

ENHANCING STUDENTS' LINGUISTIC COMPETENCE VIA AUTHENTIC TEXTS IN ENGLISH

Teshabayeva Zamiraxon Sobirovna

**Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrasi o'qituvchisi klaster bo'yicha**

***Resume:** Today, there is a rapid increase in education, therefore, knowledge of foreign languages has become one of the main problems in monitoring the development of the global information and digital economy in our country. Therefore, to improve the foreign language, various pedagogical technologies and methods of teaching the language are used. We know that oral and written speech skills are skills that can be achieved with great difficulty. This project analyses the development of oral and written speech using pedagogical technologies and teaching text types. Particular attention is paid to the development of students' communication skills using pedagogical technologies. These technologies help students gain confidence in self-expression. Therefore, the use of these technologies in lessons effectively develops oral and written speech, provides communication and an exciting learning process.*

***Key words:** linguistic competence, project analyses, communication, education.*

The people's reception also has all conveniences for ensuring the constitutional rights of citizens to submit an application (claim, request) to a state body. The inscription with the words of President of our country Shavkat Mirziyoyev "Living with concerns of people is the most important criterion of humanity"¹ at the entrance to the reception immediately catches the eye. The activities of the reception are organized on the basis of this benchmark. Modern conveniences for a direct dialogue with the population, considering, recording and

¹Mirziyoyev.Sh.M.“With our multiethnic and industrious people we will construct independent, democratic and prosperous our country, Uzbekistan”. –Т.: Узбекистан, 2017,59p

filing of applications have been create. Special attention is paid to scientific-research issues, as the state free from all-round development of science has no future. With the account of this, in the independent republic great attention is paid to the problems for extension of scientific studies, deepening and efficient use of their results in various spheres of the education system. Additionally, here the important place is assigned to methods of language teachers training, basis of teaching four skills and so on. It began to be implemented specially after the presidential decree 1875, which was accepted in December 2012. Reforming the system of teaching is to put biggest responsibilities in front of the teacher who teach at universities. Referring the teaching system into CEFR one is also the main factor to enrich the teaching foreign language. The skills are developed and assessed according to the world standards what prepare our learners and future specialists answering the demands of CEFR requirements. These requirements will support a stable development in education system. The language teachers need to be informed about modern language learning criteria related to the development of such language skills as grammar, speaking, writing, vocabulary, reading and listening.

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

Today, there is a rapid increase in education, therefore, knowledge of foreign languages has become one of the main problems in monitoring the development of the global information and digital economy in our country. Therefore, to improve the foreign language, various pedagogical technologies and methods of teaching the language are used. We know that oral and written speech skills are skills that can be achieved with great difficulty. This project analyses the development of oral and written speech using pedagogical technologies and teaching text types. Particular attention is paid to the development of students' communication skills using pedagogical technologies. These technologies help students gain confidence in self-

expression. Therefore, the use of these technologies in lessons effectively develops oral and written speech, provides communication and an exciting learning process. In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including discussion and problem solving because many research findings say that these techniques are effective to use in teaching speaking. Based on the reasons above, in recent years, English language teaching has focused on teaching the English language rather than teach about the English language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create to teach the target language in a vibrant, active and interesting manner. The actuality of the project work is learning languages which are becoming the main issue among the population of the world so that we decided to make investigation to improve speaking skill.

For these reasons, we are interested in analysing the use of discussion and problem solving in teaching speaking for the students. We also want to know the advantages and the problems encountered by learners and teachers in using it.

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology links theory and practice. Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably best seen as a continuum ranging from highly prescribed

methods to loosely described approaches. Last years the imperative need of using a foreign language appears in all areas of a science, manufacture and culture.

From analysing the existing works of methodologists, we found out that using discussion and problem solving in teaching speaking is quite effective. Therefore, discussion can bring out your students' interests and motivate them; it's a chance for them to talk about the things they really care about. Problem solving gives opinion giving and justifying opinions in English can also bring students a sense of accomplishment, as they are using the language to express complex ideas. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification.

Tasks and aims: In present practice of teaching foreign languages there are some typical problems forcing the teacher to address to experience of the colleagues, to innovative ideas, to a science.

Among these problems, difficulties and lacks of a traditional technique of teaching there are the following basic problems:

- Low authority of a subject because of shortages of a present technique of teaching.
- Low intensity of pupils' speech activity.
- Superficiality in forming of basic skills and haste of transition from reproductive to productive kinds of work.
- Absence of good practical recommendations on elimination and the prevention of gaps in pupils' knowledge and skills.
- Weakness of existing system of appreciation of pupils' work.
- Spontaneity of a choice and application of evident support, their low didactic efficiency.

