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CONTENTS

O‘Tloqi Bo‘Z Tuproqlar Unumdorligi Va G‘O‘Za Hosildorligini Siderat Ekinlar Ta’sirida O‘Zgarishi

Xatamov Salimjon Raximjon o‘g‘li, Osmanov Shokirjon Zokirjon o‘g‘li
1-4

Second Language Acquisition

Yusupova Sabohatxon A‘zamjonovna, Kayumova Mukhtaram Murotovna
5-8

Bo‘lajak Boshlang‘ich Sing O‘qituvchilarida Kommunikativ Kompetensivalarni Rivojlantirish

Adilova Munisa Furkatovna
9-15

Not Knowledge of Professional Vocabulary is the Reason For Students' Fail

Akhmedova Hulkar Olimjonovna
16-19

“Хаёт Хавфсизлиги Асослари” Қондаларини Ўқитишдаги Самарадорлик

Назокат Саидханова
20-22

Effective use of Economic Mechanisms as an Important Factor in Increasing National Wealth

Oltaev Sh. S
23-27

Difficulties we Face While Teaching and Learning a Foreign Language and the Ways of their Solution

Inogamova Nafisa Abdugapparovna
28-31

The Role of Literary Translation in the Formation of Literary Communication and Literary Influence (Based on Paulo Coelho's Work “the Alchemist”)

КНhoshimjon Kuchkorov
32-35

Культура Речи Преподавателя При Обучении Русскому Языку

Шадманова Нигора Иргашевна
36-38

The Importance of Speaking Skill Methods and Strategies in Language Teaching Process

Boboqulov Anvarjon Fayzullayevich
39-40

Mind Mapping From Cognitive Perspectives

Dilnozakhon Yakubova
41-47

Значение Кластерного Подхода В Образовании

Авазбек Йулдошев
48-50

Maydon Tushunchasi Va Turli Tizimli Tillarda “Ko‘Ngil” Leksik-Semantik Maydoni Tadqiqi

Ahmedova Muyassarxon, Rahimova Yulduzxon
51-55

Внедрение Рассказов И Игр В Начальное Образование

Абдукадирова Гулбахор Бекмуратовна, Исроилова Эзола Акмаловна
56-58

Бўлажак Мухандисларга Чет Тилини Ўқитиш Асосида Касбий Компетентлигини

Моделлаштириш

Шаропова Шахло Қахрамоновна
59-62

Синтез Клея С Использованием Моделей Высокого Уровня

Шайманова Рано, Эшкурбонов Ф.Б, Шайманова Наргиза

63-66

Perspectives of Development and Educational Significance of Bakhshi Art

Akhimbetova Gulbahar Qanatbaevna

67-71

Ingliz Va O‘zbek Tillarida Qo‘shma So‘Zlarning Derivatsiyasining Kognitiv Xususiyatlari

N. Umarova, S. Inomjonova

72-74

Directions for Reforming the Banking System of the Republic of Uzbekistan

Namozov Bekjon Buron ugli

75-79

Uzbek and Tajik Traditions

Joraeva Gulirukhsar

80-82

Образовательная Среда Как Фактор Формирования Школьной Готовности Ребенка В

Условиях Доу

Ниязова Гулбахор Давроновна

83-88

Развитие Творческих Способностей Детей Дошкольного Возраста Средствами

Театрального Искусства

Эшова Дилбар Шоназаровна

89-97

Мухандислик Йўналиши Мутахассисликларининг Компетенциялари Тизими Ва

Коммуникатив Компетентлиги

Шаропова Шахло Кахрамоновна

98-100

Ichki Ishlar Hodimlarida Stress Psixologik Muammo Sifatida

Xalmatov Umarbek Muminjonovich

101-104

Pragmalingvistikada Kommunikativlikning O‘rni

Ashurova Sevara , To‘xtayeva Qoysin Davlatovna

105-107

Сравнение Категории Числа В Русском И Английском Языках

Каюмова Г. С, Абдумаликова Нозанин

108-112

Особенности Функционирования Этнолингвистической Науки В Современной

Лингвистике

Хамидова Махбуба Каххаровна

113-115

Лидерлик Назариялари Ва Бошқарув Психологияси

Назимов Рахматилла Нормурадович

116-120

Конфликты В Условиях Учебной Деятельности И Их Особенности

Урумбаева Айгуль Нагметовна

121-124

Social Empowerment

Gayatri Sunkad

125-128

Oshiq Erkin Ijodida Dialektizmlar

Qodirova Shahlo

129-130

Шоим Бўтаев Асарларида Шайтон Образининг Неомифологик Талқини

М. Кўчқорова, Ф. Машарипова

131-133

Style in Simultaneous Interpretation

M. K. Xalimbetova , H. B. Bakirova

134-136

The Use of Flashcards in Teaching Vocabulary to Young Learners

Sheraliyeva Umida Asqarali qiz , Kseniya Novik Pavlovna

137-139

Projections of a Straight Line, the Actual Size of the Segment and the Angles of its Inclination to the Planes of Projections

