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SOME ISSUES OF IMPROVING STUDENTS' FOREIGN LANGUAGE READINESS

Gulnoz O. Maksudova
PhD., Senior lecturer
Tashkent State Pedagogical University
Tashkent, Uzbekistan

ABOUT ARTICLE

Abstract: Knowing a language means, first of all, the acquisition of communicative competences. Language is learned to understand spoken and written speech, as well as to be able to communicate orally and in writing, and knowledge of vocabulary and grammar should serve to understand and communicate. Lexical and grammatical knowledge can be checked through communicative competences, that is, to what extent a person understands oral and written texts, and by evaluating his written and oral speech, it is possible to draw conclusions about his vocabulary and grammatical knowledge.

ТАЛАБАЛАРНИНГ ХОРИЖИЙ ТИЛ ТАЙЁРГАРЛИГИНИ ТАКОМИЛЛАШТИРИШНИНГ БАЪЗИ МАСАЛАЛАРИ

Гулноз О. Мақсудова
катта ўқитувчи, PhD
Тошкент давлат педагогика университети
Тошкент, Ўзбекистон

МАҚОЛА ҲАҚИДА

Аннотация: Тил билиш, биринчи навбатда, коммуникатив компетенцияларни эгаллаш деганидир. Тил оғзаки ва ёзма нутқни тушуниш, шунингдек, оғзаки ва ёзма равишда мулоқот қила олиш учун ўрганилади, луғат бойлиги ва грамматикани билиш эса тушуниш ва мулоқот учун хизмат қилиши керак. Лексик ва грамматик билимлар коммуникатив компетенциялар орқали текширилиши мумкин, яъни инсоннинг оғзаки ва ёзма матнларни қай даражада

тушуниши, ёзма ва оғзаки нутқинини баҳолаш орқали унинг сўз бойлиги ва грамматик билимлари тўғрисида хулоса чиқариш мумкин.

НЕКОТОРЫЕ ВОПРОСЫ ПОВЫШЕНИЯ ИНОЯЗЫЧНОЙ ГОТОВНОСТИ СТУДЕНТОВ

Гулноз О. Максудова
старший преподаватель, PhD
Ташкентский государственный педагогический университет
Ташкент, Узбекистан

О СТАТЬЕ

Ключевые слова: студент, иностранный язык, контроль, национальные системы оценивания, совершенствование иноязычной подготовки.

Аннотация: Знание языка означает, прежде всего, приобретение коммуникативных компетенций. Язык изучают, чтобы понимать устную и письменную речь, а также уметь общаться устно и письменно, а знание лексики и грамматики должно служить для понимания и общения. Лексические и грамматические знания можно проверить через коммуникативные компетенции, то есть в какой степени человек понимает устные и письменные тексты, а оценивая его письменную и устную речь, можно сделать выводы о его словарном запасе и грамматических знаниях.

INTRODUCTION

In higher education, language problems are studied that create a special group in the system of subjects. The essence of language problems consists of the formation of communicative skills and abilities, as well as in the mastery of language means of communication. Language is the means of expressing thoughts about objective reality, while the properties and patterns of this reality are the subject of other disciplines. As an academic discipline, a foreign language is considered "intersubject". The acquired "language" skills and abilities help to achieve new knowledge in other areas and obtain new information, which are the main distinguishing feature of a foreign language from other disciplines.

THE MAIN RESULTS AND FINDINGS

Teaching a foreign language to students of non-linguistic universities: "is considered extremely difficult, and sometimes even hopeless" [1]. L. Popova names some reasons that affect, on the one hand, students' lack of interest in learning a foreign language, and, on the other hand, the low efficiency of forming foreign language communication due to a small number of teaching hours [1]. In turn, the main tool in the socialization of the student's personality is a foreign language

[65]. We interact with representatives of other cultures, and very often with significant differences from each other when taking part in different types of intercultural contacts. And what we perceive through the prism of our culture causes an obstacle in intercultural interaction. It can be concluded that effective intercultural communication requires certain knowledge that cannot arise by itself.

Preparation for real intercultural communication is a modern goal of teaching a foreign language. Languages must be studied in inseparable unity with the world and the culture of the peoples who speak these languages. Therefore, before talking about teaching students foreign language speech communication, as one of the components of teaching intercultural communication, it is necessary to define the basic terms.

