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FILOLOGIYA YO'NALISHI TALABALARINING INGLIZ TILIDA PLURILINGVAL KOMPETENSIYASINI TAKOMILLASHTIRISHDA MASHQLAR TIZIMI

Annotatsiya

Ushbu maqolada filologiya yo'nalishi talabalarining plurilingval kompetensiyasini takomillashtirishga mo'ljallangan mashqlar tizimi tamoyillari va unga mos keladigan yondashuv va metodlar tahlil qilinib, mashqlar tizimi taklif qilingan. Ushbu mashqlar tizimini ishlab chiqishda plurilingval kompetensiyaning mazmuni hamda plurilingval yondashuvning asosiy jihatlari e'tibor qaratildi. Ushbu kompetensiya va yondashuv bugungi kunda nisbatan yangi tushunchalar bo'lib, ikkalasi parallel rivojlanmoqda. Taklif qilingan mashqlar tizimi talabalarning ko'p tilli reperturida duch keladigan leksik interferensiyalarni bartaraf qilishda va ularning plurilingval kompetensiyasini takomillashtirishga yordam beradi.

Kalit so'zlar: Chet til o'qitish metodikasi, mashqlar tizimi, plurilingval(ko'p tilli) kompetensiya, plurilingval yondashuv, kommunikativ til o'qitish, CEFR, mashqlar tipologiyasi

СИСТЕМА УПРАЖНЕНИЙ ДЛЯ ПОВЫШЕНИЯ ПЛЮРИЛИНГВАЛЬНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ-ФИЛОЛОГОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация

В данной статье рассматриваются принципы, подходы и методы системы упражнений, направленных на повышение полиязычной компетентности студентов-филологов. Предлагаемая система упражнений учитывает содержание плюрилингвальной компетенции и основные аспекты плюрилингвального подхода. И плюрилингвальная компетенция, и подход являются относительно новыми концепциями, которые развиваются параллельно. Предлагаемая система упражнений призвана устранить лексические интерференции, с которыми сталкиваются студенты в своем многоязычном репертуаре, и повысить их плюрилингвальную компетенцию.

Ключевые слова: Методика преподавания иностранного языка, система упражнений, плюрилингвальная компетенция, плюрилингвальный подход, коммуникативное обучение языку, CEFR, типология упражнений.

A SYSTEM OF EXERCISES FOR IMPROVING THE PLURILINGUAL COMPETENCE OF PHILOLOGY STUDENTS IN ENGLISH

Annotation

In this article, the principles of the system of exercises designed to improve the plurilingual competence of philology students and corresponding approaches and methods are analyzed, and the system of exercises is proposed. In the development of this system of exercises, attention was paid to the content of plurilingual competence and the main aspects of the plurilingual approach. This competency and approach are relatively new concepts today, and both are evolving in parallel. The proposed system of exercises helps to eliminate the lexical interferences students encounter in their multilingual repertoire and to improve their plurilingual competence.

Key words: Foreign language teaching methodology, system of exercises, plurilingual competence, plurilingual approach, communicative language teaching, CEFR, typology of exercises

Introduction. In the methodology of foreign language teaching, the performance of speech or language-related tasks in several specially organized educational conditions is called an exercise. Methodology of teaching a foreign language is a set of necessary types and options of exercises performed in such a sequence and in such a quantity, they take into account the laws of formation of various skills and competencies of speech activity in their interaction and given provides the highest level of foreign language mastery under the conditions.

Literature review. The typology of exercises in the methodology of teaching a foreign language has been studied by such researchers as Zh. Jalolov, T. Sattorov, L. T. Akhmedova, M. Dyusupov, I. V. Rakhmonov, E. I. Passov, V. L. Skalkhin, V. A. Buxbinder, N. I. Ghez, D. Noonan, R. Ellis.

I.V.Rakhmonov divided the exercises into language and speech exercises, while V.A.Bukhbinder considered informational, operational and motivational types. [1].

Language exercises are aimed at teaching language materials, mastering (vocabulary, grammar, phonetics or pronunciation, orthography), eliminating difficulties in teaching them. Language exercises are also called preparatory exercises. Speech exercises are focused on forming, teaching and developing types of speech activities (listening, speaking, reading, writing) based on language materials. This type of exercise can be divided into comprehension, speaking, reading, and writing exercises. Depending on the focus of speech acquisition, it is divided into receptive and productive.

