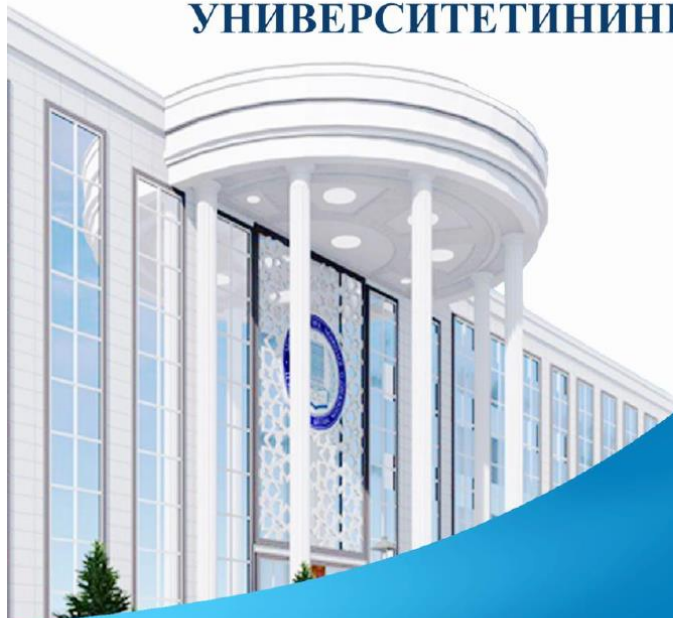ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

МИРЗО УЛУҒБЕК НОМИДАГИ ЎЗБЕКИСТОН МИЛЛИЙ
УНИВЕРСИТЕТИНИНГ ЖИЗЗАХ ФИЛИАЛИ

# ФИЛОЛОГИЯ ВА ТИЛЛАРНИ ЎҚИТИШ МЕТОДИКАСИНИНГ ДОЛЗАРБ МУАММОЛАРИ ВА ИСТИҚБОЛЛАРИ

## Республика миқёсидаги илмий-амалий конференция материаллари тўплами

### 2021 йил 21-22 май

ЖИЗЗАХ 2021

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*Республика миқёсидаги илмий-амалий конференция
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**(2021 йил 21 – 22 май)**


ЖИЗЗАХ-2021

Филология ва тилларни ўқитиш методикасининг долзарб муаммолари ва истиқболлари. Республика миқёсидаги илмий-амалий конференция материаллари тўплами–Жиззах: ЎзМУ ЖФ, 21-22 май 2021 йил. 635-бет.

Республика миқёсидаги илмий-амалий конференция материалларида чет тилларини ўқитишни ривожлантириш, таълим сифатини ошириш, ўқувчи ёшларнинг чет тилларни ўрганиш бўйича кўникма ва малакаларини ошириш, чет тилларни чуқур ўрганиш, ўқувчи-ёшларнинг замонавий билимга эга бўлиши ва профессионал кўникмаларни эгаллаши каби масалалар муҳокама қилинган. Чет тилларини ўрганишга бўлган эътиборнинг ошиши олий таълим муассасалари педагоглари, филологлари, таржимон кадрлари олдига ҳар томонлама етук авлодни тарбиялаб вояга етказиш, хорижий тилларни чуқур ўрганиш, чет тилларини қиёсий ўрганиш, она тили ва қиёсланаётган тилнинг лисоний хусусиятларини таҳлил этиш, уларнинг инновацион педагогик технологиясини ва методикасини яратиш каби масалаларни ҳал қилиш вазифаларни қўяди.

Ушбу илмий-амалий маъруза тезислари тўпламида мамлакатимиздаги турли йўналиш ва мутахассислик олимлари, ОТМнинг профессор-ўқитувчилари, илмий тадқиқот институтлари ва марказларининг илмий ходимлари, тадқиқотчилари, магистр ва талабаларининг илмий-тадқиқот ишлари натижалари мужассамлашган.

Масъул муҳаррирлар: проф. Ахатов А.Р., проф. Усманов С.А., Жаббаров У.А.