The term "intercultural communication" is now widely used. But its meaning is ambiguous. Firstly, intercultural communication is one of the new scientific branches and, accordingly, an academic discipline. It turned out that even perfect knowledge of languages did not eliminate the problems that arise when communicating with representatives of other cultures. In this regard, according to A.P. Sadokhin, there was an awareness of the need to study not only languages, but also the cultures of other peoples, their customs, traditions, and norms of behavior [2].

The development of various forms of intercultural interactions in the 1970s raised interest in the topic of dialogue and mutual understanding of cultures. The classic of the theory of intercultural communication E. Hall claims that:

"Culture itself is communication, and communication is culture" [2].

J. Mole notes that the difference between cultures remains imperceptible until there are collisions with other cultures, after which this difference quickly appears. One of the main conditions for successful communication is, according to O. A. Leontovich, perceptual readiness to perceive differences and expand the picture of the world when the communicant encounters phenomena that are not familiar to him or are different from his previous experience. The innate and inalienable human need for communication is the basis of communication and represents a creative intuitive act [3].

The term intercultural communication has a clear interpretation and is widely used in modern methodological science. Adequate mutual understanding of two participants in a communicative act belonging to different cultures is intercultural communication [3].

According to M. B. Bergelson, communicative interactions can be successful or can end in a communicative failure. Explaining this by the dependence of the culturally conditioned mutual communicative competence of the participants in the communicative balance between the general and the different in their perception processes and symbolic systems [4].

The transfer of information from one participant to another or the exchange of messages constitute the process of communication [2]. The information is encoded using a specific symbol

system, transmitted, and then decoded or interpreted by the addressee of the message. Communication always takes place when some meaning is attributed to some behavior or its result, and they act as signs or symbols. Of all types of sign (symbolic) behavior in the human community, the most important are the use of language (verbal communication) and the accompanying nonverbal behavior (nonverbal, paraverbal communication) [3].

From the basic concepts of the theory of speech communication, one can distinguish: language, speech, thinking, speech activity, speech action, speech situation, form and types of speech communication, etc. Let us dwell on the interpretation of those that are significant for our study.

The main means of communication, an instrument of thinking, a way of cognition is language. The most important component of the formation of a person as a social personality is communication between people and is a means of influencing society on a person. A.A. Leontiev noted that the subject of activity is always a "collective subject", and by no means an isolated individual, which makes communication an internal moment of activity [5]. Language can be considered as a tool for organizing the meanings produced as a result of the mental, emotional and worldview activity of a person, and as a means of transferring these meanings from one communicant to another [5]. The connection between natural language and culture lies in the fact that language contributes to the identification of objects of the surrounding world, their classification and regulation of information about it; helps to correctly evaluate objects, phenomena and their dependence; facilitates the adaptation of a person to environmental conditions; promotes the organization and coordination of human activity; allows you to receive psychological support for the correctness of your actions from other members of the language community. Language is an integral part of the spiritual culture of mankind.

In different languages, the words "speech" and "language" have a difference - language / speech (English), Sprache / Rede (German), langage / parole (French).

Language is understood as a system of signs, the units of which and the relationships between them form a hierarchically ordered structure, and the term "speech" in turn is used in two senses. Such as, speech is a specific activity, expressed either in sound or in writing, in other words, speech is one of the types of human communicative activity: the use of language to communicate with other people. The second meaning of the term speech is called the result of activity - text.

Thus, in the word "language" the predominant meaning is "system, structure", and in the word "speech" - activity. That is why, according to O.Ya. Goykhman and T.P. Nadeina, the term "speech" is used to define the word "communication". However, as noted by the same authors, the term "linguistic communication" exists and is used as a synonym [6].

As the analysis of scientific literature has shown, many authors understand verbal communication as linguistic communication, expressed in the exchange of thoughts, information, emotional experiences of interlocutors [3]. Therefore, the terms "linguistic communication" and "verbal (speech) communication" can be used as synonyms.