Mamurova Feruza Islomovna, Mamurov Islom , Kayumov Xasanturdi Absolomovich

140-143

Образование Выплесков В Пути

Самандаров Хушнудбек Одилбекович

144-147

“Actual Issues of Teaching Pragmatic Competences to English Language Learners in Uzbekistan”

Sadikov Erkin Tursunovich

148-152

Teaching Intercultural Competence in Translator Training at Educational Establishments

Inamova Dilfuza

153-156

The Analysis of Loneliness theme in of Mice and Men

O. KH. Ganiyeva, Z. T. Rajabova

157-159

Shoira Shams Lirikasida Lingvopoetik Resurslarning Ahamiyati

Sadullayeva Sevara

160-162

XXI Asr Jamiyatida Insonning Ehtiyojlari Va Bunda Tarbiyaning Ahamiyati

Abdullayev Komron Xamidullo o‘g‘li

163-170

Ta`Limda O‘Qitishning Dolzarb Masalalari: Muammo, Tahlil Va Yutuqlar

Norkulov Akbar Farxodovich

171-173

Tibbiy Diagnostika Va Davolashda Zamonaviy Axborot Texnologiyalarni Tutgan O‘Rni

Maxmudova Zarina Ilhomovna, Do‘sqobilov Suxrobjon O‘tkirjon o‘g‘li, Murodullayeva Muhlisa

Turobjon qizi, Narziyeva Mexriya Abdug‘affor qizi

174-176

«Madaniy Va Ma`Rifiy Ko`Rsatuylarning Tarbiyaviy Ahamiyati» («Madaniyat Va Ma`Rifat»

Hamda “Mahalla” Telekanallari Misolida)

Talaba Madina Xodiyeva, Filologiya fanlari nomzodi, Perxan Allamberganova

177-180

Аудиовизуальные Средства Обучения Как Средство Формирования Мужкультурной Коммуникации

Саминжонова Шахноза Нумановна, Арипова Фотимахон Шарафжон кизи

181-183

Методы Исследования Языка В Рамках Современной Парадигмы Лингвистики

Косимова Муштарийбегим Отабек кизи

184-187

Sun‘uy Intelekt Yordamida Pochta Xizmatini Tashkil Qilish

Muzaffarxonov Saida‘loxon, Mirzaakbarov Dilshodbek Dovlatboyevich

188-193

Social and Psychological Characteristics of Factors Causing Deviant or Delinquent Behavior in Young People

Rakhmanov Elmurod

194-198

“Actual Issues of Teaching Pragmatic Competences to English Language Learners in Uzbekistan”

*Sadikov Erkin Tursunovich*¹

Abstract: Traditionally, until recently, teachers in Uzbekistan mainly taught students language form and grammar rules, but language function and language use were at the bottom of their lists, sometimes even neglected. The results of recent research show that pragmatic competence cannot develop independently with grammatical competence. In other words, there is a big difference between language form and language function and language use.

Keywords: pragmatics, grammar forms, language use, language function, communication, contexts.

In theory, if language form always matches language function, communication will be more direct and understandable. But the actual relationship between language form and language function is gradual. Due to different contexts, one language form can fulfill different language functions, and one language function can manifest itself in different language forms.

For example, "The door is open" can be seen in the following tasks in different situations:

1. Telling or explaining a fact;
2. Reminding the listener to close the door when leaving;
3. Alleging that the listener did not close the door;
4. Saying to let the listener know that the room is cold.

On the other hand, when asking the listener to close the door, the following language functions can be understood based on the speaker's speech:

1. "Door!" (To avoid the eyes of strangers)
2. "Close the door, please." (Request)
3. "Will you close the door?" (Offer)
4. "Do you want to close the door?" (Knowing the listener's intent)
5. "The room is cold" (referring to the coldness of the room)

This simple example serves to illustrate the difference between language form and language function. Successful communication requires knowledge of the hierarchical relationship between language form and language function and the use of appropriate language components, including advanced pragmatic competence.

As we discuss the importance of developing pragmatic competence, several other questions do not give peace: can pragmatic competence be developed naturally by acquiring vocabulary and grammatical knowledge, or should pragmatic competence be taught? At the same time, is it possible to teach pragmatic competence in general?