Таҳрир ҳайъати аъзолари: п.ф.д., проф. Туракулов О.Х., т.ф.д., проф. Ахатов А.Р., п.ф.н., проф. Усманов С.А., т.ф.ф.д., доц. Абдурахманов Р.А., п.ф.н., доц. Алимов Н.Н., Эшонкулов Б.С., фил.ф.ф.д. Кенжаев А.Л., Жаббаров У.А., Жўраев М., Яхшиева З., доц. Жаббарова А., Бахриддинова Д., Тешабоева Н.

Мазкур тўпламга киритилган маъруза тезисларининг мазмуни, ундаги статистик маълумотлар ва меъёрий хужжатларнинг тўғрилиги ҳамда танқидий фикр-мулоҳазалар, келтирилган таклифларга муаллифларнинг ўзлари масъулдирлар.

## 4-ШЎЪБА. ЧЕТ ТИЛЛАРНИ ЎРГАНИШНИНГ ПЕДАГОГИК-ПСИХОЛОГИК МУАММОЛАРИ ВА ПЕДАГОГИК-ПСИХОЛОГИК ТАДҚИҚОТЛАР

# FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

*Kakhkhorova Shahlo Shaydilloyevna*
*Bukhara State University*
*Teacher of ESP for Humanitarian Subjects*

*Abstract: The relevance of this study is determined by the needs of modern society for qualified specialists, which leads to the necessity of improving the system of higher education. This dictates the need for a high-quality preparation of the teacher of English who is able to act as an active subject of the professional activity and who has high levels of communicative competence. A future teacher of English must be fluent in a foreign language and must demonstrate high foreign language communicative competence. However, not all the students of language faculties and specializations reach this level. Thus, there arises the question about a search for new approaches, methods and means of formation of foreign language communicative competence of future teachers of English at the University. At the same time, the student's foreign language communicative competence is an integrative personal quality, it is a tone which mediates along with other kinds of personal and professional development competence and defines its effectiveness in greater or lesser degree. Interactive learning within the English language teaching provides a full communication between the students and the formation of skills of solving communicative tasks. The communicative competence defined as a significant component of the key competencies and the result of modern education includes linguistic, discourse, sociolinguistic and sociocultural competences as well as socio-personal interactive component correlated with cooperation and tolerance of the student.*

*Keywords: communicative competence, interactive learning, foreign language communication, professional education, intercultural interaction, the English language, technology.*

Communicative competence as an integrated goal of teaching a foreign language should be understood as foreign language interpersonal and intercultural communication with native speakers within the limits set by the standard.

The concept of communicative competence in teaching foreign languages provides for the formation of students' knowledge, skills and abilities that allow them to join the ethno-cultural values of the country of the target language and practically use a foreign language in situations of intercultural understanding and

cognition. The combination of such knowledge, skills and abilities constitutes the communicative competence of students[1;180].

The use of a communicative approach in teaching foreign languages contributes to the formation of the ability to communicate in a foreign language, i.e. acquire communicative competence - the ability to use all types of speech activity: reading, listening, speaking, writing.

Communication in a foreign language is not only the process of transmitting and receiving information, but also the regulation of relations between partners, the establishment of various kinds of interaction, the ability to assess, analyze the communication situation, subjectively assess one's communicative potential and make the necessary decision[2;120].

In accordance with the state educational standard for foreign languages, communicative competence should include the following essential skills:
- read and understand simple, authentic texts (with an understanding of the main content and with full understanding);
- orally, briefly tell about yourself, the environment, express an opinion, give an assessment;
- to communicate verbally in standard situations of educational and labor, cultural, household spheres;
- the ability to write and convey elementary information (letter). one

Foreign language communicative competence as a certain level of proficiency in linguistic, speech and socio-cultural knowledge, skills and abilities allows the student to build his speech behavior depending on the communication situation, namely, on situations of everyday, pedagogical, scientific, business, political and socio-political communication[3;160].

