

Methodological bases of development of communicative culture in the process of teaching English

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Annotation: Learning a foreign language requires a strong desire, a good memory, practice and patience from the student. In fact, knowing a foreign language is based on certain factors like having a good teacher, being in a real English atmosphere, learning a new vocabulary, applying learned words to a daily life. These factors can really help students to learn the language quickly, better and more effectively. The most effective way of learning of foreign language is studying the communicative culture of Target Language. This article focuses on methodological bases of development of communicative culture in the process of teaching english.

Keywords: speech culture, vocabulary, communicative competence, teaching culture, intercultural.

Introduction

International assessment of changes in the field of education to improve the organization and effectiveness of pedagogical activities of teachers working in the public education system. One of the brightest manifestations of this socially relevant pedagogical phenomenon is the implementation of large-scale reforms in the system of retraining and advanced training of public educators, improving the quality of education around the world through the development of foreign language skills, especially English. In recent years, opportunities for professionals to use the achievements of world civilization and information resources, international cooperation and dialogue have been expanded. In the "Strategy for further development of the Republic of Uzbekistan in 2017-2021" the state will improve the policy of work with youth, bring up the intellectually developed young generation as harmoniously developed people, bring the quality of education in higher education and its evaluation criteria in line with international standards, in-depth study of foreign languages PF-6108 of the President of the Republic of Uzbekistan dated November 6, 2020 "On measures to develop education and science in the new period of development of Uzbekistan" and "Additional measures to further improve the education system" . In order to ensure the implementation of Resolutions No. PP-4884 "On measures to support research activities in the field of public education and the introduction of a system of continuous professional development" No. PP-4963 of January 25, 2021, as well as the selection of management staff , prepare Based on the content of the priorities for the introduction of modern principles of personnel policy in the public education system through the implementation of advanced and transparent organizational and legal mechanisms of retraining and advanced training, a number of tasks on the formation and development of creativity, innovative communicative culture competence are provided.

Methodology and Discussion

The development, social, political and economic stability of any society depends on the high level of intellectual and moral potential of its citizens. President Shavkat Mirziyoyev, in his book "Building a Great Future Together with Our Brave and Noble People," is a patriot and a citizen of our country should have patriotic qualities, to love and respect his motherland sincerely, not to spare himself for his country, and to be ready to sacrifice his life in this way. Therefore, the on modern teacher should form on younger generation such qualities as strong faith, strong will, honesty, abstinence from evil deeds, inquisitive, enterprising, entrepreneurial, organized, demanding and determined. All this is aimed at educating and training a new generation capable of actively participating in a qualitatively new stage of development of society due to the rapid development of the world education system and modern pedagogy.

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Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them. Robert Lado explains the goal of learning a foreign language as “the ability to use it, understanding its meanings and connotations in terms of the target language and culture, and the ability to understand the speech and writing of natives of the target culture in terms of their meanings as well as their great ideas and achievements”. He argues that this goal involves both the need to understand what a native speaker means when s/he says something in a particular way, and the need to know what interpretation the native speaker will make when s/he hears something told in a particular way.

So, how about communicative competence in learning foreign languages? Foreign scholars O.I.Lukina, M.V.Lyakhovitsky, mainly interpreting communicative competence in a broad sense, studied communicativeness in the closeness of the process of communication in terms of quality and characteristics of the educational process. As described in the methodical literature created by LT Akhmedova, F.Sh. Ibragimova, communicative competence is the ability to solve problems of communication everyday, educational, industrial and cultural life through a foreign language; achieved communication goals using language and speech tools. In addition to this, it should be noted that communicative competence is the ability to communicate with people in society, to speak their native language, the official language of the country of residence and foreign languages, to express themselves clearly and clearly orally and in written, to ask questions logically and be able to answer questions logically, adapt to the communication situation, adhere to the culture of communication in the communication process, defend one's point of view while respecting the opinion of the interlocutor, persuade the interlocutor, self-control in conflict situations, make appropriate decisions in resolving problems and disagreements covers many aspects such as making.

The role of linguistic competence in the development of communicative competence cannot be denied. Linguistic competence is referred to in most literatures as linguistic competence. Linguistic competence in English language teaching consists of the ability to know words and phrases on social topics that are often used in everyday life, the national cultural vocabulary of the language, synonyms, formal terms, professional terms, active vocabulary on speech topics in the curriculum and use their correct in oral and written speech.

It is impossible to imagine speech competence without linguistic competence, just as communication cannot take place without speech. Therefore, the activity of speech competence in non-specialist teachers is formed and developed on the basis of the following four practical tools. 1. Requirements for knowledge and ability to listen: - to understand a wide range of speeches, even if they are not clearly structured, and to adequately understand the open and hidden ideas in them; - to clarify some aspects of large speeches on abstract and complex topics not related to their field of specialization if necessary, especially in cases where the speaker's pronunciation is unclear or the language dialect is unfamiliar; to be able to observe easily, even in the most abstract or unfamiliar situations; to be able to identify important aspects of details; - be able to observe films with an understanding of the majority of cases of slang and idiomatic expressions; . Non-specialist teachers will be formed mainly on the basis of socio-political, popular speech, listening comprehension skills and abilities. One of the goals of foreign language teaching is to further develop these skills and competencies in speech that occur in industry situations. 2. Requirements for reading and performance a) In oral communication (dialogic speech): - ability to start, conduct and complete communication in scientific and field conferences, round tables, discussions (live or indirect); - in discussions with clear expression of ideas; be able to actively participate, adapt the language to the situation; - to be able to confidently and spontaneously respond to a number of complex questions and comments of the opposite party, confidently advancing their official point of view; most skills are simply formed in the pre-higher education stages. However, in practice, the language learner's ability to express personal views and opinions, to express an independent

opinion in English on a topic, will not be developed. This indicates the need for shaping through industry-specific materials.

b) in oral monologue: - be able to make presentations and lectures on topics related to the field; - be able to describe in detail the object, subject, situation and events; - be able to accurately and fluently draw conclusions from the lecture, discussion or article; - develop a scientific point of view, to substantiate by providing evidence.

Conclusion

Learning a foreign language without understanding the communicative culture is like eating a meal without salt. Even if a person who eats the meal without salt cannot feel himself or herself hungry, but, he or she cannot enjoy it. Speaking without understanding the essence of the communicative culture of a foreign language is similar to the example mentioned above. There are some concepts that learners can apply very wonderfully in their target language. Even they can translate the concepts directly. However, it doesn't give an exact result they expect, it doesn't sound exactly like their target language, it doesn't give the meaning they want to express. That is why it is so important for learners to learn a foreign language through its culture. Thus, the motivational essence of the development of communicative activity of non-specialist teachers in the process of teaching English implies extralinguistic knowledge, as well as knowledge of a communicative, linguistic nature (language competence).

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