In recent years, there has been increasing interest in teaching speech acts in English as a Second Language (ESL) and English as a Foreign Language (EFL) classes. Research has particularly focused

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on the effectiveness of various approaches to providing a range of behaviors, including requests (Morrow, 1995; Rose, 1994; Takahashi, 2001), apologies (Olsten and Cohen, 1990; Tate Yama et al., 1997).), rejection (Morrow, 1995) and compliments (Bill Mayer, 1990; Rose & Ng, 2001) speech acts have moved to the center of attention of the scientific community. However, despite the focus on how to teach them successfully, most teachers are still not convinced that they should teach speech acts, and those who want to do so seem unprepared to teach speech acts. In this work, we offer some practical criteria for teachers to use:

Should the speech act be taught?

- What do students know so far about speech acts?
- What should students be able to do as a result of the lesson?
- What resources are most effective in teaching speech acts?
- How to determine the effectiveness of the lesson?

Due to the universality of certain pragmatic knowledge, foreign language learners can derive some principles from their native language in organizing speech; they may express their intentions indirectly, or they may use context to infer indirect meanings. However, educational psychologists have found that foreign language learners cannot easily apply all useful knowledge and strategies to foreign language learning. They recognize that it is easier to make a literal understanding of speech or discourse than to make free inferences from the context.

The notion that promoting pragmatic competence should begin with increasing the pragmatic awareness of both students and teachers has been at the center of many discussions. Bardovi-Harlig argues that pragmatic awareness should be one of the goals of classroom instruction. If both language learners and teachers realize the importance of pragmatic competence and are active in developing their pragmatic competence, they can make certain improvements in the process of teaching and learning English, and it is necessary to improve their pragmatic and communicative competence. First, we need to distinguish between language form and language function in learning and teaching English. Teachers should not be content with just teaching students large amounts of vocabulary and grammar; rather, it is important that they develop some speech situations to provide students with opportunities to use their language skills. And students are required to use all opportunities to apply what they have learned, linguistic or pragmatic knowledge.

Second, when teaching English, teachers should focus on context. In the discussion above, we have seen that the same sentence can have different meanings and functions in different contexts. It is important for teachers to help students understand the unique role of context in language use.

Third, teachers should develop students' sensitivity to cultural differences in teaching English. People from different cultures can understand even the same word differently. Thus, it is acceptable to recognize that culture plays a leading role in the formation of pragmatic competence by increasing pragmatic awareness.

Commenting on communicative skills, Leung (2005) recognizes two distinct elements. These are linguistic skills that include areas such as syntax and phonology, as well as pragmatic skills that reveal the purposeful nature of the interlocutors or parties in the communication process.

"Sociolinguistic competence" used by Bachman (1990) is also one of the main parts of communicative skills and mainly consists of social and cultural rules of discourse.

It should be recognized that since the eighties of the twentieth century, the teaching of foreign languages in Uzbekistan began to move from the theoretical stage to the practical stage. The issue of form (form) in language teaching was formed especially on the basis of grammatical principles, and the dynamic feature of language, communication, communicative competence was found in textbooks in the form of monologue or dialogue in many cases.



Despite the fact that the approach to teaching foreign languages has been fundamentally changed since the first years of independence, foreign language teachers and specialists themselves were not ready for these changes. At the end of the nineties, the functions of direct teachers in the process of teaching increased. Since the early years of the twentieth century, there has been a lot of talk about the ineffectiveness of teacher-centered classes, and the fact that the student-centered method can justify itself in training, but every time they returned to their classrooms, what they actually learned was not the same, and classroom activities reverted back to traditional language teaching methods.

As a solution to these complexities and problems in language teaching, CLT (language teaching based on communicative competence) and CEFR (European Language Teaching Standards) programs have become effective. In the classroom, creating a language environment between students and the teacher, the teacher is not just a dominant manager, but directly in the process of language teaching, he began to appear in functions such as assistant, guide, supervisor and evaluator. The situation helped students to overcome shyness, fear and pressure. Textbooks introduced in schools, colleges and lyceums, emphasizing oral and written, listening and reading skills, began to displace formative teaching traditions focused only on teaching grammar and vocabulary.

But the above achievements are still not perfect, today's era does not meet the requirements of language teaching one hundred percent, because modern language teaching skills at the same time form the student's critical thinking abilities (speech acts) is being put on the agenda. This makes it possible for them to be socially active and respond to life situations and issues. In general, how important is the inclusion of speech acts and pragmatic elements in the process of language teaching? Can speech acts be taught in the classroom? These questions are very appropriate and relevant, and it is the goal of every teacher or specialist who enters the classroom to teach a foreign language to carry out the characteristics of teaching speech acts in harmony with efficiency and receptive skills. should be included in the duties.

