

CHET TILLARNI O‘RGANISHDA MULOQOT MADANIYATINI
RIVOJLANTIRISHNI TAKOMILLASHTIRISH

Isomiddinov Ozodjon

Innovatsion texnologiyalar universiteti o‘qituvchisi

Annotation. *This article is written on the topic “Improving the development of a culture of communication in learning foreign languages”. In covering the topic, various methods were used to develop students’ speaking skills. In particular, pair work, small group work, and discussion methods serve to develop students’ speaking skills. The main goal of this article is to use these methods during the lesson and to form students’ thinking in English.*

Keywords: *Communication culture, speech characteristics, language, spoken English, dialogue, discussion, interstate communication, speech skills, daily and professional speech activities, thinking, discussion, debate.*

Annotatsiya. *Ushbu maqola “Chet tillarni o‘rganishda muloqot madaniyatini rivojlantirishni takomillashtirish” mavzusida yozilgan. Mavzuni yoritishda talabalarning gapirish ko‘nikmalarini rivojlantirish uchun turli xil usullardan foydalanilgan. Ayniqsa, bu borada juftlikda ishlash, kichik guruhda ishlash, muhokama metodlari talabalarda gapirish ko‘nikmasini rivojlantirish uchun xizmat qiladi. Bu uslublarni dars mobaynida qo‘llash, talabalarni ingliz tilida fikrlashlarini shakllantirish ushbu maqolaning asosiy maqsadi hisoblanadi.*

Kalit so‘zlar: *Muloqot madaniyati, so‘zlashuv xususiyatlari, til, og‘zaki ingliz tili, muloqot, muhokama, davlatlararo kommunikatsiya, nutq qobiliyatlari, kundalik va kasbiy-nutqiy faoliyat, tafakkur, muhokama, munozara.*

The main goal of educational reforms being implemented in the modernizing Uzbekistan is to cultivate and educate well-rounded individuals and highly qualified specialists. In this regard, the development of students' communication culture is of particular importance, as the high need for their future communication culture qualities and personal potential requires a comprehensive use of the acquired knowledge in various spheres of a person's life. The educational system in higher educational institutions today is aimed at finding new approaches and technological ways to improve the quality of students' preparation for professional activity.

The use of project technology, which is one of the modern technologies in the study of foreign languages, especially English as the main means of international dialogue and interstate communication, in the pedagogical process is becoming one of the main factors in the training of highly qualified personnel. Reforms in the field of education in Uzbekistan affect all aspects of the life of our people and contribute to the development of comprehensive relations with foreign countries. In this regard, there is a tendency to increase the need to learn and master foreign languages. In the field of education alone, new Uzbekistan is making huge changes on a global scale, and mastering a foreign language is gaining importance in implementing all this.

Consequently, in changing conditions, a person acquires a large amount of information in a foreign language in his daily and professional speech activities. This, in turn, leads to a change in the status of a foreign language in society in integration processes. The Decree of the President of the Republic of Uzbekistan No. PD-6097 dated October 29, 2020 “On Approval of the Concept for the Development of Science and Technology until 2030” sets out priority areas for the accelerated development of economic sectors and the social sphere, the wide use of scientific and innovative potential with the full mobilization of scientific, intellectual and financial resources, and the systematic reform of science in the future. [1,48b.]

Also, the issue of training highly qualified personnel with modern knowledge and independent thinking, and raising the modernization of scientific infrastructure to a qualitatively new level have become among the urgent issues on the agenda. Consequently, today, information obtained only through one native language is no longer enough for specialists, because the role of information in all areas has increased.

For today’s specialist, it is important to have the ability to communicate with colleagues from different countries. Because, as a result of mastering foreign languages, students gain more knowledge, and their opportunities for developing a culture of communication expand, and all this indicates that the social status of “Foreign Language” courses has increased due to the increased demand for a foreign language. The state educational standard of higher education requires taking into account the specificity of the culture of communication in the study of a foreign language, the implementation of the tasks of its graduate in the future professional and speech activity. [1,89b.]

Based on the analysis of the structure of communicative culture, the following can be noted:

- the diversity of the organizers of communicative culture arises from the lack of sufficient clarity in the essence of the concept, the diversity of approaches to the internal structure of communicative competence clearly reflects a general trend, namely: all authors recognize the integration, generalization, taking into account psychological, cultural, and social factors as the main characteristic of communicative culture.

Understanding the certain conditionality and limitations in determining the composition of communicative culture, we believe that the preparation of future design students - future teachers - for adequate communication can be ensured only by the simultaneous formation of the following organizers: linguistic, socio-cultural, subject, psychological and pedagogical.

These organizers of communicative culture represent complex abilities based, on the one hand, on the higher systemic functions of a person, and on the other hand, on a complex of appropriate knowledge, skills and qualifications. All of the listed organizers of communicative culture are interrelated, and accordingly, their development can only be carried out in close interaction.

Thus, we believe that the structure of communicative culture can be represented as a multifaceted phenomenon with the following components: linguistic, socio-cultural, subject, psychological and pedagogical. [8,136b.]

We describe each component that is part of communicative culture. Communication is considered a linguistic component for the formation of culture. The works of Ye.M. Vereshagin, V.G. Kostomarov, I.A. Zimnyaya, A.R. Arutyunov, D.I. Izarenkov and others shed light on issues related to the linguistic components of communicative culture. [7,152b.]

There are several definitions of this element. For example, Ye.M. Vereshagin, V.G. Kostomarov understand it as “the ability of the speaker to express grammatically correct expressions based on the rules taught to him”.

In the framework of our research work, the definition of E.A. Masliko is considered significant, and we accept it as a working one: “a set of skills and competencies in the use of speech acts that are reliable from the point of view of the language norm and are performed in the language”. Subject-based organizational communication plays a significant role in the structure of culture. It is understood by scientists as follows. D.I. Izarenkov understands under the subject element “the meaningful, denotative sphere of thoughts, fragments of this world through the knowledge of a person about the surrounding world”. According to L.A. Yermakova, this component represents “the knowledge of the individual of a set of facts, laws, tendencies related to a separate field of science”. [6,35b.]

Thus, emphasizing the interaction of the subject, professional, scientific aspects, we understand the individual’s ability to acquire professional and scientific knowledge under this organizer.

Thus, the psychological and pedagogical justification and application of the term “communication culture” in our research work proceeds from the understanding of the correspondence of the formation of organizers (linguistic, socio-cultural, subject, psychological and pedagogical) with communication-oriented teaching.

In this regard, we understand communication culture as a synthesis of linguistic, psychological and pedagogical, subject, socio-cultural knowledge and skills of using language tools, personal qualities, which are relevant to professional development, specific situations and types of situational tasks.

In this study, we offer our working definition: communicative culture is the ability of an individual to communicate in a manner appropriate to a certain type of situation and situational tasks, based on: 1) linguistic, socio-cultural, subject, psychological and pedagogical knowledge, 2) the ability to associate language tools with norms of speech behavior, 3) professionally significant personal qualities that ensure the success of professional development and are formed in the process of professional training at a pedagogical university.

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