As we said above, the most important function of speech as an activity is the function of expressing thoughts. According to L.S. Vygotsky, "speech is the process of turning a thought into a word, the materialization of a thought" [5]. Despite the fact that the process of thinking is not yet fully known, it is recognized that in speech thinking an important role belongs to concepts - that is, words that summarize the essential properties of phenomena and objects. Therefore, the mastery of linguistic means (stock of words, grammatical forms and constructions) is a necessary condition for the development of thinking, the complication of cognitive activity. Mastering the linguistic means of a foreign language has certain features, which we will talk about later.

There are two types of speech: internal (outside the process of real communication) and external (the process of speech activity), which includes various mechanisms for encoding and decoding information.

Speech activity as one of the types of human activity is characterized by purposefulness and consists of several successive phases, in accordance with the phases of orientation, planning, implementation and control, each individual speech action in a speech situation is carried out.

Under the speech situation, linguists and methodologists understand such a combination of circumstances that prompts a person to speech action. It should be noted that when teaching speech communication in the native language, such situations arise naturally or are created artificially, as is always the case when teaching a foreign language.

The speech situation gives rise to the motive of the statement, which in some cases develops into the need to complete the speech action.

In the implementation of speech action, linguists and methodologists distinguish such stages as:

1. preparation of an utterance, which consists in understanding the motives, needs, goals, the probability of predicting the results of the utterance based on past experience and taking into account the situation. All these decisions end with the creation of an internal plan of the utterance. The success of speech action, according to O.Ya. Goykhman and T.M. Nadeina, depends on how active the knowledge of the language is, how well the person's speech skills and abilities are formed;

2. structuring the statement, which involves the choice of words, their arrangement in the desired sequence and grammatical design, which occur internally. This stage is the least studied in

the system of speech action due to the fact that the mechanisms of word choice and grammatical formation are not yet clear;

3. transition to external speech, that is, the sound or graphic design of the utterance, which determines the positive or negative result of the utterance.

The results of the speech action are judged by the reaction to the statement - feedback, which is most fully carried out in the dialogue and allows you to evaluate the result.

Since the main goal of communication is the exchange of information, in order to be understood, it is necessary to take into account and correctly use the factors influencing the communication process: the number of participants in communication, their distance from each other, the place of communication, the content of communication, and so on. Taking into account these factors, various forms and types of communication are distinguished.

First of all, the form of speech communication can be oral and written. Each form of speech communication is characterized by a number of features, on the basis of which the types of speech communication are determined. The researchers O.Ya. Goykhman T.M. Nadeina include the following signs in this series:

1. Terms of communication:

• mediated communication (for example, speaking on radio, television, in the media);

• direct, or face-to-face, communication with active feedback (eg dialogue) and passive feedback (eg written instructions);

2. Number of participants:

• polylogue;

• monologue;

• dialog;

3. Purpose of communication:

• persuasion (including motivation, explanation, etc.)

• entertainment;

• informing;

4. Nature of the situation:

• household communication;

• business conversation [7].

Four types of verbal communication form the basis of the process of verbal communication:

1. speaking - sending speech acoustic signals that carry information;

2. listening (auditing) - perception of speech acoustic signals and their understanding;

3. letter - encryption of speech signals using graphic symbols;

4. reading - deciphering graphic signs and understanding their meanings.

Decoding mechanisms operate in listening and reading, information encoding mechanisms operate in speaking and writing. When writing and reading, the student operates with graphic signs, while listening and speaking, the student operates with acoustic symbols.

It can be noted that the four types of speech activity are interconnected and depend on each other.

The effectiveness of a student's speech communication depends on the formation of these four types of speech activity. Assessment of the level of foreign language proficiency is determined using the degree of formation of four types of speech activity. In the experimental work, the skills of mastering the types of speech activity - speaking, listening, reading - will be used as criteria for students' preparedness for foreign language communication. It should be noted that the indicator of the general culture of a person depends on the level of formation of language skills and abilities.

Many leading researchers of the problems of teaching a foreign language in higher education identify a number of modern trends in higher education that also affect the process of teaching a foreign language.

Along with the tendencies towards a deeper understanding of educational levels, towards computerization and technologization of education, towards the introduction of active methods, techniques and forms of education, there is a tendency towards the activity orientation of vocational education [6].

Modernization of education in general, and higher professional education in particular, affects all educational areas, including "foreign language" and concerns, first of all, theoretical approaches to the process of higher professional education.