In the process of teaching a foreign language in the classroom, a teacher or specialist can take into account the following aspects.

- 1) Rapport - positive formation of teacher-student relations; that student-student relations are organized in the status of mutual support.
- 2) Needs - studying the needs of students before the lesson, analyzing them, paying special attention to how well the subject being taught or to be taught can satisfy these needs.
- 3) Materials - the student's age, psychology, interests, perspectives, cultural-ethnic aspects, vitality, time and space of the selected or selected materials in real situations,
- 4) Classroom seats - the arrangement of desks and chairs during the lesson, during these arrangements the students can see each other, the teacher, the possibility to see the faces of their interlocutors or partners when interacting, and to observe their emotions it is of fundamental importance that it is taken into account.

It is appropriate to teach students speech acts in harmony with speech skills, covering these principles.

One of the tasks facing the teacher of a foreign language is to teach students communicative speech, which should be motivational, purposeful, situational, self-forming, and have an emotional color.

There are some difficulties in teaching communicative speech at school: firstly, the personal characteristics of students and teachers, their linguistic experience in their native and foreign languages; secondly, not all the used textbooks and materials devote enough space to the problem of teaching communicative speech communication. What attracts a child who starts learning a foreign language?

First of all, the ability to communicate in a foreign language is essential. The task of the teacher is to teach communication in a foreign language, and in this regard, to help students overcome the difficulties of teaching a foreign language.

Possible problems in learning speech can be categorized as follows:



- 1) Students are embarrassed to speak a foreign language, they are afraid of making mistakes, and thus, they are criticized by the teacher and their peers,
- 2) Students' opinions and views on the discussed problem are shallow, because they do not have a sufficient information base on a specific topic in their native language,
- 3) Students do not have enough language and speech tools to solve the problem, because of this, in most cases, instead of communicating in English in pairs and groups, students often use their mother tongue and make many mistakes.

Currently, the English language is a means of international communication, and the main goal of teaching is the formation of communicative competence. Thus, the main role is given to oral communication. Therefore, in the modern methodology of teaching foreign languages, it is necessary to pay attention to teaching communicative speech. Based on the above, we came to the conclusion that this topic is really relevant at the moment.

One of the main goals of English language classes is to study the possibilities of using educational and speech situations in the development of communicative and speech skills of students. Based on this plan, the following tasks are formed:

1. Analysis of the literature related to the research problem;
2. To determine the influence of educational and speech situations on the development of students' communicative and speech skills in English classes;
3. Development of lesson parts using educational and speech situations in communicative and speech communication in English classes;
4. Justify the conditions of the effectiveness of using educational and speech situations in the development of students' communicative and speech skills in English classes.

We assume that students' successful acquisition of language skills is possible with the successful use of educational and speech situations as a condition for the development of communicative and speech skills in students under the following conditions:

1. The content of the foreign language teaching program, taking into account the real information stock of the listeners (real, conditional and problematic);
2. The desire to make the process interesting with the help of verbal aids (diagrams, tables, plans with key words, supporting notes), as well as non-verbal aids (pictures, films);
3. Analysis of the problem of developing communicative and speaking skills of students in English classes.

Communicative speech communication is a specific form of speech, in which the following extra linguistic features are manifested:

1. Summary of information.

Interlocutors should always have "points of interaction in speech". When choosing partners for communication, the teacher should keep this in mind, take into account the commonality or closeness of their interests, awareness.

2. Possible diversity in content and volume of information.

In natural communication, this ensures the development of communication. This parameter should be taken into account when developing situations for teaching communicative speech communication.

3. Evaluation of information. When organizing training in communicative speech communication, it is necessary to choose replicas (clichés, speech formulas) for the adequate linguistic design of these reactions.
4. Influence of the subject's environment



It is important to pay attention to where and under what conditions speech communication takes place. It also determines the choice of language tools, their organization to solve communicative tasks.

The communicative direction of teaching a foreign language assumes the role of a real communicator, which allows the student to act adequately in a communicative situation, regardless of the degree of limitation of practical goals. Therefore, this logical, reasonable requirement should be implemented in such a way that any limited vocabulary; any grammatical competence of the student is able to perform the tasks of exchange of ideas when applied according to a specific situation.

Language communication based on knowledge of a foreign language also implies that communication partners observe adequate language and situational form. In this case, learning the language as a means of communication largely includes learning the skills to perform certain roles of communicators in the communication process in certain conditions. The most natural form of speech activity is the oral form, in its main form, dialog, without words.

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