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COMMUNICATIVE LANGUAGE APPROACH TO TEACHING, TESTING AND ASSESSING LANGUAGE

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Abstract : *The article is dedicated to the development of strategic competences of English language students. It highlights the importance of developing communicative language teaching approaches by combining all skills and competencies, and provides strategic competencies to enhance students' speech. The methods given in the article serve to develop students' linguistic, pragmatic, strategic, socio-linguistic skills. It also provides practical insights on how to provide effective feedback in developing students' oral skills.*

Key words: *language, strategic competences, action-oriented approach, CEFR, The CLA, descriptive categories three forms of variability*

TILNI O'RGATISH, TEKSHIRISH VA BAHOLASHGA KOMMUNIKATIV TIL YONDASHUVI

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Annotatsiya: *Ushbu maqola ingliz tili talabalarining strategik kompetensiyalarini rivojlantirishga bag'ishlangan. U barcha ko'nikma va malakalarni o'zida mujassamlashtirgan holda til o'rgatishning kommunikativ usullarini ishlab chiqish muhimligini ta'kidlaydi va o'quvchilar nutqini rivojlantirish uchun strategik kompetensiyalarni beradi. Maqolada keltirilgan usullar o'quvchilarning lingvistik, pragmatik, strategik, ijtimoiy-lingvistik ko'nikmalarini rivojlantirishga xizmat qiladi. Shuningdek, o'quvchilarning og'zaki nutqini rivojlantirishda samarali fikr-mulohazalarni ta'minlash bo'yicha amaliy tushunchalar beradi.*



Kalit so'zlar: til, strategik kompetensiyalar, harakatga yo'naltirilgan yondashuv, CEFR, CLA, tavsiflovchi toifalar o'zgaruvchanlikning uchta shakli

КОММУНИКАТИВНЫЙ ЯЗЫКОВОЙ ПОДХОД К ОБУЧЕНИЮ, ТЕСТИРОВАНИЮ И ОЦЕНКЕ ЯЗЫКА

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***Аннотация:** Данная статья посвящена развитию стратегических компетенций студентов, изучающих английский язык. В нем подчеркивается важность разработки коммуникативных подходов к обучению языку путем объединения всех навыков и компетенций, а также предоставляются стратегические компетенции для улучшения речи учащихся. Приведенные в статье методы служат развитию у студентов языковых, прагматических, стратегических, социолингвистических умений. Он также дает практические советы о том, как обеспечить эффективную обратную связь при развитии навыков устной речи учащихся.*

***Ключевые слова:** язык, стратегические компетенции, ориентированный на действие подход, CEFR, CLA, описательные категории, три формы изменчивости.*

Introduction. Strategic competencies play a crucial role in our ability to think and act strategically. With strategic competencies in place, managers, planners and policy makers will be able to make contextualized decisions tailored to the dynamics of a specific situation.

Strategic competence includes three main components: assessment, planning, and execution. Strategic competence, an aspect of communicative competence, refers to the ability to overcome difficulties when communication breakdowns occur. Perhaps the most straightforward strategy is to avoid discussing unfamiliar topics, but this is not always possible. Strategic competence is the ability to recognize and repair communication breakdowns before, during, or after they occur. For instance, the speaker may not know a certain word, thus will plan to either paraphrase, or ask what that word is in the target language.

Strategic competence is very necessary in communication as it will help learners remain in the conversation thereby increasing their confidence. It also gives learners some control over their performance besides helping them get feedback on their performance from their listeners.

Canale and Swain defined communicative competence as a global competence that subsumed four separate but related competencies: grammatical, sociolinguistic, discourse, and strategic.

The main part. According to the action-oriented approach presented in CEFR, "competence" is "a set of knowledge, skills, and attributes that enable a person to perform actions". Competence may be general, but here a communicative competence that allows an individual to use linguistic tools to perform actions is of particular interest. Action-oriented theory asserts that individuals who perform actions are social beings with tasks that must be performed. Thus, language and language learning are aimed at giving person opportunities to perform these tasks. Thus, it is also possible to evaluate tasks, actions, competencies, and strategies that are applied at different levels and are interrelated.



