

REPUBLIC OF UZBEKISTAN
MINISTRY OF HIGHER AND SECONDARY SPECIALISED
EDUCATION
BUKHARA STATE UNIVERSITY

English Linguistics Department

INTEGRATION OF PRAGMALINGUISTICS,
FUNCTIONAL TRANSLATION STUDIES AND
LANGUAGE TEACHING PROCESSES

(dedicated to the 75th anniversary of Candidate of Philological Sciences,
Associate Professor M.Kh.Alimova)

Proceedings of International Scientific-theoretical Webinar



2020-YIL
25-DEKABR



SOAT 10:00

Buxoro davlat universiteti Xorijiy tillar fakulteti Ingliz tilshunosligi kafedrası

“PRAGMALINGVISTIKA, FUNKSIONAL TARJIMASHUNOSLIK VA TIL O'RGATISH JARAYONLARI
INTEGRATSIYASI”

(Filologiya fanlari nomzodi, dotsent M.H.ALIMOVA tavalludining 75 yilligiga bag'ishlanadi)
mavzusida tashkillashtirilgan Xalqaro ilmiy-nazariy anjuman



QAYSI TILLARDA
O'ZBEK, RUS, INGLIZ



Manzil: Buxoro davlat universiteti,
Buxoro shahar M.Iqbol ko'chasi
11-uy.

BUKHARA -2020

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
БУХОРО ДАВЛАТ УНИВЕРСИТЕТИ**

Инглиз тилшунослиги кафедраси

**ПРАГМАЛИНГВИСТИКА, ФУНКЦИОНАЛ
ТАРЖИМАШУНОСЛИК ВА ТИЛ ЎРГАТИШ
ЖАРАЁНЛАРИ ИНТЕГРАЦИЯСИ**

(Филология фанлари номзоди, доцент М.Х.Алимова таваллудининг 75
йиллигига бағишланади)

**мавзусидаги Халқаро миқёсидаги ОНЛАЙН
илмий-назарий конференция материаллари
ТЎПЛАМИ**

2020 йил, 25 декабрь

**Бухоро
"Дурдона" нашриёти
2020**

УЎК 81'373

81.1-3

Г 13

Прагмалингвистика, функционал таржимашунослик ва тил ўргатиш жараёнлари интеграцияси (Филология фанлари номзоди, доцент М.Х.Алимова таваллудининг 75 йиллигига бағишланади): мақола ва тезислар тўплами, тўпловчи ва нашрга тайёрловчи: М.А.Шукурова, О.И.Жумаева, И.И.Акрамов; Бухоро; “Дурдона” нашриёти, 2020 йил, 574 бет.

КБК 81.1-3

Тўпланда республикамиз олимлари, катта илмий ходим-изланувчилари ва мустақил изланувчиларининг хорижий тилларда ўқув ва бадий адабиётлар, электрон дарсликлар, ихтисослаштирилган расмлар билан безатилган газеталар ва журналларни яратиш ҳамда чоп этиш самарадорлигини ошириш, ёшларда чет тилни эгаллаш даражаларининг Европа тизими (CEFR)ни ўрганишнинг ўрни, ёшларга чет тилини ўргатишнинг психологик аспекти, чет тилини ўрганишда тил хусусиятларининг аҳамияти ва муаммолари, тил ва маданиятлараро коммуникация методлари, тилшунослик ва адабиётшунослик масалалари, услубшунос олимларнинг илғор тажрибаларининг роли каби масалалар талқинига бағишланган мақолалари ўз ифодасини топган. Тўпланда тил муаммолари билан қизиқувчи илмий ходимлар, катта илмий-ходим изланувчилар, мустақил тадқиқотчи-изланувчилар, магистрантлар ва ўқувчилар фойдаланишлари мумкин.

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Тўпланим БухДУ Хорижий тиллар факультети кенгашида муҳокама қилинган ва нашрга тавсия қилинган (2020 йил 24 декабрдаги 5-сонли баённома)

ISBN 978-9943-6197-4-6

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LANGUAGE TEACHING METHODOLOGIES AT ESP CLASSES

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Abstract. This article presents some modern second language teaching methods that can be used today to increase the effectiveness of education while increasing the activity and interest of learners in science.

Аннотация. В этой статье представлены некоторые современные методы обучения второму языку, которые можно использовать сегодня для повышения эффективности обучения при одновременном повышении активности и интереса учащихся к науке.

Аннотация. Ушбу мақолада айрим замонавий иккинчи тилни ўргатиш методлари келтирилган бўлиб, бугунги кунда улар орқали ўрганувчиларнинг фаоллигини ва фанга бўлган қизиқишини ошириш билан бирга таълимнинг самарадорлигини оширишга ёрдам беради.

Key words: educational process, syllabus, teaching methods, activity, practice, interaction.

Ключевые слова: учебный процесс, учебная программа, методика обучения, упражнение, практика, взаимодействие.

Калит сўзлар: ўқув жараёни, ўқув режа, ўқитиш усуллари, топшириқ, амалиёт, ўзаро алоқа.

