

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



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**

<i>Атаджанова Ш.А.</i> Нофилологик олий ўқув юрти талабаларининг касбий малакаларини шакллантиришда “чет тил” ўқув предметини ўқитиш хусусида.....	504
<i>Saydullayeva S.S.</i> Teaching speech etiquette in English lessons at pedagogical institutes.....	509
<i>Saidova Z.Kh., Ibodova M.B.</i> Innovative methods in teaching ESP.....	512
<i>Юлдашева Ф.Э., Фуломов Ш.</i> Extracurricular activities.....	516
<i>Юлдашева Ф.Э.</i> Issues in creating Corpus for pedagogy.....	520
<i>Хамраева Г.И., Махмудова М.М.</i> Таълимни ташкил этишда дифференциал ёндашувнинг ахамияти.....	525
<i>Salixova N.N., Niyozova D.F.</i> On certain challenges in English learning.....	528
<i>Fayazova D.S., Vohidov A.O.</i> The best way for language teaching istranslation method.....	530
<i>Jumayeva O.I., Bozorova L.</i> Teaching young learners through interactive games.....	534
<i>Djalilov M.M.</i> Teaching vocabulary through various principles.....	537
<i>Xalliyev J.I.</i> Influence of extensive reading to develop speaking skills.....	540
<i>Қаршувева Д.Э.</i> Малакавий амалиёт ва унинг мазмуни.....	544
<i>Jamalova M.A.</i> The effect of learners’ attitude on second language acquisition.....	548
<i>Muhammadiyeva N.M.</i> Studying English as the second language learners.....	552
<i>Majidova Z.M., Abdiyeva N.</i> Teaching Vocabulary through Task-Based Approach.....	560
<i>Majidova Z.M., Barnoeva M.</i> The principles of Communicative Language Teaching.....	563

Muharrir: G`Murodov
Texnik muharrir: G.Samiyeva
Musahhih: A.Qalandarov
Sahifalovchi: M.Ortiqova

Nashriyot litsenziyasi AI № 178. 08.12.2010. Original-maketdan bosishga ruxsat etildi: 04.01.2021. Bichimi 60x84. Kegli 14 shponli. «Times New Roman» garn. Ofset bosma usulida bosildi. Ofset bosma qog`ozi. Bosma tobog`i 35,8. Adadi 100. Buyurtma №8.

Buxoro viloyat Matbuot va axborot boshqarmasi
 “Durdona” nashriyoti: Buxoro shahri Muhammad Iqbol ko`chasi, 11-uy.
 Bahosi kelishilgan narxda.

“Sadridin Salim Buxoriy” MCHJ bosmaxonasida chop etildi.
 Buxoro shahri Muhammad Iqbol ko`chasi, 11-uy. Tel.: 0(365) 221-26-45.

styles of speech. At the official level of politeness, polite communication is conducted in an official setting, where neither age, gender, nor personal dignity is of paramount importance, but the social position of the interlocutors and the positions held by them. The official level of courtesy is the norm in institutions, organizations, business circles, in education, health care, services, etc. At the neutral level of politeness, polite communication is conducted between strangers, and between those familiar people who are not in formal or familiar relations. Familiar level of politeness is characteristic for communication in family and relatives, as well as between friends and friends.

The communicative situation as a system ensures the novelty and diversity of information, creates incentives to say, that is, it is a content base that allows you to organize further collective communication. The development of skills and abilities involves the assimilation of social, situational and contextual rules, which are followed by native speakers, that is, where, when, why, how they say and what values are attached to individual etiquette statements depending on the situation of communication. All of the above testifies to the benefits of working on the phrases of speech etiquette.

The list of used literature:

1. Пассов Е. И. Коммуникативный метод обучения иноязычному говорению — 153 стр.
2. Формановская Н. И. Речевой этикет и культура общения. М., 1989 стр-542-е изд. — М.: Просвещение, 1991. — 223 с. — (Библиотека учителя иностранного языка). — ISBN 5-09-000707-1.
3. Рогова Г.В, Рабинович Ф. М., Сахарова Т. Е. Методика обучения иностранным языкам в средней школе 1991—141стр

INNOVATIVE METHODS IN TEACHING ESP

*Z.Kh.Saidova
(BSU),
M.B.Ibodova,
student (BSU)*

Annotation. In article there is given synopsis and analysis of modern information-communication technology (ICT) in the field of teaching of English for special purposes.

