them to work out a rule that generalizes all three verbs

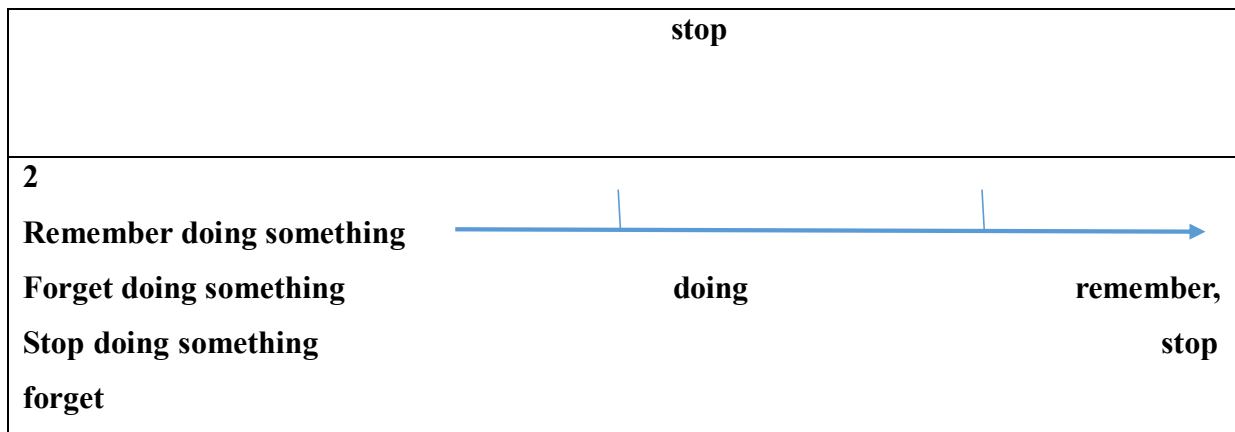
Students’ direction:

- the members of former groups declare the information to their new group what they have come up with given patterns.
- students report to the class

Step 3 (5 minutes)

Teacher sums up students’ inferences by following timeline:





Strategies

Activity 4 (10 minutes)

Teacher's instruction:

-play the video and ask students to listen for gist and take notes

Adapted from https://youtu.be/4p5286T_kn0

-ask students to make-up questions applying remember, forget, stop working within the group

-ask students to give questions to other groups

provide questions, if necessary

1. What does Clint Pulver remember from his childhood?
2. What could not he stop doing?
3. Why were his teachers annoyed with him for?
4. What cannot he forget about Mr. Jensen?
5. What did Mr. Jensen believe in?
6. Who is Mr. Jensen? (your own interpretation)

Students' direction:

-students take notes

-students make-up questions working within the group.

-students ask and answer the questions.

Activity 5

Step 1 (5 minutes)

Teacher's instruction

-play the video again

-ask them to elicit and jot down the gerunds and infinitives from the video

-give worksheets (transcript) with fill in the gaps task to lower level students (Appendix 5).

Students' direction:

- students watch a video again and focus on gerunds that are used.
- students report the listened gerunds and infinitive with preceded verbs or prepositions to the class and teacher writes them on the board.

Gerunds	Infinitives
Try sitting, Struggle holding still	Start to tap Try to listen
Start tapping, Stop tapping	Need to know
Think about playing	
There is a difference between being the best	

Step 2 (10 minutes)

Teacher's instruction:

-ask students to write a story on the topic:

“Habit that makes me special” Or

“How I overcome my bad habit” or

“The most influential person in my life” Or

“How I became a successful student/designer/football player”

(skills)

-ask them to employ *two verbs + gerunds* and *two verbs + infinitives*

-monitor their work, offering assistance where necessary.

-provide with supporting questions (for lower level students)

a.

- Who is the most influential person/role model to you? Why?

- Who has inspired you in your life? Why?

- What experience or personality do you admire in him?

b.