At present, in higher professional education, the competence-activity approach is actively occupying the first positions, which involves replacing the system of mandatory formation of knowledge, skills and abilities with a set (complex) of competencies [8].

As the main aspects of the competence-activity approach, two are distinguished - activity-based and competence-based.

The concept of the activity approach was formed on the basis of psychological, psychological and pedagogical provisions developed by L.S. Vygotsky, A.N. Leontiev, S.L. Rubinstein, A.D. Zaporozhets, D.B. Elkonin, V.V. Davydov P.Ya. Galperin, N.F. Talyzina, I.A. Zimney, A.K. Markova and others. In accordance with this concept, the assimilation of the content of education occurs not by transferring information about it to the student, but in the process of his own activity to master the content of the academic discipline.

In the process of students' activity, the formation of abilities, skills and abilities takes place, and the unit of activity is the subject action.

Teaching foreign languages is of an activity nature, since verbal communication is carried out through speech activity, which, in turn, serves to solve the problems of productive human activity in the conditions of "social interaction of communicating people" [8]. Participants of communication try to solve real and imaginary tasks of joint activity with the help of a foreign language. The activity essence of teaching foreign languages, according to O.N. Fedorova and others, is realized through "activity" tasks, through the use of various types of speech activity.

The competence-based approach to learning began to be developed relatively recently, although the concept of "competence" was introduced by N. Khomsky in relation to linguistics already earlier; later it was supplemented by the concept of "communicative competence".

Recently, in the didactics of vocational education, ideas have been developed to consider the results of educational activities through competencies (key, basic, special). Based on the analysis of the materials of scientific conferences, works devoted to the issue of lifelong education, O.N. Fedorova, whose opinion we share, highlights the following provisions that are essential for the competence-activity approach:

- competence is an activity category, which is manifested only in a certain activity; to be competent means to be able (to be able) to mobilize the acquired knowledge and experience in a given situation;

- competence is not reduced to knowledge, skills and abilities, it includes them, since the latter are forms of manifestation of competence at different stages of its formation;

- the formation of competence is a process that never ends, and a significant factor in the formation of competence is education;

- the nature of competence is such that it can manifest itself only if a person is deeply interested in a particular type of activity.

In other words, we can say that competence cannot be isolated from the specific conditions for its implementation, and can also be manifested only in a particular activity and subject to personal interest. It connects the simultaneous mobilization of knowledge, skills and behavior in specific situations.

The main goal of teaching a foreign language in a general education and vocational school is expressed in the concept of communicative competence, that is, the readiness and ability of the student to communicate in a foreign language within the limits defined by the program.

The composition of communicative competence in the representation of various authors differ from each other.

Thus, according to the document of the Council of Europe "Modern languages: study, teaching, assessment. Common European Competence", approved in April 1997, the communicative competence includes three components:

1. the linguistic component includes phonetic, grammatical knowledge and skills, regardless of the sociolinguistic value and pragmatic functions of their implementation;

2. the sociolinguistic component, determined by the sociocultural conditions of language use, is a link between communicative and other competencies;

3. The pragmatic component includes extralinguistic elements that provide communication (somatic language) [7].

I.L. Beam offers the following component composition of communicative competence:

1. linguistic (including sociolinguistic): knowledge of language means, processes of text generation and recognition;

2. thematic: possession of extralinguistic information (including regional studies);

3. sociocultural: behavioral, incl. etiquette, knowledge of the socio-cultural context;

4. compensatory: the ability to achieve mutual understanding, get out of a difficult situation;

5. educational: the ability to learn.

The interconnected formation of all components of communicative competence should ensure the development of communicative skills in the main types of speech activity in the process of mastering linguistic and regional studies and sociocultural knowledge and skills, as well as the education and development of students, the formation of their general educational and special educational skills, the development of compensatory skills, which in the complex should to form their ability and willingness to communicate in a foreign language in direct contact with a native speaker and indirectly.

Along with communicative competence, linguistic and cultural competence is considered as a result of learning a foreign language.

"Under the name of language, we teach culture," notes A.A. Leontiev. That is, language and culture are equal, interdependent, mutually influencing objects of study [5]. And the study of foreign languages should be combined with the study of the world and culture of the peoples who speak these languages.

