

Formation of Communication Skills in Foreign Languages

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Abstract:

This article contains opinions on improving intercultural communication in teaching foreign languages. It was also written about the teaching of foreign languages based on innovative projects and the development and improvement of communication competence.

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Language learning is a complex process involving not only the alphabet, vocabulary and grammar, but also the content of the text, such as behavior and cultural norms. Thanks to new information technologies, all features of intercultural interaction in work processes, daily lifestyle, education and daily communication processes are changing before our eyes. For example, when students learn a new language, they have the ability to communicate directly with the culture along with the content of the new language and the characteristics of this language in the process of learning the language.

To learn any language, they go through the process of learning not only the language, but also all the features related to it: place, space, history and culture. Thus, by speaking a language, they can automatically assimilate into the culture of that language, that is, the strength and essence of the relationship between language and culture. Therefore, linguists such as Gao, Tang, and Hu expressed a strong opinion that "Language is culture, and these two terms are closely related." Other experts such as Brock and Nagasaka argue that intercultural or pragmatic competence should be considered at all stages of language learning. This program can help foreign language learners acquire social skills, because through these skills, students will be able to make social connections and be successful in doing so.

Language learning and teaching programs should be developed taking into account rich pedagogical experiences:

- acquired experience as a communicator;
- the ability to mediate in the educational process;
- the process of students receiving information or the student determining the learning method;
- use of technologies in the process of teaching language and culture;
- organization of various active teams in the class;
- study the relationship between education and culture;

includes tools (tools and technologies), activity systems, and the process of practice in teams.

- A.V. Mudrik's works distinguish 5 aspects of preparation for communication: 1) development of certain features of thinking;
- 2) free acquisition of speech;
 - 3) formation of certain personality traits (communicativeness, empathy, spontaneity);
 - 4) formation of certain norms in the field of communication (relation to each partner in communication as a goal rather than as a means, interest in the communication process, tolerance, attitude to communication as a dialogue);
 - 5) development and formation of communication skills.

Reflection helps students develop an understanding of the role of language and culture in communication. By developing knowledge, updating learning methods and thinking, students can easily understand the differences and similarities between culture and language. This is consistent with Kramersch's opinion that "it is not enough for teachers today to know how to convey the subject to the student, they must learn the practice of creating additional teaching methods." Not only do they learn to develop and use knowledge, but they also develop a meta-awareness about language, culture, and its use. This meta-consciousness gradually turns into awareness of oneself, one's own language, one's own culture. Students need to make social connections and understand learning objectives throughout the curriculum, and these meanings are always necessary for interpretation. Students will explore the variety of opinions, interpretations, assumptions, perspectives, and positions that accompany a given interpretation of a topic. What is exchanged in this dialogue includes not only factual knowledge, topics and ideas, but also the experiences, creative thoughts and worldviews of all involved in the exchange of experiences.

Changing the framework of culture and language teaching-thinking. Language is shaped by the user's ability to communicate and all social competences, so all these can be considered as aspects of communicative competence. Common competencies include declarative knowledge skills and know-how, practical and intercultural skills, existential competence, and the ability to learn. Communicative language competences include linguistic competences, sociolinguistic competences (linguistic markers of social relations, rules of politeness, expressions of folk wisdom, noting differences, dialect and accent) and pragmatic competences. Foreign language teachers and researchers strongly believe in the existence of another competence, namely cultural competence, which is present in one way or another in all the categories listed above. For example, the concept of culture was added as the fifth competency to the model developed by Bardos Kanal and Swain. According to them, culture is present in all other competencies and is an integral part of it. A number of opinions and views on the status, importance and content of culture in the process of teaching a foreign language have been formed, which shows how complicated this issue is. These quoted interpretations refer to Rivers, Biram, and Silai. According to Rivers, "We need to focus on both appropriate planning and creativity to help students master the content. The procedures should encourage students to go beyond the language environment so that they can begin to gain a deeper understanding of the cultural levels of the speakers. This process is crucial because it reflects the students' different prior experiences and skills in the foreign language being studied and the students' native speaking or attitudes towards the particular language.

In conclusion, I can say that trying to focus on the relationship between language and culture informs an understanding of why the teaching of culture should be an integral part of the foreign language curriculum. The analysis of each source was aimed at contributing to a better understanding of culture and its important aspects in the process of learning foreign languages. Language learning or teaching is

aimed at developing students' communicative competence, and it should not be limited to knowing and understanding the grammar, features of the foreign language being studied, but should also deal with learning or teaching the culture of that language.

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