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STUDENTS' OR FUTURE SPECIALISTS' ATTENTION TO A FOREIGN LANGUAGE IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

Annotation

Nowadays, some trends have appeared for students to study English thoroughly. The need to educate students and specialists as socially active citizens, to teach people's spiritual culture, ethnic traditions, and foreign languages is growing. Preparation for communication requires the acquisition of special knowledge, skills and abilities

Key words: student, higher education, foreign language, specialist, communication, competence.

ВНИМАНИЕ СТУДЕНТОВ ИЛИ БУДУЩИХ СПЕЦИАЛИСТОВ К ИНОСТРАННОМУ ЯЗЫКУ В РАЗВИТИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В настоящее время наметились тенденции углубленного изучения английского языка студентами. Растет потребность в воспитании студентов и специалистов как социально активных граждан, в обучении духовной культуре народа, национальным традициям, иностранным языкам. Подготовка к общению требует приобретения специальных знаний, навыков и умений.

Ключевые слова: студент, высшее образование, иностранный язык, специалист, коммуникация, компетентность.

INGLIZ TILINI RIVOJLANTIRISHDA TALABALAR YOXUD BO‘LAJAK MUTAXASSISLARNING XORIJIY TILGA BO‘LGAN E‘TIBORI

Annotatsiya

Hozirgi vaqtda talabalarning ingliz tilini puxta o‘rganishlari uchun ba‘zi tendentsiyalar paydo bo‘ldi. Talaba va mutaxassislarni ijtimoiy faol fuqaro sifatida tarbiyalash, xalqning ma‘naviy madaniyati, etnik an‘analari, chet tillarini o‘rgatish zarurati ortib bormoqda. Muloqotga tayyorgarlik maxsus bilim, ko‘nikma va malakalarni egallashni talab qiladi

Kalit so‘zlar: talaba, oliy ta‘lim, xorijiy til, mutaxassis, muloqot, kompetensiya.

Introduction. Modern people should be formed not only as a specialist in a field, but also as a person who knows foreign languages and information technologies well, have a broad outlook and knowledge. Currently, not only the need of students to acquire higher education, but also their acquisition of oral and written communication in a foreign language for personal and professional purposes is an important factor. Learning a foreign language is one of the factors that increase the value of a student in the future as a specialist. It plays an important role in the process of globalization, serves to expand political, economic, cultural and personal inter-ethnic relations, cultural relations between countries. Fundamental reforms in the field of language teaching are being implemented in our republic based on world experience. Competence in education as one of the main directions of modernization of the content of education in the developed countries of the world in the 21st century serious attention to the issue of introduction of cooperation being directed.

Since ancient times, people have been very interested in learning languages, and knowing languages and speaking several languages was considered a great virtue.

Today, there is a multilingual environment in many countries of the world, and knowing and using different languages in everyday life, having mutual respect for representatives of other nations, helps to provide for one's vital needs. Multilingual environment for education system to adapt learners to such a complex environment is responsible for creating opportunities, ensuring that they receive quality education, taking into account their social, cultural and political requirements.

Literature Review. According to the analysis, according to international standards, the current program of foreign language education for students in general sets the goal of acquiring a foreign language and presupposes the formation of a mature citizen [2]. In the framework of this general goal, "the ability of bachelors to carry out intercultural relations for professional purposes, competitiveness, striving for self-development in a constantly changing multilingual and multicultural world, activity in solving tasks in the production and scientific sphere, the need for independent education, etc. are prioritized" [3].

Training of bachelors in a foreign language implies the acquisition of certain content of education, including professional

knowledge, which is considered as the organizer of socio-cultural competence according to G.D. Tomakhin [4] of cultural studies in modern science. One of the main and important methodological concepts that need to be compared in teaching a foreign language is the concept of conditions, which includes information about what stage, who, and how long to teach.

Socio-cultural competence is the ability to present authentic national characteristics: customs, values, rituals and other national-cultural characteristics of the country where one lives in comparison with the country where the language is being studied. Includes socio-cultural, socio-linguistic and socio-cultural, lexical, communicative competences. It is manifested in the understanding of the importance of learning a foreign language in today's multicultural world, the formation and development of the need to communicate in a foreign language, to work independently on oneself and use it as a means of social adaptation, to educate citizenship and patriotism, and to realize intercultural communication through a foreign language will be [5].

M. Selche-Murcia, Z. Dorney, S. Terrell developed a more perfect model of competencies and suggested adding new terms. They called sociolinguistic competence "Socio-cultural competence" and defined this competence as follows: "Socio-cultural competence refers to the ability of the speaker to use the language of communication in accordance with the pragmatic factors associated with changing the appropriate expression of the message within the context of social and cultural communication. These factors are complex and interrelated, and language is not only a communication coding system, but also an integral part of personal identity and the most important channel through which language is embedded in the culture of the community of speakers [6]".