- What habit makes you unique? Why?

(learning new things, reading books, waking up early, swimming)

- How does it help you in life?

-teacher asks to share with their partner, once they have finished

-give feedback to their work.

Students' direction

-students write a story on given topic

-they use at least *two verbs + gerunds* and *two verbs + infinitives*

-students share with their partner

-report to the class

Interaction

Activity 6 (15 minutes)

Proverbs and quotes

Teacher's instruction:

- form groups of 4-5 students
- teacher asks students to discuss the proverbs with their partner
- teacher asks students to make a poster to one of the proverb/quotes and present it.

-teacher gives feedback

Students' direction

- Students discuss these proverbs within their group.
- What do they mean?
- Have you got any similar sayings in your own language?
- Do you agree with them?
- Are any of these sayings a good description of people in the stories?

1 Wasting is a bad habit, saving is a sure income

2 The habit of thinking is the habit of gaining strength.

3 Old habits die hard

4 Benjamin Franklin: Early to bed and early to rise, makes a man healthy, wealthy, and wise.

5 Vince Lombardi: Success is not a sometimes thing. In other words, you don't do what is right once in a while. But all the time. Success is a habit. Winning is a habit.

7. Good name is better than good habit

- students make a poster describing one of the given proverb/quotes
- students present their poster

Activity 7 (10minutes)

Teacher's instruction:

- teacher asks students to discuss the questions in the worksheets

Students' direction

- students form groups of 4 and discuss the following questions:

Questions:

1. What habits are well accepted in Uzbekistan?
2. What habits are not? Why?
3. What are some good habits to have?
4. Where do we learn our habits?
5. Do other people's bad habits get on your nerves?
6. Which habit is the most important for parents to set as an example of for their children?

-report to the class

Formative assessment: Assess students' performance in activities 2, 3, 4, 5, 6, 7 and give feedback and correct mistakes (5 minutes)

Informal assessment: Activities 1, 2, 3, 4, 6

Formal assessment: Activity 5, 7

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Appendix 1

Interview

Transcript:

Interviewer: hello, Shaxram. How are you?

Shaxram: hello, I'm fine. How about you?

Interviewer: yeah, I'm fine. Thanks. So, I have some questions for you to answer. Are you ready?

Shaxram: yes, yes, I'm ready

Interviewer: ok. Let's start then. How is your study going on?

Shaxram: it is going fine. Now I'm at home and doing my home task.

Interviewer: ok, so, ummm, you have online classes. Am I right?

Shaxram: yes, you are right

Interviewer: so, what are the advantages and disadvantages of online classes for you?

Shaxram: ok, let's start. Firstly, about advantages of online classes. Uhhhh. It has average advantage, because online classes helps us to save our time, not to go to university and it, ummmm, it can comfortable to sit at home and do your hometask and lessons through internet and it

very convenient. When it comes to the disadvantages, I think, when you are in a classroom, you eye-contact with a teacher-with a tutor. It is ...in other hand, it is very vital to be in a eye-contact with a teacher because you can show your an answers in a question and it will be plus, it will be helping to the teacher to understand you purely, correctly. So, I think is disadvantages of distant learning is not to be in a eye-contact. That's all.

Interviewer: thank you. Next question. Haven't you been bored at home during this quarantine?

Shaxram: so, a little bit. But my home task doesn't give me a time to get bored.

Interviewer: ok, so, do have free time then? Or?

Shaxram: sometimes, yes.

Interviewer: what do you do in your free time?

Shaxram: in a free time I go swim

Interviewer: okay, so, do you swim alone or do you have friends there?

Shahram: Sometimes I think I'm with my close friend called Azim but sometimes I go alone.

I: All right, do you swim well?

Sh: So, I have experience of five years five years. so I can swim.

I: Very well, I think good. I haven't heard it about you and about your ability. All right, so, while you were studying, did you miss your life in Tashkent?