Competency assessment tools can be found, for example, in the clear assessment network provided in the CEFR. Thornberg points out that this view is based on the ideas of liberating man and empowering man in the past. He also notes that the action-oriented theory presented at CEFR has had an impact on the teaching of foreign languages in Europe. The first attempt to distinguish a particular communicative competence was made by Hymes. He criticized the traditional linguistic method of separating competence and performance, and claimed that the latter had not been satisfactorily examined. Communicative competence, according to Hymes, deals with the real language, the language used. Four aspects of communicative competence are manifested: whether something is formally possible, whether something can be done, whether something is appropriate, and whether something has been done. By linking these four aspects to cultural anthropology, Khims demonstrates how this method of language and language use resonates with other studies related to the study of cultural historical activity [1].

They are related to the fact that language learning is the result of interactions between a person and those around him, as well as between people who use language as a mediating artifact. The last of the four aspects, i.e. whether something has been accomplished, says that Hims is theoretically based on the traditional views of linguists. They were not interested in using real language. Canale and Swain, on the other hand, talk about the three core competencies that make up communicative language ability. Define grammatical competence as knowledge of lexical parts and rules of syntax, morphology, sentence semantics, and phonology. Strategic competence is the non-verbal and non-verbal parts of communicative language use, primarily aimed at restoring communication when it is disrupted. Socio-linguistic competence is part of the use of communicative language and consists of two sets of rules, socio-cultural and discursive. Thus, Canale and Swain see purposefulness as a key factor in sociolinguistic competence. To what extent is the use of particular phrase appropriate and contextual factors such as subject, participant role, setting, and participation norms affect communication? The communicative approach to language teaching should not be interpreted as replacing something in traditional teaching of second or foreign languages or as having some parts of ordinary language teaching that are not used. The CLA is not opposed to previous approaches. Fear of this dichotomy is described by Littlewood. CLA (Littlewood uses the term "communicative function") is described as one end of the spectrum, the conceptual meaning of language learning and teaching at the other end. The communicative approach to language teaching and learning is, in the most extreme case, a natural approach to language learning, i.e. nothing is clearly taught and the language is mastered. Conceptual meaning, on the other hand, is the teaching of grammar, structures, and vocabulary. Littlewood argues that all of this should be "creative language use," and that this can be achieved in a variety of ways, depending on the approach adopted. As noted, a communicative approach to teaching should include partial skills in teaching. Teaching these partial skills is no more realistic than question-and-answer practice in a conceptual learning approach. Littlewood also says there are partial skills that need to be taught clearly to enhance communicative language skills. It is interesting to compare this with the arguments of Casper and Rose about the explicit teaching of pragmatics. For example, an important thing in practicing, correcting, or teaching grammar clearly is to never lose sight of the big picture of where this conceptual learning and learning fits. This will be, in Littlewood's words, "creative language": a means to an end. Theories of communicative language competence have been used by Bachmann due to the need to assess communicative language ability.



The reasons for the new model for evaluation were twofold. Bachmann points out that some aspects of communicative language competence are not found empirically as described by Hymes, Canale, and Swain. Second, Bachmann argues that his model connects knowledge of grammatical rules with knowledge of how language is used to achieve certain communicative goals, as well as with the recognition of language as a dynamic process. In summary, the communicative language competencies defined by Bachman underscore the dynamic nature of language and communication in an unprecedented way. The Bachmann model, like the models offered by Hymes, Canale, and Swain, consists of different language competencies. At the beginning of this chapter, it is shown how this method of competency formation can be followed from an action-oriented approach to language teaching and learning. As mentioned above, the dynamic nature and internal relationship between these competencies is emphasized. Bachman defines three main competencies: language competence, strategic competence, and psychophysiological mechanisms. Linguistic competence includes organizational and pragmatic competence, the first of which is grammatical and textual competence, and the second is linguistic and sociolinguistic competence.

Strategic competence is distinguished from language competence because strategic competence also includes the ability to relate language competence to the context and language in which the language is used. This is an example of the inclusive nature of Bachmann's fundamentals: strategic competence includes language competence. Interestingly, sociolinguistic competence is viewed here not as a strategic competence but as a language competence. This strategic competence for Bachmann includes knowing what to say in a particular situation, as well as connecting with the interlocutor knowing, as well as communicating in reality. As can be seen from the previous paragraphs, it is difficult to generalize research on CLA because different researchers define it in different ways and they also include different elements in the term "strategic competence". This thesis examines students' acquisition of strategic competence in oral communication. According to Bachmann's definition of strategic competence, both sociolinguistic competence in the adaptation of verbal communication and the ability to relate this competence to knowledge about the context and speech in which the communication takes place are explored. Bachman focuses on the description and analysis of communicative language competence, rather than the development of language skills or language teaching.