Teacher's only lesson giving tasks check in students language in learning positive to grow each does not always show. Foreign teachers 80% tasks to students loads, tasks and the remaining 20% partially explanation, direction to give and from assessment organize found will be. That's why to study in their countries local study to those of the countries relatively independent to work a higher score was given. Both independent work or tasks based on students own from group mates positive and negative criticisms to hear and teacher this criticisms in total one whole give feedback through to the student price was given and this process with student and teacher between to

science or to the field relative to (language relevant) cultural competence developed [7].

So, in the process of acquiring new socio-cultural knowledge while learning a foreign language, their worldview expands, it provides effective management of communicative activity and personal behavior[2].

Research Methodology. It can be said that the culture of a person's life activity and the stable interaction of the socio-cultural space in which it changes determines the ability of a person to have different competencies [8].

One of the most important tasks is to improve students' enthusiasm for education, abilities, knowledge, skills and abilities, to teach them general professional subjects, to organize their independent and creative work. Our republic needs specialists who can think freely and have developed a comprehensive thinking in various fields. How urgent this issue is today is confirmed by the following comments of President Sh.M. Mirziyoyev: "Today's rapidly changing world opens up new and great opportunities for humanity and young people" [1]. Teaching young people to think independently and freely is the need of the hour. It should remain a basic requirement for the youth of our country to be able to think independently throughout their lives and at all stages of education. J. Jalolov said that language is important for humanity is one of the values, in which the mother tongue is in the formation of thinking is the first source of service. Native word concepts formed on the basis of foreign language learning. It is embodied in the sound words. The transfer of language skills usually occurs in two ways can be observed. In the first case, the foreign language skills of the learner native language skills, if weaker than native language skills replaces foreign language skills. An example of this is English article occurrence in Uzbek, Russian and Kazakh languages. It is a bit of a challenge for English language learners and students who have not mastered the topic of the article well show that they omit this element in spontaneous speech possible. In the second case, the foreign language skills of the language learner if not at all, because of the interference of native language skills easily occupies the created space. In such a psychological process the balance between the rules of the languages that come into contact is broken.

Results. The most basic and a big challenge is the first point in the student's language experience - his mother occurs through language interference. In this case, the mother tongue and if the differences between the first foreign language are strong, that is, these languages belong to different groups both genetically and morphologically if there is, then the effect of interference will be strong. If these languages if they are close to each other or brothers in some way, then the effect of interference will be weak. The second foreign language and the above-mentioned universals are the first for students to acquire any skills acquired through foreign language experience helps to quickly eliminate the interfering effect. The formation of politeness in language in different cultures speech etiquette when speaking in a foreign language because it is different cases of incorrect use of units may also occur. Such inaccuracies

belong to the type of socio-cultural errors. To politeness, there are two or more different attitudes and ways of its manifestation

culture originates from the unique worldview of the representatives.

A foreign language teacher is organizing a lesson it will be necessary to take into account the existing language experience of students. The term "experience" or "language experience" is interpreted here as a scientific categorical term, that is, the student's general awareness of the structure of the language, lexical, grammatical, pronunciation of the language reserve. Tool means the ability to give and receive information within a specific topic, to work with language units related to a specific topic during speech. There are some points which we need according to language:

1) teaching a foreign language in a specific educational institution (kindergarten / school / academic lyceum / vocational college / higher education institution);

2) teaching where there is/is no foreign language environment;

3) intensive (short-term accelerated) and extensive (time stretched with attention) education.

"Education of whom?" characteristics of language learners as well as language experiences are implied, that is, only those who know their mother tongue, those who know another language besides their mother tongue.

"How long?" means weekly and yearly in the curriculum the amount of classes (lesson hours) is provided. The content of education is formed based on the purpose and conditions of teaching a foreign language in an educational institution. Although the components of the content (speech topics, skills and language material) are relevant for all educational institutions, their quantity and quality indicators differ depending on the purpose and conditions. Requirements for qualifications and subjects are the determining factor of the content of education. Each educational institution selects separate lexical, grammatical, pronunciation, spelling, and word formation minimums for foreign language subjects. The process of mastering the educational content is also in each situation.

Traditional methods of language teaching based on characteristics and circumstances one of the unconventional methods is chosen

Conclusion. In conclusion, it should be said that the relations of representatives of different cultures, the modern socio-economic situation, management, the processes of globalization of international relations (production, science, culture, education, etc.) require the improvement of integration and international activities of people's life activities. The main and greatest difficulty in language acquisition occurs at the first point in the learner's language experience. In this case, the stronger the differences between the mother tongue and the first foreign language, that is, if these languages belong to different groups both genetically and morphologically, then the stronger the interference effect. Forewarning language learners about the differences between these languages, choosing the right form and type of lesson will reduce the likelihood of interference errors and help prevent them.

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