The structure of a foreign language communicative competence includes a number of competencies. First of all, this is linguistic competence - the ability of a person, in accordance with the norms of a particular language, to correctly construct grammatical forms and syntactic constructions. Linguistic competence includes language and speech competence. Language competence is knowledge in the field of the language system and the skills to operate with this knowledge. Speech competence - possession of the norm of speech behavior (in all types of speech activity). An important role in mastering language and speech competencies is played by educational competence - the ability and readiness of a person to effectively carry out educational activities while mastering a foreign language as an academic subject. The process of formation of educational competence involves the acquisition of knowledge about the methods of rational implementation of educational work, options for performing educational actions in the absence of a given algorithm, the skills of diagnosing one's own level of rational organization of

educational activity; the ability to choose a method of educational activity that corresponds to individual personality traits, to form a set of individual educational skills and actively use it, to independently control the correctness of this choice. 2
To master foreign language communication, special educational skills are required. Students need to be taught how to rationally organize memorization of foreign language material, independently activate language material, trace interdisciplinary connections, work in pairs when carrying out foreign language actions.

In my work, I use the following technologies for teaching foreign language communication: Technologies for developing education (games, creative tasks); Personally - oriented technologies (in speaking); Game technologies; Critical Thinking Technology; Information and communication technologies; Design technology (teach students to learn).

Sociocultural competence is of great importance in the development of communication skills - the ability to build verbal and non-verbal behavior taking into account the norms of societies that speak the target language. Sociocultural competence presupposes knowledge of the national mentality, the picture of the world; removal of cultural difficulties; expansion of their own worldview, ideas about a different socio-cultural community. 3

Based on the foregoing, communicative competence can be defined as a means necessary for the formation of a speech situation in a social context, and the goal of the formation of communicative competence - as a completed communicative act. To achieve this goal, communicative competencies are required - language knowledge and skills, speech skills, the linguistic and regional component of the training content.

It should be noted that without knowledge of the grammatical structure of a foreign language, it is impossible to solve communication problems. But the assimilation of the grammatical system of the language occurs only on the basis of familiar vocabulary. Hence the conclusion: both grammatical and lexical skills and abilities serve as the center of language competence, on which speech skills and abilities are based.

The communicative goal of teaching a foreign language involves teaching communication in a foreign language in oral and written forms. One of the ways of verbal communication - speaking - is a multifaceted and complex phenomenon. Speaking has its own subject, internal structure, represented by actions and operations, external structure and result[4;15].

The subject of speaking is thought as a reflection in the consciousness of a person of the connections and relations of the real world. Consequently, in the process of speaking, the expression of thought is carried out. The result of the activity of speaking is its product - oral utterance.

So, speaking is a complex phenomenon that performs the function of a means of communication in a person's life and is one of the types of human activity. It is important to remember that as a result of the activity of speaking, its product arises - an utterance. Both as an activity and as a product, speaking has certain features that serve as a guide in learning, as they suggest what conditions need to be created for the development of speaking.

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# ХОРИЖИЙ ТИЛЛАРНИ ЎҚИТИШДА ТЕРМИНОЛОГИК ЛУҒАТЛАР АҲАМИЯТИ

*Рахмонова Дилором Йўлдош қизи,*
*ЎзДЖТУ магистри*

*Аннотация:* Ушбу мақолада Ўзбекистон таълим тизимидаги муҳим бўлган янги дарсликлар, ҳорижий тилларни ўқитишда қўлланиладиган терминологик луғатлар ҳақида маълумотлар ёритилган. Терминологик луғатлар яратилиши Ўзбекистоннинг ҳорижий мамлакатлар билан бўладиган маданий, иқтисодий ва сиёсий муносабатларининг ривожланишига катта таъсир этиши кўрсатиб ўтилган.

*Калит сўзлар:* икки тилли луғат, терминологик луғат, ўзбек луғатшунослигининг ривожланиши.

*Annotation:* This article provides information about the new textbooks that are important in the education system of Uzbekistan, terminology dictionaries used in the teaching of foreign languages is presented. It was noted that the creation of terminology dictionaries has a great influence on the development of cultural, economic and political relations of Uzbekistan with foreign countries.

*Keywords:* bilingual dictionary, terminological dictionary, development of Uzbek linguistics.