This could be a problem if this thesis was used to learn from the theories of the Bachmann model, i.e., in lesson planning. However, the basic theory of lesson planning is the theory of variation and the terms related to CLA are used by Bachmann. This is effective as a method of learning and understanding specific foreign languages compared to the general theory of learning in the theory of variation. Phenomenography and the Theory of Variability According to phenomenology, study is a qualitatively new view of something. Initially, phenomenography was used to describe different ways of understanding a particular concept. Marton and Booth point out that experience is about experiencing something, and when you do, some parts of the experienced object are different at the expense of others. If you are aware of one thing, it is related to something else. In the next stage of phenomenology, the act of learning is explained [2].

Bouden describes this as a response to critics who argue that new phenomenology and phenomenology is not a theory of learning, but only a methodology. The new theory of education, also explained by Marton and Booth, required a new look at things, an awareness of



important aspects of a particular object of study in order to learn. To identify these important aspects, they must change against the constant background of other features in the object of study. At the time, this was the idea that formed the basis for the theory of variability. The result of phenomenological research is descriptive categories. When something is studied, all the sentences are grouped into different categories that are logically related and often hierarchically arranged.

These are known as descriptive categories and they are qualitatively different ways of defining a concept and always remain at the collective level. Just as the ways of experimenting are never the sum of what is experienced, what is determined is never the generality of the object. Definition categories should be as convincingly similar to the concepts of the informants. The closer the researcher to the informants' understands of one aspect of reality, the better they can understand the learning, teaching, and other types of person in the community. Although it is not possible to generalize the results, it is possible to summarize the changes in how the object of study can be experienced in terms of how many informants experience something in this way. Key Terms in Phenomenography and Theory of Variability One of the key concepts in the study of phenomenology and the theory of variability is the concept of awareness and how this term relates to the non-dualistic ontological position that phenomenology accepts.

This non-dualistic ontological position shows that there is no idealistic world that can be a copy of what the people of the world experience. The experience of the people of the world consists of the shared impressions and thoughts of all the people who live in it. According to Marton and Pong, the concept has a referential aspect and a structural aspect. The directional aspect is what the concept might mean when the observations of all subjects are combined, and the structural aspect is a combination of clear and focused features that a single informant observes. In nature, these aspects are interconnected. To understand these aspects in a phenomenological interview speech, you understand the aspects of the link by interpreting the person's words, and the structural aspects can be found by looking for linguistic signs such as singular / plural. Reference and structural aspects are closely related, but are only felt when a particular object is in focus. When people talk about learning in general or abstract concepts, they can't be seen.

The concepts that can be identified in the study are combined to form qualitatively different categories of description, which are the main results of phenomenological research. An example of a clear concept in a particular phenomenological study may help explain this. A phenomenological study of the views of high school students on the proposed VAT tax showed that the descriptive categories have different qualitatively different approaches to the proposed tax, who ultimately pays for it and how.

In phenomenological research, the concept of variability is related to the goal of describing the variability between the total numbers of ways to know a particular object. In phenomenological analysis, these concepts are arranged in different categories of description. The second face of variation, which emerged later, is a change within an aspect that must be experienced in order for this particular aspect to be visible to the observer. This means a shift from methodological phenomenology to theoretical concern related to learning. Variation theory uses the second concept of variability to explain and argue why learning happens and what better learning is. First, it is necessary to show what variability means in this context. Here, it refers to a variety of methods that allow the learner to distinguish important aspects of a particular learning object or the ability to acquire a particular skill [3].



This change is thought to occur in a space of variability and can be felt for the reader in *three forms of variability*. The first is the *contradiction*, that is, to understand what something is, you have to compare it to what it is. For example, to understand what a verb is, it is necessary to compare it, for example, with nouns and adjectives. Here the verbs are opposite within the measure of variability, which can be called word groups. The second pattern is *generalization*, and to fully understand what this verb is, you need to look at different verbs, e.g. passive / passive, auxiliary and main verbs, etc. You then focus on the quality of the verbs and make sure you set aside insignificant features such as which letters they are made of. The measure of variation is now different types of verbs. Finally, students should be introduced to *a pattern of harmony* to allow them to consider several important aspects at once. In order to recognize a verb, you will need to consider many concepts at once. You need to see, among other things, the meaning of the word, its conjugation form, and its syntactic function. However, seeing these important aspects separately, but working together, emphasizes that the verb is more powerful in learning what a verb is than just seeing it as a single global phenomenon. These variability patterns make what needs to be studied, the object of study, visible.