S: Yes, I remember to go out with my friends. And this time (this time) I cannot I don't have opportunity to go out because in the Tashkent, I was busy with my studying, so, my friend was in the Samarkand. No, opportunity to go out with them.

I: You are busy with your tasks. Yeah, that's why

S: yes, off course. Many tasks, no time. So, I remember. I miss this.

I: Okay, so, do you contact with your friends now? So, University friends, group mates?

S: Yes, of course because we are doing our Mmm-hmm assignments. So, we in a contact. We are helping each other. So we, every day we are in a contact.

I: Okay, how many girls and how many boys in your class?

S: in our group 14 students.

I: 14?

S: Yes, half of them are girls 7 of them are boys.

I: Okay. So, girls- are they from Tashkent or from other districts?

S: So, Girls, we have girls from Tashkent, but also we have girls from regions.

I: Do they study well?

S: Most of them yes. I can't say. They don't listen there are everyday in don't be absent in lessons. So, they show their..... they are very active I want, I want to say hmm. Our group leader is also girl who are very active and helping us for doing our assignment. So we are very thankful for her. Yeah. I: Okay good. So, do you? did you usually go with your group mates to celebrate, you know holidays in Samarkand.

I: Have you ever celebrated any holiday in Samarkand city?

S: So, yes, yes, this year. I remember we celebrated holiday together, in our Institute. So, every We, we went to the Institute with the teachers group-leader celebrate this holiday. So, I remember it was very funny because in our holiday day, we had played games. So, it was very interesting and we enjoyed this time.

I: Okay, good. Alright next question. So, what are you planning after they ? Do you have any ideas?

S: Firstly, I have to finish my assignment, first of all after the quarantine end. I want to go to the mountain well, because I love to go to these places like mountains and nature. I want to bring my friend with me. Also, I want to go to play football with my friends. We missed most because this time I have no opportunity time to go with them to play because, we have to keep our distance from other people's, you know, so.

I: You like playing football. Am I right?

S: Yes.

I: Okay, do you have team?

S: at the institute, in our group we have team in five boys. But also we have three boys who are substituting us in matches.

I: Hmm. So, you play for the Institute. Am I right?

S: Every year we had a competition in our Institute among our groups. So, we have team to play in our institute, in this competition.

I: Okay good. So, you are very, ummm, kind of boy that likes sport. Yeah, you go swimming. So, you play football.....

S: yes, off course. From my childhood, also went to boxing club, taekwando. I like doing sport, doing exercises, jogging, all things that includes sport

I: all right, so good for you. Yeah, you keep very healthy life.

I: Yeah, thank you so much. Um, so, For your conversation and for your interview.

S: yeah, so you have a nice evening then. So, goodbye. Thank you.

I: Thank you. Bye. Bye.

Writtensample

Essay topic: In some countries teenager are involved in part time work as they are student. Do you agree or disagree they should do part time work?

Teenagers are the children between the ages of 10 to 20 year. It is the time for them to grown up in every aspects of life. To some extent, I agree with the statement that teenager should involve in part time job.

However, they can be financially independent if they are earning money. They can buy their books, stationary, clothes, gifts as well as they can save money for future and live independently. Moreover they can financially help their family and friends in case of health sickness and any other reason.

On the other hand, there are disadvantages for them. Firstly, distraction from study is the one major drawback because they think as much as they earn, they can enjoy their life. So they spend more of their precious time to earn money compared to the time spent to study.

Secondly, they use their money for drug addiction which we can see that trends of drug addiction are going to be increases by the leap and bound. Sometime they take drug only to reduce their stress for study and work. Moreover they do not respect their elders because they think that we are independent.

Thirdly, the juvenile delinquency is the one of the cause of part time job because they think that if we can earn money why we live under influence of their parents.

To sum up, I would like to say that, it is a certainty that once time has passed, never come again. Teenagers life period is very precious time for them to do study and to make their career even they have whole life to earn money.