A teacher plays a great role in the course of teaching. Current period requires being an interactive teacher, who is attentive to his/her learners and teaching environment. As an English language teacher, every day I think about the ways to improve the results of my work. After years in this profession, I came to a conclusion that the effectiveness of educational process significantly depends on four basic elements: student's abilities and desire to study, teacher's responsibility and skills, amount of time devoted to education and the methodology of teaching. So when I think about an approach that might lead to perfect outcomes of my teaching I come to understanding that it is partially impossible due to the following basic factors:

- University ESP teachers usually have to deal with different students, with varying abilities and motivation, and there is no opportunity to choose students and gather the best and most talented ones in one class.

- Due to specifics of educational system, students rarely go through the whole university program with the same teacher. Usually teachers change every year or semester. And we have to admit that the level of responsibility and skills of teachers might also vary.

- Non-specialized faculties are very limited in number of English language lessons, which makes it very difficult to cover the entire material during in-class education.

So as you can see, the only element which is completely in hands of the teacher is the syllabus with an effective teaching methodology. And to reach the goal of improving the results of my teaching activities here below I provide a brief summary of some of the more popular second language teaching methods which could be incorporated into a syllabus to make it as effective as possible.

The Direct Method

One of the most widespread method of teaching a foreign language is the Direct method. In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation. This approach is proved to be effective in classes with students having basic knowledge of English and higher. In our university this is a primary method of teaching, which is being practiced almost every lesson. Usually after 3-5 lessons, students get used to such an approach and don't even pretend to switch to the native language during in-class discussions. As per my calculations, this method occupies about 40-50% of a standard lesson duration (of course this time includes a combination of methods and significantly depends on the topic under consideration).

Grammar-translation

This method is a must for development of vocabulary base and sentence structure skills. Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. We practice this method from the very first lesson, because the basis of any language are the words; and they should be memorized. Approximate time devoted to that activity is 10-20%. And the most load is transferred from the in-class preparation to fulfillment of appropriate tasks at home, after the lessons. As per my observations Grammar-translation is the most time-consuming and disliked method by the students. That's why the goal of the tutor is to make this process as interesting as possible.

Audio-lingual

Today most of the universities in our country are equipped with modern teaching equipment. Bukhara State University is not an exception. By the means of the special audio devices, at least once a week I pass classes using audio-lingual method of teaching. The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form. This method is loved by the students and usually the effectiveness of such lessons is quite high. Unfortunately, it doesn't develop all the necessary skills, so should be used in combination with other teaching technologies. As mentioned above, audio-lingual lessons are held about once a week.

The structural approach

The structural approach method is a backbone of the standard teaching methodologies applied in our workbooks. This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practiced before the present continuous tense which uses "to be" as an auxiliary. This approach is more often used in our classes where students are already quite competent and have a good vocabulary. Standard time devoted to this method in advanced groups is about 40% of the lesson (in combination with other methods).

Suggestopedia

One more very important approach is Suggestopedia. It can't be considered as a method of teaching, but rather as method of preparation for effective teaching. The theory underlying it is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed. Definitely the main goal of our every English lesson in our university is to help the students to eliminate that barrier. And as per my analysis, most of the topics in our syllabus is structured the way to reach that goal.

Total Physical Response (TPR)

TPR is the first step in acquiring language skills. It works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension. Audio record of my standard lesson revealed that within 90 minutes lecture I make up to 30 TPS without even noticing it. That is 3 in a minute. And for sure those sentence will be remembered by the students for much longer.

Communicative Language Teaching (CLT)

CTL accompanies most of the language methods described above. It is one of the possible options to merge the material provided in the textbooks with the process of engaging students into the educational process. The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location. In our university we apply that approach in every lesson in various forms. Approximated timing for CLT related events is 20-25% of time per lesson.

The Silent Way

We use the Silent Way method in groups with level of language skill above average. It is one of the best approaches to make students think, analyze and speak. This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue. When students have already acquired enough knowledge to think, discuss and analyze, this method is a brilliant instrument for further development of their communicative and analytical skills. Quite often practiced at English language lessons in our university and proved to be an effective mean.

Community Language Learning

CLL is a method we usually use with beginners. It is one of the first steps in starting language acquisition. In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student. For groups with low or basic skills we devote up to 50% of lesson time to using that approach.

Immersion

In fact, this is the best way to learn a foreign language of all. It supposes that students are immersed in the English language for the whole of the day and expected to learn math, science, humanities etc. through the medium of the target language, English. Unfortunately, this method is effectively applicable only in English speaking environment, and cannot be implemented locally in our university. Although we try to create an immersion effect during every lesson.

Task-based language learning

There is no need to say that no student will be interested in learning if the lessons are boring. The focus of Task-based language learning is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors. At our university this method is used in every lesson. The tasks are subsumed in a major topic that is studied for a number of lessons. In the topic of scientific inventions, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students etc.)

The Natural Approach

A method which is not usually practiced in our university, but which should be mentioned here due to its proven effectiveness, is The Natural Approach. It stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the

students being exposed to language that is comprehensible or made comprehensible to them.

The Lexical Syllabus

One more method which is not quite widespread in our university but which deserves to be noted is The Lexical Syllabus. This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.

Basically, in my opinion, a successful educational program should include all of the mentioned methods. Having them all combined in a right proportion will definitely lead to a perfect language acquisition by the students. In my case, I tried to include and balance usage of almost all of them in my syllabus, and as per my observations and the students' grades, the results are very good. In this respect I think that there should be a unified regulation introduced, which will oblige all English language teachers to create their syllabi with consideration of each method mentioned above, in proportions proved to be effective as a result of sufficient studies.

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