J.Jalolov, T.Sattorov, A.Soybnazarov divided the types of exercises forming, developing and improving the system of foreign language classes.

K. D. Ushinsky believes that exercises in a certain system state is the first and main feature of their successful use. J. Jalolov states that learning a foreign language is a process of doing exercises [2].

Therefore, the ideal effectiveness of exercises leads to success in learning a foreign language. This, in turn, poses a number of challenges to the science of foreign language teaching methodology. Today, the system of exercises in foreign language teaching is divided into four subsystems:

1. Exercises teaching speaking.
2. Exercises teaching listening comprehension.
3. Exercises teaching reading comprehension.

4. Written exercises

Research Methodology. Plurilingual and pluricultural competences rely on and develop existing sociolinguistic and pragmatic competences, contribute to a better understanding of the similarities and differences in the linguistic structure of different languages, a better understanding of teaching methods and processes, and the ability to participate in professional communication[4].

When we analyze the history of foreign language teaching, we see that the existing methods and approaches do not aim at reflecting reality through language. For example, from the history of foreign language teaching methodology, the grammatical translation method emphasized only grammar, and the lesson consisted only of translation exercises and was rejected because of the lack of reality. Or the direct method, which rejects the use of a language other than the language being studied. However, when learning a foreign or second language, the language learner could use the linguistic knowledge he or she had already acquired. This method regarded the learning of the first and second language as the same thing, which was its main disadvantage. This method, which promoted the idea of natural language learning and language separation, abandoned the comparison of languages.

If we take communicative language teaching, this method is also aimed at monolingualism. Although its purpose was to prepare language learners to communicate, it was aimed at simulating a monolingual environment and a "native speaker".

That is, not experimenting with language variants or dialects and having little knowledge about them is an escape from reality.

It does not separate language from the social situations in which it is used (See Table 1)

Table 1.

Appropriate approaches and methods for teaching plurilingual competence

The name of the approach or method	Usage	Advantage in teaching plurilingual competence	Disadvantage of teaching plurilingual competence
Competency-Based Language Teaching approach	This approach focuses on acquiring specific skills	Manage multilingual interactions and communicate in different languages, identify specific language competencies and learning objectives appropriate to multilingual contexts, and the skills needed to communicate effectively in multiple languages and adapt to different language environments helps to develop skills.	Limited attention to multilingualism and insufficient attention to raising awareness of similarities and differences between languages may not provide enough opportunities to apply and use their language skills in real-world contexts.
Communicative Language Teaching	The main focus of this method is communication, and the language learner applies his language abilities and skills in real foreign language communication situations.	Students can freely express their thoughts in a foreign language using previously acquired knowledge and skills	Communicative language teaching may not encourage learners to transfer their language skills and knowledge from one language to another, and these multilingual learners may struggle to apply their linguistic skills in different languages and contexts.
Content-Based Instruction (CBI)	In this approach, the focus is on the subject, and during the lesson, students focus on learning some content	Learning a language based on a text or a topic motivates students and makes communication a little easier	While CBI emphasizes teaching content knowledge rather than specific language skills, specific instruction on grammar, vocabulary, pronunciation, or other language components important for the development of plurilingual competence may not be provided.
Task-Based Language teaching (TBLT)	This approach focuses on using real language to perform meaningful tasks in the target language	The fact that it often includes task-based learning activities that require students to use their language skills in practical, real-world tasks helps to develop multilingual competence, allowing them to use their language skills in real communication situations. provides an opportunity to practice and apply.	Lack of attention to specific language competences, limited attention to language integration, difficulties in assessing plurilingual competence may occur.
Plurilingual approach	This approach is based on previous language	Using multiple languages as a resource rather than a barrier has the	Having difficulty differentiating between languages or experiencing cognitive

	and life experience and the language learning process	potential to accelerate language acquisition through language creativity of language learners.	overload from processing multiple linguistic inputs, teachers may struggle to use high-quality instructional materials, textbooks, and assessments that meet the diverse linguistic needs of multilingual learners, and this is often limits the effectiveness of the linguistic approach.
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CEFR supports plurilingual, pluricultural competences and plurilingualism. As a result, a plurilingual approach was formed. This approach is based on previously acquired language, life experience and language learning process. This approach abandons the "native speaker" ideal and allows our minds to open up to the many options of the English language. As a result, the perspective of globalization and acceptance of cultural and linguistic diversity is achieved. In the plurilingual approach, it is not grammatical ability, but the ability to deal with different grammars in any interaction that ensures communicativeness. Plurilingual individuals can rely on knowledge of other languages to communicate in English and learn grammar. Writing educational texts from their own discourse knowledge in other languages can improve and rely on their communicative competence.