Аннотация. В статье дается синопсис и анализ современных информационно-коммуникационных технологий (ИКТ) в области обучения английскому языку для специальных целей.

Annotasiya. Maqolada ingliz tilini maxsus maqsadlarda o'qitish sohasida zamonaviy axborot-kommunikatsiya texnologiyalari (AKT) ning konspektlari va tahlillari keltirilgan.

Key words: English for specific purposes, information-communication technologies (ICT), multimedia technologies, web-quest, Wiki, high vocational training.

Ключевые слова: английский язык для специальных целей, информационно-коммуникационные технологии (ИКТ), мультимедийные технологии, веб-квест, Wiki, высшее профессиональное образование.

Kalit so'zlar: Ingliz tili aniq maqsadlar uchun, axborot-kommunikatsiya texnologiyalari (AKT), Multimedia texnologiyalari, Web Quest, Wiki, oliy kasb-hunar ta'limi.

Currently, English for Specific Purposes (ESP) is taught all over the world in different directions. Since the 60s of the last century, when it first started being talked about ESP as a separate direction in teaching English as a foreign language, this aspect of English language teaching has developed considerably and has taken a leading position in teaching English for professional purposes. In the context of the dynamic development process of international integration and exchange of information professionals in any industry, in addition to traditional training, you need a tool that allows you to effectively and efficiently exchange professional information. Today there are lots of monographs on the theory of ESP, ESP has developed special teaching methodology, conducted a variety of studies. But among them, unfortunately, only a small portion of authors and developers.

However, the level of English proficiency of students in philological universities is very different, and often leaves much to be desired. Thus, the vital was the question of a single program in foreign language to language high schools, which would take into account requirements for the level of foreign language graduates today.

Today, such a program recommended by the scientific and methodological advice in foreign languages professor S. G. Ter — Minasova exist. It is based on the following provisions recorded in contemporary documents for the modernization of higher education: – Possession of a foreign language is an integral part of the training of experts in high school. – Foreign language course is multi-level and developed in the context of lifelong learning. – Learning a foreign language is based on an integrated multidisciplinary basis. – Learning a foreign language is aimed at comprehensive development of communicative, cognitive, informational, socio-cultural, professional and general cultural competence of students. But, even with a single program, you must always take into account the specificity of each institution or its departments, customer demand and the students themselves. [4. p 89] It is worthy that all of them are student-oriented methodology. [3. p 120]. In the development of foreign language programs should take into account the potential of knowledge and language skills of students, as well as the motivation of the students in gaining knowledge. Apparent at first glance, a simple procedure to determine the content of teaching and the organization of training should include theoretical positions. When the

ESP teacher comes into the audience, he is, above all, sets specific targets activities that help to create there conducive learning environment, a friendly atmosphere of mutual understanding and mutual support. By choosing certain teaching materials for foreign language to the course content, instructors or course developers thus express their ideas, views on the teaching of foreign languages and teaching methods. Goal setting exercises increasingly influences the choice of educational and methodological materials. If the teacher in the class aims to strengthening communication skills, it includes a variety of exercises, exercise simulating practice communicating in the language: business games; thematic dialogues; compilation instruction; reports; presentations and discussions. In drawing up the course should be borne in mind that the concept of «communicative competence» of students is not seen as the sum of their knowledge and skills, but also as a set of personal qualities of students (value-semantic orientations, knowledge, skills and abilities).

