_____

Modern Theoretical Approaches to Teaching Foreign Language

Turaeva Guzal

Senior teacher

Termez state university

turaevaguzalya@gmail.com

Abstract: The article discusses the main stages of the formation of a communicative approach in Uzbek linguistic education. The authors also describe the current state of communicative training and the prospects for its further development.

Keywords: communicative approach, communicative education, teaching foreign languages, communication theory.

Since the mid-80s, the communicative approach to teaching foreign languages has entered a new stage in its development. Linguists began to show great interest not just in language abilities, but in the ability of a person to understand and generate speech statements. Categories such as global competence, linguistic personality, and linguistic consciousness have appeared. Along with mastering the lexical minimum by trainees in accordance with the grammatical and syntactic structure of the language, we are talking about mastering the concepts of the culture of a foreign society, as well as communicative and behavioral skills and abilities.

That is, the main focus of the academic discipline "foreign language" should be aimed at the formation of a multi-layered and multi-component set of students' language abilities, skills, readiness for the implementation of speech acts of varying degrees of complexity, actions, including the ide   ntification and characterization of motives and goals that drive the development of the personality, its behavior.

The process of teaching foreign languages should exclude the little conscious activity of students at the level of speech behavior and develop the ability to carry out communicative activities independently, not only and not so much at the reproductive level, but at the productive, creative level. Such an ability distinguishes only a free, liberated person who is able to act "from his own face" [1, p. 63], i.e. able to realize their personal communicative and cognitive needs.

The learner can develop his communicative and cognitive needs in two ways. The first is associated with the use of techniques that stimulate the situation of real speech communication (playing out sample dialogues, business games, etc.). The second way is to build "proposed circumstances" in the educational process in such a way that the student actually finds himself in a situation where he has to act one way or another.

The learner can develop his communicative and cognitive needs in two ways. The first is associated with the use of techniques that stimulate the situation of real speech communication (playing out sample dialogues, business games, etc.). The second way is to build "proposed circumstances" in the educational process in such a way that the student actually finds himself in a situation where he has to act one way or another.

In the light of the new didactic and methodological system, the second method is preferable. In addition, communication is not just the exchange of information aimed at achieving a specific

_____

_____

goal. Communication is the active interaction of the participants in this process, the purpose of which most often has a "non-linguistic" character. Language acts only as a means of implementing this interaction, during which people, influencing each other with the help of signs, organize their joint activities. Therefore, if we are talking about communication as an active interaction of its participants, then, organizing this communication in educational conditions, one should "include" the processes of mastering a foreign language not only in communicative activity, but also in subject-communicative .

A conscious focus on communicative, motivated learning requires a different structuring of the language teaching system. It is obvious that the pressing problems of the modern school are the education of speech culture, the creation of prerequisites for the interest of students in fluency in the language and its resources, the formation of the ability to communicate (not only speak, but also listen to another), lead a discussion, express their point of view in the most expressive and effective means. Existing strategies for teaching the grammatical side of speech have shown their inconsistency. As you know, each grammatical structure has a formal and functional side. In speech, the leading side is functional. In traditional teaching, however, it is given a secondary role: the form is learned first. As for the functional side, students, most often, are told only the grammatical meaning. At best, the result is this: the student knows the structure, the rule of its formation, but does not own it.

A functional learning strategy, on the other hand, is something completely different. The functional approach is associated mainly with the direction of language learning from meaning to form and function.

Functionally-oriented teaching of grammar is a unity of approach to language (consideration of the communicative possibilities of grammatical phenomena) and to learning (taking into account the specific conditions of learning carried out with specific goals and with a given contingent of students). Although the functional direction in linguistics is primarily associated with the analysis of the facts of language "from meaning", this by no means excludes the consideration of linguistic phenomena "from form".

Educational functional grammar, by virtue of its purpose, implies precisely a combination of the approach to the grammatical phenomenon "from form" and "from meaning" both when working on theory and in exercises.

Studying the basics of functional grammar allows not only to show the interaction of language units of different levels, but also to teach the rules for choosing these units for the needs of language communication.

For example, knowing the system of means of expressing incentives, proposals to perform an action, one can make a choice in favor of one or another phenomenon, depending on the conditions of communication. Thus, an invitation to action can be expressed in different ways: Let's have lunch now! We could have lunch now. I suggest that we have lunch now. Why not have lunch now? Preferring one way of expression, the speaker is guided by the peculiarities of the speech situation (official - unofficial), relations with the interlocutor (close - not close), the age of the communication partner (younger than the speaker - older than him), social or professional status (for example, boss - subordinate), even whether the speaker is interested in the act being prompted or not. As a result, the most acceptable (according to the speaker) will be chosen from a number of close (but not identical) options.

It is possible to substantiate the necessity and expediency of applying the functional-semantic approach to language from the standpoint of modern linguistics, speech psychology and teaching methods.

_____

_____

Linguistic substantiation: one should not break in the process of learning a language that which is connected both in meaning and in the logic of communication.

