

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

English Linguistics Department

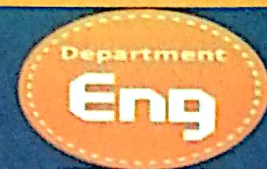
**INTEGRATION OF PRAGMALINGUISTICS,
FUNCTIONAL TRANSLATION STUDIES AND
LANGUAGE TEACHING PROCESSES**

(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

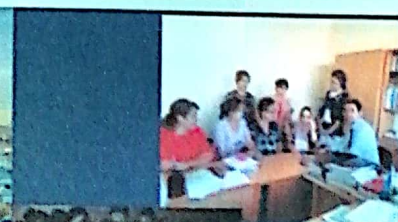
Buxoro davlat universiteti Xorijiy tillar fakulteti Ingliz tilshunosligi kafedrasida

**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



QAYSILARDA
UZBEK, 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 аҳамияти.....	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>Қаршиева 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.

2. Ахмадалиев, А. Қосимов, А. Инновацион фаолият ва илғор педагогик технологиялар – Тошкент, 2006
3. Голиш Л. «Замонавий таълим технологиялари: мазмун, лойиҳалаштириш ва амалга ошириш» Экспресс қўлланма, 2001 йил.
4. Голиш Л.В. «Фаол ўқитиш усуллари: мазмун, танлаш ва амалга ошириш» Экспресс қўлланма Т. ТАСИС, 2001 йил. -68 бет

ON CERTAIN CHALLENGES IN ENGLISH LEARNING

N.N.Salixova

(BuxDU),

D.F.Niyozova,

1-kurs talabasi (BuxDU)

Abstarct. The presented article deals with the analysis of the challenges people face in learning English and provides some practical advice for tackling the problems. It discusses the theoretical views of some scholars on the issue as well.

Аннотация. Представленная статья посвящена анализу проблем, с которыми люди сталкиваются при изучении английского языка, и дает некоторые практические советы по их решению. В нем также обсуждаются теоретические взгляды некоторых ученых относительно данного вопроса.

Annotatsiya. Taqdim etilgan maqola ingliz tilini o'rganuvchilar duch keladigan muammolar tahliliga bag'ishlangan; unda mazkur muammolarni hal qilish bo'yicha ba'zi amaliy tavsiyalar keltirilgan. Shuningdek, ba'zi olimlarning ushbu masala bo'yicha nazariy qarashlari muhokama qilingan.

Key words: grammar, hyper aware, vocabulary range, native speakers, converse, idiomatic, slang.

Ключевые слова: грамматика, сверхсознание, словарный запас, носители языка, разговор, идиоматика, сленг.

Kalit so'zlar: grammatika, giper xabardorlik, lug'at boyligi, mahalliy so'zlovchilar, zo'zlashuv, idiomatic, sleng.

In recent years, learning languages is becoming increasingly prevalent and popular at an amazing rate. As the society advances amazingly, people's demands have become increasingly diversified. Most of population in the world wants to speak in more than one language. On the one hand, their desire to learn the languages may benefit them, but not all people can finish the work they started. In our time and age, much debate has taken place about whether learning English is beneditial or not. While everyone chooses the language they like, then again most of them choose English. English is now one of the most widely spoken languages in the world, and it is for this reason that many people choose this language for in-depth study. This is because of the problems that arise in the

process of learning a language. The most common problems are connected with grammar, vocabulary range, pronunciation matters, idioms, variations of the English language in terms of slang and jargon.

As known, grammar is a key component of every language in this world. Without grammar, we can confuse tenses, which is one of the most important topics. We can say that grammar is one of the basic necessities in the organization of language. Grammar of English language is complex, furthermore is difficult to remember. Applying grammar correctly can be very difficult, especially when you're talking to someone and they're talking at a very fast pace. Grammar is so important that misusing grammar can confuse the person you are speaking to and even change the meaning of what you are saying, plus English speakers have grammar and make grammatical mistakes. Even if it is wrong, it is immediately different. Grammar plays an important role in learning English. Even the slightest mistake can cause you to fail.

As for the Vocabulary range, it is important when learning a language. Every language in the world, of course, English also has thousands and even millions of words. Even some people whose English is their mother tongue do not know the meaning of all the words in that language. Another major problem that people face while learning English is that they learn new words but forget what they have learned soon after they have just learned it. No less important component in FLL is pronunciation. English alphabet consist of 26 letters. English has **44 unique sounds**, also known as **phonemes**. The **44 sounds** help distinguish one word from another. Various letters and letter combinations known as graphemes are used to represent the **sounds**. English learners also faced with this problem. They find out pronunciation so challenging.

The main focus should be done on using idioms and phrases. Idiomatic expressions are a basic and organizational part of every language, and native speakers tend to use idiomatic expressions on their own without thinking about figurative meaning. It is natural that non-native speakers find **idioms difficult** to understand because they do not know what the image of the **idiomatic** expression is based on. Whereas learners of the language can faced with this problem.

Variation in English in terms of slang, jargon and colloquialism which can be difficult to understand the differences in different forms of English. For example, correctly distinguishing between the use of formal and informal language, or knowing the differences between spoken and written language. the fact that English is pronounced differently in each region is exactly what can confuse those who want to learn this language. Slang is also a big hurdle for English learners.

For students who are willing to put in the effort, there are a number of steps they can take to improve their English language skillfulness:

9. They must be extra careful to be sure to use correct materials recommended by a reliable teacher of English.
10. They must make a deliberate and conscious effort to learn with or without a class teacher.

structured, with the teacher controlling all activities. The method focuses on the literature and grammar of the target language, with passages being translated into and from the mother tongue. Consequently it tends to be very much text-based. Typically, the teacher gives instructions and grammatical explanations in the mother tongue. Little or no attempt is made to teach pronunciation.