The reason it is understandable to the reader is that its critical aspects, the parts that the reader should have distinguished but did not understand before, were at the same time colorful and unchanging. The terms “variability” and “variability in teaching” are problematic because they have an everyday meaning that differs from the meaning in phenomenology and the theory of variability. The most common notion of “learning variability” is that a variety of external contexts, such as individual and group work, reading and watching movies, or students themselves can find information and provide them with ready-made texts. This does not imply variability in phenomenology and the theory of variability. The aspects of the next study object should be different. They may actually do so when you change external parameters, but these are still two different changes.

This is similar to the non-dualistic position previously explained. Learning should be understood not from the first-hand perspective of teachers, but from the second-hand perspective of students. Previous research in English as a foreign language based on variation theory; there are some studies that have taken the objects of learning English as a foreign language from school subjects. Although they do not deal with verbal interactions, they are interesting for this thesis. Examples in this section are taken from some Swedish studies, some Chinese studies, and some studies conducted in Hong Kong. Several of the reported studies had linguistic competence as an object of study, especially some type of grammar. Holmkvist and Lindgren studied the suffix -s, which can be used to denote the plural, gender, or third-person singular form of a verb. A similar study object can be found in Lo and Koda. Interestingly, they have common aspects, as they all have critical aspects that students need to focus on form and meaning together in order to identify the object of study. The results of Holmkvist and Lindgren show that students can use the grammatical rule (third person singular, plural, genitive) and the lexical of words in sentences to use the object of study at the same time. They need to understand the meaning. Interestingly, in a study by Holmqvist and Mattisson, a group of students who were taught to use the verb to be in conflict with the verb to be did well in a long post-test.

This result suggests that this group of students learned more about what they could apply in new situations than their peers. This also indicates that the study continued even after the study sessions. This, called “generative study” by the authors, suggests another version of



the Lo and Co behavior study, and the results can be analyzed as in Holmqvist and Mattison. The results showed that students need to focus on form and meaning at the same time to create correct sentences. In the Lo and Ko study, this result can be determined in a lesson where students are asked to focus on meaning rather than grammatical form. Thus, subsequent tests showed that even a group that did not focus on form or meaning had lower results. A similar result can be found in Mock et al, where it can be seen that focusing on the most appropriate meaning and form of the plural also leads to better results in post tests where teachers want to teach the use of uncertainty came some pronoun and common plural. The examples in Lo are to some extent the object of study, and they are mainly linguistic, dealing with vocabulary. Nevertheless, they can be analyzed in terms of simultaneous understanding of form and meaning. Students who had difficulty using vocabulary and grammatical additions performed better when they were instructed to search for other words around a word they did not know [4].

Conclusion. The research in this thesis continues the tradition of variational theory of foreign language learning. What is added is a new type of learning object, i.e. verbal interaction and the use of learning and strategic competencies? For the development of variation theory, it is important to have this new learning object and a detailed analysis of the study as a method of learning for research on verbal interaction. It is also important to use the method you do. The studies described in this chapter have been analyzed on an individual level. This means that knowledge between students was analyzed through previous and subsequent individual tests. In this thesis, individual pre- and post-tests were used in the first study, but not in the second. In the second study, the study was analyzed at the group level, partly because it was not possible to determine which student was speaking, and partly because it was interesting to see patterns of variability and focus on the object of study because analysis of individual education. This is a focus that has not been used in previous research in English as a managed foreign language based on the theory of variability.

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ИНГЛИЗ ТИЛИ ЛЕКСИКАСИДАГИ ЎЗГАРИШЛАР ДИНАМИКАСИ

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Аннотация: Мақолада замонавий инглиз тилидаги лексик ўзгаришлар, ундаги паронимия, синонимия, антонимия, омонимия, тилнинг ривожланиш даврлари, шунингдек, неологизмлар ва архаизмларнинг инглиз тилидаги ўрни ҳамда аҳамияти тўғрисида ёритилган. Тадқиқотлар натижасида шунини ишонч билан айтиш мумкинки, тил мустақил равишда эмас, балки инсон фаолияти туфайли ўзгаради ва тил тизимлидир, чунки бугунги мулоқот келажакда аҳамияти пасайиши ва ўзгариши мумкин.

Калит сўзлар: лексика, ўзгариш, паронимия, синонимия, антонимия, омонимия, неологизм, архаизм

ДИНАМИКА ИЗМЕНЕНИЙ АНГЛИЙСКОЙ ЛЕКСИКИ

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