Students receive knowledge about the system of verb forms of time separately and already have a complete understanding of all ways of expressing temporal relations: prepositional combinations (in an hour, after dinner, during the break), adverbs (today, yesterday, tomorrow), set expressions, participles, gerunds, complex sentences with subordinate clauses of time, not to mention the possibility of one or another temporary form to perform various functions (for example: Present Continuous - to express the present and future tenses). And this information is presented separately, in different sections of the course. And in the practice of speech, each time we are faced with a choice of how to say: Two friends were having lunch talking about Ann's birthday. At lunch two friends... While having lunch two friends... When two friends were having lunch they.

It turns out that students can make the necessary choice, guided only by intuition, communication experience and language sense, while these semantic connections can be purposefully shown and used in the process of learning a language. Combining such meaningfully related units into fields, and then establishing the rules for their functioning will help the meaningful application of this knowledge in speech. For such a free and correct proficiency in the language, it is necessary to present the entire arsenal of language tools as early as possible and in a certain system and teach the rules of choice in accordance with the communicative task.

Psychological justification: before expressing a thought, a person needs to make a selection from the available (or at least known) means of expression that, in his opinion, are the most suitable in a given situation, in a given type of speech. According to the data of modern psycholinguistics, there are special mechanisms for the "inclusion" of linguistic knowledge in the act of speech. "We must admit that there is such a device that narrows the volume of the dictionary so much that the desired group of words itself emerges from memory. Such a device does not consist of words, but, at the same time, it can be realized only through words. This is what was previously called the semantic series" [3].

It is obvious that the selection of grammatical elements and constructions in the process of preparing a speech is based on a similar principle: the speaker or writer concentrates his attention on the meaning of the planned message, and this leads to the activation of such a mechanism that retrieves, pulls out the desired material from memory. Then, the necessary components are selected from this semantic field (row), depending on the level of the speaker's language competence, the conditions and purpose of communication, the type of speech, etc. This kind of word or form finder is based on semantic links between different levels of linguistic elements.

Methodological justification: when studying the level structure of a language, there is a conscious separation from the real life of the language. Language is seen as a fixed, static system. The transition to the study of an active, dynamic system of language will make it possible to get closer to the real conditions of its functioning.

In speech, there is a collision not with the levels (tiers, floors) of the language, but with the rules for choosing from a number of units of different levels with a similar, close meaning, those that are most suitable for a given situation.

The activation of real-life logical, semantic connections between language levels will contribute to the development of associative and logical thinking of students. Combining units of different levels related in meaning into one block (field) develops the skill of searching for semantically close components, turns on selection mechanisms, and contributes to more effective mastery of the richness of the language.

_____

_____

Finding connections between units of different levels of the language will create a more motivated system of its teaching. Exploratory, developing, and in many ways advanced learning will be a powerful impetus in the development of interest in the language. With this approach, "running ahead" is inevitable, referring to aspects of grammar that have not yet been studied. The advantages of anticipatory learning are obvious: everything that is essential for expressing one type of semantics (meaning) will be concentrated within one grammatical topic, one block. Such semantic convergence is necessary to understand the real life of the language and its functioning, and most importantly, to apply this knowledge in the practice of speech.

Comparison of units of different levels will stimulate interest in the language, expose semantic, logical connections, will contribute to the study of the rules of choice: why is it so, and not otherwise, what options are possible, in what situations, types of texts, etc. This will increase both the motivation of learning and its communicative orientation.

When teaching grammar, the undifferentiated concept of a grammatical phenomenon is often taken as a basis, which turns out to be insufficient if we consider the ultimate goal of teaching grammar from the standpoint of speech activity.

When applied to specific grammatical material, it seems more accurate to raise the question not of how to teach the use of, say, the article in speech, but of which aspects of the article ("from form" and "from meaning") should be taught in order to to achieve its correct use by trainees in a statement related to a particular type of speech activity and having a specific communicative task. The grammatical phenomenon in this case can be represented in the description "from the form" as a certain set of functionally significant features of various kinds. The methodical interpretation of these features will make it possible to more rationally formulate the grammatical rule, make it truly working by freeing it from everything superfluous, random. Thus, when considering existing linguistic descriptions of grammatical phenomena in order to highlight functionally significant features, one should take into account not only the relevance of these features for communication, but also the possibility of positive transfer from the native language of students.

References

1. Shcherba, L.V. About the triple aspect of linguistic phenomena and about the experiment in linguistics / L.V. Shcherba // Language system and speech activity. - M., 1947 - 69 p.
2. Passov, E.I. Fundamentals of teaching methods for foreign languages / E.I. Passov. - M., 1977. - 238 p
3. I.L. Bim, Foreign languages at school, 4, pp. 5-8 (2001)
4. M.S.Grishina, Abstract of the dissertation of the Candidate of Pedagogical Sciences, Perm, 2003. 23c.];
5. I.A. Winter/ Foreign Languages at School, 1, pp. 16-20 (1992);
6. G.V. Ievleva, In the collection of Professional communication as the purpose of teaching a foreign language in a non-linguistic university. MGLU, Moscow, 2000. pp. 37-44);

_____