In this regard, it is impossible not to mention the natural historically specific linguocultural society - the language environment. The language environment, according to I.A. Orekhova, is an objective reality for a specific historical period. Teaching a foreign language is carried out, as a rule, outside the language environment. But since the task is to form the linguocultural competence of students, then in the classroom, as a rule, one or another component of the objective attributes of the language environment of the country-metropolis of the language being studied is used - original journalistic and artistic texts, documentaries and feature films, Internet materials, etc. [9].

Speaking about the role of language in mastering reality, O.A. Leontovich emphasizes that the assimilation of the lexical fund of a foreign language in isolation from culture usually does not

lead to a cardinal transformation of the picture of the world: the communicant only applies foreign words to his own, already existing vision of reality [4].

According to S.G. Ter-Minasova, having learned a foreign word, a person, as it were, extracts a piece of the mosaic from a picture that is alien, unknown to him until the end, and tries to combine it with the picture of the world already in his mind, given to him by his native language [7].

O.Yu. Mityurina, characterizing the teaching of foreign languages, says that "each lesson in a foreign language is a crossroads of cultures, it is a practice of intercultural communication, because every foreign word reflects a foreign world and a foreign culture: behind every word there is an idea of the world conditioned by national consciousness" [7].

Therefore, for a linguist, and for those who are interested in knowing a foreign language, it is important, according to E.V. Miloserdova, those points where cultural competence intersects with linguistic competence [8]. In her opinion, which we share, today, when the world is increasingly aware of the inevitability of the coexistence of different cultures, societies with different trends and national traditions in the field of communication, the study and consideration of these features should become a priority. The danger that lies in wait for a student of a foreign language is not only lexical and grammatical difficulties, it is largely related to what can be called pragmatic interference, which occurs when the same language form, having in different languages, sometimes incomparable pragmatic potential, used in accordance with the norms of the native language. In a broad sense, pragmatic interference refers to the transfer of communication and behavioral skills learned in the native language to a foreign language. And as a result - errors in verbal and non-verbal behavior, which are often not recognized by a foreigner, but to which native speakers react.

It is important to note that when teaching a foreign language, one should not be afraid of mistakes. It is necessary to eliminate the students' fear of making a mistake when communicating in a foreign language. After all, when communicating in our native language, especially living, oral, we also allow them. And, if, despite the mistakes in communicating in our native language, we understand each other, then all the more there is no need to create an artificial barrier in communicating in a foreign language because of the fear or inadmissibility of any mistakes.

In the process of preparing for real intercultural communication, it is assumed that there are at least two different cultures and mastery of a foreign language. When analyzing the processes of "acquisition of culture" (initiation to the native culture) and the study of a foreign culture (introduction to a foreign culture), sufficient mastery of the language is most clearly seen. It is important to note that the study of a foreign culture begins with the study of the language. It is quite obvious that, regardless of the degree of language acquisition, knowledge of individual

elements of the language, namely: words, sentences, sounds, cannot be attributed to the concept of language proficiency as a means of communication. Language proficiency should always be considered in terms of the ability to participate in foreign language speech communication. Learning a new language form, the student discovers for himself that part of the culture, that socio-cultural unit that lies behind him. The process of learning a foreign language goes from the particular - sufficient preparation of students for foreign language speech communication to the general - knowledge and understanding of the culture of the language being studied. Therefore, foreign language speech communication is a fundamental component of intercultural communication and, as a result, students are prepared for its implementation.

Summing up the results of the paragraph, it is necessary to formulate the following conclusions.

The modern goal of teaching a foreign language is to prepare students for real intercultural communication in direct contact with a native speaker and indirectly. Intercultural communication is a process of communication between representatives of different nations, that is, different languages and cultures. Foreign language speech communication is one of the components of teaching intercultural communication.

CONCLUSION

In our study, an attempt was made to prepare students for foreign language speech communication by means of project activities. Therefore, preparation for foreign language speech communication is a preliminary purposeful activity for the assimilation of a certain stock and volume of knowledge, skills and abilities for the implementation of a motivated adequate transfer of information from one participant in a communicative act to another, who speak other languages and belong to different cultures; this dynamic culturally conditioned process of interpersonal interaction proceeds on the basis of feedback and is realized as a result of verbal communication in the main types of speech activity.

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