Typical features of a GTM lesson:

- mother tongue
- teacher-centred
- vocabulary taught through wordlists and translation
- reading of literary passages even at low levels, with reading comprehension questions
- practice based on translation of texts to and from MT
- elaborate presentation of grammar rules
- memorization of grammar rules and vocabulary
- vocabulary exercises include antonyms and synonyms, definitions etc based on words in reading texts
- composition exercises based on topics from reading texts

The grammar translation method is a method of teaching foreign languages derived from the classic method of teaching Greek and Latin. In grammar – translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word for word. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students' general intellectual development

Characteristics:

- Classes are taught in the mother tongue
- Much vocabulary is taught in the form of lists of isolated words.
- Little or no attention is given to pronunciation.
- Reading of difficult texts is begun early.
- Long, elaborate explanations of the intricacies of grammar are given.

Why would I use this method?

- GTM focuses on the application of grammar and correct sentence structure. This is especially helpful in teaching students how to write and read in another language, allowing them to explore interchangeable words and phrases (i.e., different words for different tenses) more effectively than a verbal teaching method.
- Tests of grammar rules and of translations are easy to construct.
- Class activities or learning games are rarely necessary, as students are translating text to another language directly. Teachers who are not fluent in English (but fluent in the other language that the students primarily use) can teach English using this approach, as the emphasis is not on the spoken word but on translations.

SWOT

Strengths:

- Students learn a lot of vocabulary.
- Reading and writing skills are excelled.
- It activates students' memory.

Weaknesses:

- Poor listening and speaking.
- Unnatural and Inaccurate Pronunciation
- GTM is not interactive and engaging for students.

Opportunities:

- It gives the chance of learning a new language using textbooks.
- Students can learn vocabulary not only in the target language but also in their mother tongue.

Threats:

- It will be more interactive
- More STT
- Students might not be accustomed to translate word by word.

As with many other methods and approaches, Grammar Translation tended to be referred to in the past tense as if it no longer existed and had died out to be replaced world-wide by the fun and motivation of the communicative classroom. If we examine the principal features of Grammar Translation, however, we will see that not only has it not disappeared but that many of its characteristics have been central to language teaching throughout the ages and are still valid today.

The Grammar Translation method embraces a wide range of approaches but, broadly speaking, foreign language study is seen as a mental discipline, the goal of which may be to read literature in its original form or simply to be a form of intellectual development. The basic approach is to analyze and study the grammatical rules of the language, usually in an order roughly matching the traditional order of the grammar of Latin, and then to practise manipulating grammatical structures through the means of translation both into and from the mother tongue.

The method is very much based on the written word and texts are widely in evidence. A typical approach would be to present the rules of a particular item of grammar, illustrate its use by including the item several times in a text, and practise using the item through writing sentences and translating it into the mother tongue. The text is often accompanied by a vocabulary list consisting of new lexical items used in the text together with the mother tongue translation. Accurate use of language items is central to this approach.

Generally speaking, the medium of instruction is the mother tongue, which is used to explain conceptual problems and to discuss the use of a particular grammatical structure. It all sounds rather dull but it can be argued that the Grammar Translation method has over the years had a remarkable success. Millions of people have successfully learnt foreign languages to a high degree of

proficiency and, in numerous cases, without any contact whatsoever with native speakers of the language (as was the case in the former Soviet Union, for example).

There are certain types of learner who respond very positively to a grammatical syllabus as it can give them both a set of clear objectives and a clear sense of achievement. Other learners need the security of the mother tongue and the opportunity to relate grammatical structures to mother tongue equivalents. Above all, this type of approach can give learners a basic foundation upon which they can then build their communicative skills.

Applied wholesale of course, it can also be boring for many learners and a quick look at foreign language course books from the 1950s and 1960s, for example, will soon reveal the non-communicative nature of the language used. Using the more enlightened principles of the Communicative Approach, however, and combining these with the systematic approach of Grammar Translation, may well be the perfect combination for many learners. On the one hand they have motivating communicative activities that help to promote their fluency and, on the other, they gradually acquire a sound and accurate basis in the grammar of the language. This combined approach is reflected in many of the EFL course books currently being published and, amongst other things, suggests that the Grammar Translation method, far from being dead, is very much alive and kicking as we enter the 21st century. Without a sound knowledge of the grammatical basis of the language it can be argued that the learner is in possession of nothing more than a selection of communicative phrases which are perfectly adequate for basic communication but which will be found wanting when the learner is required to perform any kind of sophisticated linguistic task.

The list of used of literature:

1. Zhou, G. & Niu, X. (2015). Approaches to language teaching and learning. *Journal of Language Teaching and Research*, 6(4), p. 798
2. Bonilla Carvajal 2013, p. 247.
3. Hatfield, Gary (1997). Easton, Patricia (ed.). *Logic and the Workings of the Mind: The Logic of Ideas and Faculty Psychology in Early Modern Philosophy*. Ridgeview Publishing Co. pp. 21–45.
4. Jump up to:^{a b} Richards & Rodgers 2001, p. 4.
5. Dilfuza Sadulloyevna Fayozova. Comment of artistic means used in the novel "Days gone by".-*Theoretical and Applied Science*, 03 issue,2020.- p.104-107
6. Fayazova Dilfuza Sadullayevna. Adaptation of authentic material.- *Достижения науки и образования*. N:4 ,2017- стр.53-54