A plurilingual approach to teaching a foreign language and using one's own language in a social context develops connections between the languages in one's repertoire. Using multiple languages as a resource rather than a barrier accelerates language acquisition through the creativity of language learners. This approach uses the practice of comparative analysis, which explains languages by comparing and contrasting them.

The main goal of the plurilingual approach is not to achieve mastery of one or two or even three languages individually as an ideal native speaker, but rather to develop a linguistic repertoire in which all linguistic abilities have their place, and more development of language competence.

Analysis and results. In improving the plurilingual competence of philology students, we focused mainly on the system of exercises that teach lexis. These exercises allow full use of plurilingual repertoire and skills.

The process of improving plurilingual competence and the level requirements given in the CEFR are as follows:

false friends at B1 level in plurilingual understanding;

based on the plurilingual repertoire, being able to translate a phrase in another language into speech at the B2 level;

building on a plurilingual repertoire at the C1 level, more use and explanation of special terms on familiar topics;

based on the plurilingual repertoire, being able to study the similarities and differences between metaphors and other forms of speech in the languages of the multilingual repertoire at the C2 level, etc.

Also, if we take language variants or dialects within the framework of plurilingual competence, we can see aspects related to the lexicon. The vocabulary is one of the most difficult processes in teaching and mastering a foreign language, because systematizing the vocabulary of a language for educational purposes is a complex task. But it is possible to achieve the correct expression of thought in the process of oral communication by choosing the right words. Today, several studies have been conducted on the selection and use of foreign words in teaching foreign languages (Kosta, Santesteban 2005; Dijkstra, Kroll 2005; Frensis 2005; Sanches-Kasas, R. M., Davis, Garsia-Albea 2005); [5,6,7,8].

The following rules were followed in the development of the exercise system:

a) paying attention to improving plurilingual competence of students of philology;

c) taking into account the features of English language teaching for the field of philology;

c) taking into account the composition and content of plurilingual competence;

d) taking into account the nature and conditions of vocabulary learning;

e) taking into account the interaction of languages in the multilingual repertoire (interference and transposition).

The purpose of these lexical exercises is to distinguish false friends, special terms, conceptual metaphors and idioms, to use them correctly in the language being studied, and to include them in the active vocabulary. In the development of such exercises, the goals of foreign language learning and teaching, philology major, students' skills, plurilingual and pluricultural content are taken into account. That is, it is permissible to pay attention to the unevenness of plurilingual competence and pluricultural competences, that is, knowing one language better than another, having different levels of communicative competence in different languages, plurilingual and multicultural competences. different levels (for example, good knowledge of culture, but poor knowledge of a foreign language or vice versa).

In accordance with the above principles and requirements, we offer a system of 4-stage comparative-informational, plurilingual-operational, communicative-motivational and cultural (pluricultural) pragmatic exercises designed to improve the plurilingual competence of philology students in English (see Table 2):

Table 2.

System and typology of exercises for improving plurilingual competence of philology students

A system of exercises	Typology of exercises
comparative-informative	Identify the idioms from the given text; Explain the given idioms; Match the correct English definition of given false friends; Match Idiom to meaning; Complete the sentences with the appropriate idioms
plurilingual-operational	Compare and discuss the given conceptual metaphors with the languages in your repertoire; Shoose the appropriate ones from the given phrases and rewrite the sentences; Guess the meaning of the idiom
communicative and motivational	Give your own examples for each idiom; Sreate conversations using idioms
cultural (pluricultural) pragmatic	Find examples on the internet or in dictionaries; Sreate conversations using idioms; Choose the correct option in italics

Conclusion/Recommendations. In conclusion, the proposed system of exercises is systematic and organic, from easy to difficult to simple to complex, and helps to improve existing knowledge and skills. It is required that these exercises are properly organized by the teacher, that the goals and tasks of the exercises are clearly conveyed to the students.

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