Evaluation criteria is signed according to their ability to solve problems and find their own answers to the questions that arise in the course of professional, educational and social, cultural and everyday communication in a foreign language. The form of organization of the course program can be synthetic, when the language is segmented into separate language elements that are presented at one time, or analysis, when the language does not seem crushed, and one piece at a time and without linguistic control. [1. p 35] The important element in ESP teaching is the ability of the teacher to create a classroom atmosphere for live communication and constructive debate. Students acquire stable communication skills only when they have the opportunity to use them to communicate with others. Too often, unfortunately, the teacher may be the only person to speak English, which students can talk and time to communicate with each student the teacher in the classroom is limited. From this perspective, ESP is a powerful tool for the realization of such a possibility. Students master the English language as they work with the materials that they find interesting and relevant, and that they can use in their professional work or further studies. Keep in mind that the more often students communicate in a language that they hear or where they read, the more they will succeed in mastering them. On the other hand, the more they will be forced to focus their attention on the purely linguistic, grammatical and other aspects of the language or its individual structures, which seems difficult to them, the less willing they are to attend classes. As for the students of ESP, they are especially predisposed to concentrate on the material is closely related to their specialization in particular students of engineering specialties. Formatting text and insert various objects produced using wiki markup. The possibility of collective development, storage, structuring text, hypertext and files, including multimedia Wiki makes attractive to work with students both in the classroom and are more independent.

In addition, there is still Web Quest — is a site on the Internet with which students work, performing a particular learning task. There are two types of web quests: for short-term work with a view to enhancing knowledge and their further

integration. Usually they are designed for one to three sessions. And for long-term work to deepen students' knowledge and transformation. Such web-quests are designed for a longer period — perhaps a semester or academic year. A feature of the educational web-quests is that part or all of the information for individual or group work of students is on the various websites. Web quests technology helps create and develop in students the following competences: – Use of IT solutions for the professional tasks (including to search for the information you need, the results of the design in the form of computer presentations, websites, flash movies, databases and etc.); – Self-learning and self-organization; – Work in a team (planning, allocation of responsibilities, mutual aid and mutual control); – The ability to find multiple ways to solve a problem situation, to determine the most rational option substantiation choice; – Public speaking skills, because we need to publicly defend the project, answer questions or participate in discussions. [2. p 20] It is important to note that the ESP teachers need regular support and guidance on the use of new technologies. Not surprisingly, young teachers are often better demonstrators of new technologies, so they can become excellent instructors for more age teachers who are trying to introduce these new technologies in their classrooms. To this end, the department of foreign languages should be carried out scientific and methodological seminars and master-classes, which allow demonstrating the achievements of engineering and technology in the learning process. Group discussions and project work are also effective forms of training in working with ESP students. Another modern trend in the teaching of English for professional purposes — is to conduct debates. Thus, in the course of the debate, students have the opportunity to demonstrate how the linguistic and professional competence. All of these methods are useful for autonomous (self) education in order to prepare students for research activity, encouraging their motivation in a demonstration of the results and the acquisition of experience in the team. If the teacher is committed to succeed in their work with the group, he needed to find and adapt new technologies to engage in the generation of employment in traditional areas with the help of multimedia teaching aids and digital technology, online resources and mobile applications. ESP training mechanisms more and more rapidly evolving and it is absolutely clear that to reach all the modern trends is impossible in this article. Thus, despite the fact that the teaching of ESP focuses on professionally oriented practical application, as well as any other aspect of English language teaching, it is based on the knowledge of the nature of language, to the knowledge of the basic methods and forms of teaching and learning. Critical understanding of the material studied by students contributes to the formation required for their skills and abilities, forms the linguistic, socio-cultural, communicative and professional competence.

The list of used literature:

1. Alyavdina N. G., Margaryan T. D., Innovative techniques of English language for specific purposes in technical colleges. Humanitarian journal 2013,

515

№. 7. Basturkmen H. Ideas and options in English for specific purposes, — Taylor and

2. Francis e-library, 2008. Teaching ESP: Best Practices / IBM PC CD — ROM: Published by «Repetitor Multi Media» for the English Language Office of the US Embassy. — Moscow, 2012. Ter-Minasova S. G., Language — only accompaniment to the specialty / Interview magazine, «The area of science». — Yaroslavl State University, 2012. — № 1.

3. Innovative methods in teaching ESP / Л. И. Иброхимова. — Текст : непосредственный // Молодой ученый. — 2017. — № 12 (146). — С. 502-504. — URL: <https://moluch.ru/archive/146/41116/> (дата обращения: 18.12.2020).