Concordance list

Group A: Remember

I **remember** going out with my friends to the square to watch the fireworks when I lived in the city.

Remember to check my wallet everyday

I **remember** buying stuff from expensive boutiques when I was in England.

Oh, I have to **remember** to bring your book next time which I borrowed a month ago.

He **remembers** earning less money for his hard work

So, **remember** to wash your face and hands every time you come home from the street.

Group B: Forget

Those who **forget** to flush public toilets will be fined up to US dollars.

I will never **forget** learning English irregular verbs by heart when I was studying at the lyceum.

Don't **forget** to clean your shoes every time you go out.

That woman **forgets** paying for her bills and asks me to check them for her whether she has paid or not.

Now eat up and don't **forget** to take your litter home with you.

She never **forgets** to make time for herself

Group C: Stop

At the age of twelve, John **stopped** eating meat. Although he had already taken

Susan was sure her mother had not **stopped** putting make-up on or having perfume.

And it was two o'clock when they **stopped** talking, they stopped having their break.

If they **stopped** to help me when I had a car accident, I would not probably be talking to you.

Do you smoke? I **stopped** smoking when I was in my mid-twenties.

Now, when I walk by buildings in New-York city, I can see lots of people outside who **stop** to smoke.

These days my bad habit is drinking coffee. I often **stop** to have a coffee during the day.

Transcript of the video.

Clint Pulver: I have a lot of memories from when I was a child one that's always stuck out to me though, was when I was about 10 years old and I was in school and I struggled. And I didn't struggle with English math or science, I struggled (1)..... still. And I would try (2)..... and focus and process ideas, but I can't help myself. And to be honest, I would sit there and then I would just start (3).....and the students in the class would look at me and they say "hey, stop (4).....". A lot of the time I didn't even realize I was doing it and then, eventually even the teachers got after me and they would yell at me and they say "Clint, you have to stop (5).....". It got so bad that I got sent to the principal's office for tapping. And he said to me "Kimmy, when you go back to class, just try (6)..... on your hands". So, I did, I went back to class when I felt myself starting (7)..... I just I did this, I sat on my hands and that works for about 5 seconds.

Once I was tapping in class and my teacher, Mr. Jensen, looked at me and he yelled. He said "Clint, stay after class". And I thought to myself "this is it, I am done". Now, I've always been the type of person that believes that a single moment in time can change a person's life. And this was one of those moments for me and I will never forget it. So, I was sitting there with Mr. Jensen in an empty classroom. He walked past me and he sat next to his desk and he said "Clint, c'm here. I wanna talk to you. And as he looked me right in the eye he said "you know, I need to know something. You're not in trouble. But I do have just one question that I have to ask you and he asked he said "Have you ever thought (8).....the drums?". And in that moment Mr. Jensen, he leaned back and he opened the top drawer of his desk. He reached there and pulled out my very first pair of drumsticks. Yes, and he held them in his hands and he looked at me and he said "hey, Clint, you're not a problem. I think, you're a drummer".

From that moment on, I've never put those six down. I've toured, recorded and played drums all over the world. My whole college education was paid for with drum sticks in my hand, just because of a single moment in time when somebody believed in me. And he saw something in me that I didn't even see Within Myself. And from that moment, I learned that there's a difference (9)..... the best in the world and (10)..... the best for the world.

Answers

Answers: 1. holding; 2. to listen; 3. tapping; 4. tapping; 5. tapping; 6. sitting; 7. to tap; 8. About playing; 9. Between being; 10. being

Compilers:
Eny Syatriana, Lola Abdullayeva

ELT PERSPECTIVE OF MULTICULTURAL COMMUNICATION

Book chapter

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Muharrir: Gulbahor Rahimova
Musahhah: Munisa Sattarova
Tex.muharrir: Dilfuza G‘aybullayeva

Bosmaxona litsenziyasi:



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