

USE OF COMMUNICATIVE CULTURE AND SEMANTIC STRUCTURES IN ENGLISH LESSONS FOR ESP LEARNERS

Mukhamedjanova Sitorabegim

Researcher, Bukhara Engineering – Technological Institute, Bukhara, **UZBEKISTAN**

E-mail address: setora087@rambler.ru

ABSTRACT

This paper first discusses the communicative culture of teaching and learning language and then further semantic structures. The result of the study on the implementation of communicative language teaching and its impact on the language achievements of the learners.

Keywords: Communication, communicative, culture, students, teaching language, learning language, conversation, foreign language, language, ability, learners.

INTRODUCTION

Today we are witnessing global changes in general society in all areas of life. Economic development, new technologies, expanding partnerships, creating firms together with foreign companies, all this believes the need to form graduate institutes new professional and personal qualities.

Among the goals of teaching foreign languages at the state level educational institution dart includes “educating learners in positive new attitude to a foreign language, the culture of the people, speaking this language. Education by means of a strange language involves knowledge of culture, history, realities and traditions of the country of the studied language includes learners in the dialectic of cultures, in the development of universal culture, in the realization of the role of spoken language and culture in the mirror of another culture of the people.”

The main purpose of a foreign language as the area of studying is seen in students learning how to communicate in a foreign language. It is about forming communicative petition, i.e. abilities and willingness to exercise as direct communication (speaking, understanding on hearing) and mediated communication (reading with foreign language texts, letter). Formation of communicative competence is the main and leading learning purpose [2, 245].

Materials and methods

Learning a language, native and foreign - personal need, which manifests itself in social interaction, communication. Communication success depends not only on the speaker’s desire to enter into tact, but also on the ability to realize speech intention, which it depends on the degree of proficiency in language units and the ability to use them in specific communication situations (in this case, knowledge of individual elements of the language itself cannot be attributed to the concept of language proficiency as means of communication”). These language conditions are subject to constitute the essence of communicative competence, among the central categories of communicative linguistics.

The theory of teaching foreign languages and accumulated knowledge, as well as the concept of communicative learning, are of particular relevance. The main goal of the training is to teach how to freely navigate in a foreign language environment and to be able to respond adequately

at times personal situations, while training should have one focus on a comprehensively developed, educated person who will be able and ready to use a foreign language as a means of communication on an intuitive level, which is formed on the basis of a conscious mastery of the language and language theory [5, 92].

The communicative teaching method helps the student develop all language skills - oral and written speech, reading and listening. One of the main goals of teaching a foreign language is the development of communicative reading skills. Such reading is characterized by the automation of the reading technique and a high level of development of receptive lexical and grammatical skills, which provides focus on the content of the reader, the flexibility of combining techniques appropriate to the specific reading task."

First of all, I would like to note that language is a certain way of influencing each other in situations of everyday life, despite the fact that it is a native language or a foreign one [6, 204]. That is, in other words, as a means of communication, the language being studied must be in a state of readiness. Fortunately, lately much attention has been paid to the communication process, which is necessary at the present stage of training. It becomes clear that you need to try to bring the learning process closer to the communication process.

RESULTS AND DISCUSSION

Firstly, the communication process involves the speech orientation of the educational process, which includes not only the practical speech goal, but also the practical use of the language.

Secondly, the use of communication in the process of teaching a foreign language involves the individualization of speech activity. In other words, the student's abilities, abilities to carry out speech and educational activities are highlighted.

The formation of speech skills requires situationally, that is, students are offered an undefined situation with one specific question and answer, but such a situation of communication using communicative and semantic structures, which implies several outcomes of dialogue, several different developments.

The mobility and repeatability of situations, the constant change of speech intentions and the corresponding speech actions in communication can become the basis for generalization, generalization of supporting signs of situations and standards of speech behavior in them, which contributes to the transfer of speech operations and actions, expanding its range. In addition, at the same time, motives are generalized in relation to the situation in which the motive initially appeared, spreading to all situations that are similar to the first in personality traits that are essential to the personality, and the attitudes are fixed that determine a holistic approach to constructing phrases and create an algorithm for speech activity person. Therefore, the situationally-motivated organization of speech exercises allows you to assimilate a holistic speech action with all its components (installation, motive, goal means, methods of implementation), and this is not an isolated action, it is interconnected with others. The mastery of linguistic units in this case occurs in the unity of all their parties: forms, meanings, functions, with the leading role of the latter [1, 64].

As a rule, a student can participate in speech situations, even if his automatism is not fully formed, more often pauses and some errors in speech testify to this. Some errors are insignificant, and are easily corrected by the teacher during the learning process, only a

repetition of those rules that are difficult to remember by students is required, in other words, these are technical errors. But serious grammatical errors may also be present, the correction of which will require a lot of time and work. But all errors can be corrected. Learning to speak always includes learning vocabulary, and grammar, and pronunciation, and participation in speech situations, also includes the ability to perceive by ear. In the lessons, monologues are used for a more complete assimilation of communicative and semantic structures, and only then on their basis, students can compose full-fledged dialogues and polylogues with the participation of three or more communicants [3, 186]. All this is preceded by work with semantic structures, various training exercises that involve memorizing speech structures.

When using the communicative and semantic structures of the English political text, first of all, an introductory reading of the whole text takes place, then work with unfamiliar words, then the determination of the necessary semantic structures that are characteristic only of the political text follows. In most cases, it is better to memorize these structures before you start working with them. And after all the work done, it becomes possible to use them in polylogues, to create speech situations.

One of the most expedient ways of working with new semantic structures is the distribution of roles, students consolidate speech speed and think up independently certain situations using the new vocabulary. Also, one of the most commonly used methods is the use of situational cards and mixed dialogs, that is, phrases are used in a confused manner.

Turning to practical work with structures, you need to apply instructions for using a particular phrase. A good level of colloquial speech is achieved through practical activities, a set of training. The main goal is still considered so that students can understand the interlocutors and maintain a conversation.

The result always depends primarily on the individual abilities of the student, their development in one direction or another, as well as many other factors. There should always be a repetition of the material covered. And its inclusion in various exercises, which will be accompanied by amendments from the teacher [4, 128].

CONCLUSION

In conclusion, I would like to note that for successful mastery of a foreign language, students should know not only language forms, but also have an idea of how to use them for real communication. In the organization of teaching a foreign language, the leading role is given to exercises that are performed in order to form skills, knowledge and skills. The effectiveness of sets of exercises for teaching reading depends on the modern approach to composing exercises, the creative-search nature of tasks that meet the expectations of students who increase the motivation of learning. The system of exercises makes it possible to improve the ability to independently overcome difficulties of a linguistic and semantic nature.

REFERENCES

1. Passov E.I. Communicative foreign language education: preparing for a dialogue of cultures: a guide for teachers. Minsk, 2003.-64 pp.
2. Filatov V.M. Methods of teaching foreign languages. Rostov-na-Donu.: Feniks, 2004.-245pp.

3. Shanaeva N.V. Language and speech, speech perception and its generation. — M.:Nauka, 2004.-186pp.
4. Skalkin V.L. Communicative exercises in English. — M.:Prosvesheniye, 2002.-128pp.
5. Mustafina F.Sh. Methods of Teaching Foreign Languages: Study Guide, 2004.-92pp.
6. Levistkiy Yu.A. Linguistics Text: Study Guide — M.: High school, 2006. 204pp.