

INTRODUCTORY WORDS DIRECTLY RELATED TO MICROMICROTEXT IN ENGLISH AND UZBEK MICROTEXTS

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Abstract

This article is devoted to the study of introductory units which are one of the means of connecting sentences in the microtext; their skillful and appropriate use makes our speech, oral and written, more harmonious, logical or expressive. On the contrary, the use of introductory components without special need impoverishes speech: it overloads and clogs it.

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The introductory units of language - words and sentences - belong to the active vocabulary and constitute its most mobile layer, which undergoes constant changes under the influence of various kinds of reasons. Among the extralinguistic reasons, first of all, one should include the social factor, which in one way or another shapes the speech environment and influences the creation of the modern linguistic situation: on a global scale - existence on the threshold of the new millennium, on a national scale - fundamental changes in the socio-economic sphere and in the psychology of society . Among the intralinguistic reasons is the desire that arises quite naturally in the minds of native speakers of the language to openly express their opinion, their position, their attitude to the changes taking place - this requires special linguistic means. One of these subjective evaluative means is the introductory components of a sentence, through which the speaker or writer carries out a modal, expressive and emotional assessment of the statement.

Therefore, the teacher's task from the first steps of working on introductory words should be to teach schoolchildren the use of these units, taking into account the speech situation and the characteristics of the functional style - this is one of the main communicative skills. Working on microtexts with introductory words as connecting elements contributes to the formation of the ability to construct a logically coherent statement, including an answer-proof, which is extremely important in lessons in all academic subjects. Thus, working on introductory words is one of the important means of developing logical thinking and coherent speech of students, and the result will be the more effective the earlier you start studying introductory words. In addition, the formation of strong punctuation skills requires long-

term training. The problem of introductory words does not leave the pages of linguistic microtexts, and yet there is not a single special study where one or another researcher has sufficiently determined the grammatical position of the introductory member in microtexts or the sentence in which it is included, based on the disclosure of its semantic functions, syntactic connections and morphological expression. The microtext-oriented approach in modern methods of teaching the Uzbek language is a priority, which is primarily due to the communicative orientation of teaching. The microtext is perceived as a natural component of the English and Uzbek language lesson. The microtext is not only didactic material for consolidating the material, but also new material heard from the teacher or read in a microtextbook, dictionary, and the student's statement about the microtext (oral or written), etc.

In this regard, the question of methods for including microtext in educational discourse becomes relevant. Let us illustrate the diversity and possibilities of these techniques with the educational module we developed for high school "The Role of Borrowed Vocabulary in Modern English," which included a lesson-lecture "Causes and Consequences," a lesson-conference "The Role of Borrowed Vocabulary in Modern linguistic: What is happening to our language?", a lesson-research "A universal collection of words" and "portrait of a nation" and a lesson-analysis of the microtext ". Each of the proposed lessons involves different forms of work, in which reliance on all types of student speech activity is required.

The lesson-lecture is focused on students working with a spoken microtext - lecture material prepared by the teacher and partially by the students (in the form of mini-reports). This form of lesson is possible only in high school, provided that students have the skills of listening and taking notes of the material they hear. To develop these skills, it is necessary to teach schoolchildren to compress information and select the main thing. For this purpose, specialists propose to use handouts in this type of lessons, which are a printout with the name of the main blocks of lecture content and tables that students will fill out during the lecture. It is important for the teacher to properly organize students and clearly formulate what is required of them during the lesson-lecture. It is important that the information recorded in the tables can be later reproduced by students in sufficient detail.

The conference lesson involves students' independent analysis of borrowed words in the modern English language, preparing group oral presentations on these microtexts based on the proposed plan, turning to dictionaries when becoming familiar with borrowed vocabulary found in the microtext. The result of this work is writing an essay on the topic "What do I think about borrowings in the modern Russian language," in which students can use material from the microtexts they read. The research lesson is based on a polemical miniature of microtext. After working in class with dictionaries and the writer's microtext, students write an essay-argument (involving home research, work with dictionaries of foreign words and etymological ones) on the topic.

A microtext analysis lesson involves working with a literary microtext, analyzing the functional meaning of borrowed words as a means of expression and as a way of expressing the author's position. The lesson helps to improve the ability to generalize and use in one's own statement the information obtained during several previous lessons, the ability to write a composition-reasoning on a microtext and a composition-essay

Introductory words are words that are not grammatically related to the members of the sentence (that is, not related to them by the method of coordination, control or adjacency), that are not members of the sentence and express the speaker's attitude to the thought being expressed, characterizing the way it is formulated, etc. Introductory words are characterized by an introductory intonation, expressed in a lowering of the voice and their faster pronunciation compared to the rest of the sentence and in a kind of

unstressedness. Introductory words can refer either to the entire sentence as a whole or to its individual members. Wed: Fortunately, no one noticed me - ...Our dilapidated ship tilted, scooped up and solemnly sank to the bottom, fortunately, not in a deep place. In the latter case, the introductory word is placed directly next to the member of the sentence to which it relates. The speaker's attitude to the content of the statement, its assessment, additional emotional and expressive shades of meaning are expressed not only by individual words, but also by phrases of an introductory nature.

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