Researches of methods of teaching have shown, that all named problems will be effectively solved, if we apply elaborations of various innovators for

amplification of a traditional technique of teaching that can increase essentially quality of teaching foreign (in particular English) language.

Imperfection of the existing approach to teaching foreign language in the high educational establishments, which is focused only on communicative purposes to the detriment of such kinds of language activity as reading and the writing, that has led to the low level of knowing a foreign language of graduates of secondary school.

Importance and openness of the problem of effective teaching foreign languages have caused its topicality, and consequently the choice of a theme for the given research work. Communicative Language Teaching is an effective method to meet our objectives, and to motivate students to perform better in the speaking skill. In this research, we aim at investigating the relationship between the use of problem solving and discussion techniques development in the process of the speaking. We also would like to show that using these techniques in teaching; we tried to discover the discussion and problem solving techniques in Teaching English Language and how can it develop and improve students' speaking skill inside classroom during the discussion.

Sociolinguistic competence is the complex of knowledge that composes not only language knowledge but also social status, social norms and rules or ideologies of a definite culture. When two people from one and the same nation or society speaks to each other, they understand each other quite well but when a foreigner is in the conversation i.e. when 2 different people with different cultures make a conversation, there can appear misunderstanding and even conflicts.

Firstly, in home task one there was not given the components of sociolinguistic competence but now near to finish the retraining course I think that I could find the exact example for sociolinguistics. Activity 5. In which students should write what do British people mean by given phrases and how people from other cultures interprets them helps students to see the simple phrases from different view point.

Additional example: I told my group mates from retraining course that I am not ready at all for qualification paper and that I could not manage to do it till the

deadline. So, one of them told me to warn the authority about this. And may be they prolong the deadline. Then I replied: “Won’t they understand(know) this themselves”. I think that in this one example we can see the sociolinguistic competence. Because it only refers to our culture waiting till the last minute of the given deadline. And what I meant by my reply can be only understood by person from our culture.

Conclusion

Write a one-page reflection about the class you taught. What were some positives and negatives of your experience, and, how will you continue to move forward in your career to pursue professional development?

As I teach the subject “Competence in teaching the practice of language aspects” this year I conducted micro-teaching on the topic “First conditionals. (Superstitions)”. While planning my lesson I tried to highlight all communicative competencies (strategic, pragmatic, sociolinguistic and linguistic) as far as I know. I used Communicative language teaching approach and tried to develop linguistic and sociolinguistic competence of my students by practising grammar and vocabulary in context (Superstitions), speaking skills by producing speech using grammar structure. And as a tool for this I chose authentic video material (<https://www.youtube.com/watch?v=11VDzWwSPqg>) and reading text on the topic “An American superstitions”. The students did their best. They were so active in my class as in the topic it was considered some cultural features. My class was observed by the teachers from our department. The feedback was incredibly useful for me. My colleagues gave me positive feedbacks. The main points of the feedbacks were:

Positives: The atmosphere in the lesson was good. The students were enthusiastic. They tried to work cooperatively and developed their speaking skills. The good thing was that it was not only a grammar lesson with boring rules but communicative lesson in which students learned the grammar topic in context with the use of authentic materials. Areas to improve: I should use some more teaching techniques during the lessons and try every time to combine grammar with reality.

Negatives: I think I have to write about them. My weak points which I have noticed were connected with assessment process. It was really difficult to know what to assess and how to assess. Because in CLT teaching everyone can express them differently and we cannot say that it is right or wrong. We just can say that it is appropriate or not. But the good thing is that as in this course we teach grammar and vocabulary I made for myself assessment criteria for speaking as at the end of the lesson they will be able to use the grammar structure of the First conditional and produce speech. As I already know their level it was not a formative but summative assessment. Assessment criteria is as follows:

| | <i>Accuracy</i> | <i>Fluency</i> | <i>Pronunciation</i> |
|----------|--|--|--|
| 5 | <i>Grammatical and lexical accuracy extremely high</i> | <i>Speaks fluently without hesitation or searching for words.</i> | <i>Very clear; stress and intonation help to make meaning clear.</i> |
| 4 | <i>Quite accurate; some errors, but meaning is always clear.</i> | <i>Some hesitation and sometimes has to search for words</i> | <i>Generally clear; reasonable control of stress and intonation</i> |
| 3 | <i>Frequent errors; meaning is not always clear.</i> | <i>Quite hesitant; limited range of vocabulary and structures.</i> | <i>Frequent errors; not always clear enough to understand.</i> |
| 2 | <i>Very frequent errors; difficulty in making meaning clear.</i> | <i>Extremely hesitant; very limited range of language very difficult to understand.</i> <i>available.</i> | <i>Very frequent errors; often very difficult to understand.</i> |
| 1 | <i>Almost unable to communicate</i> | | |

Having read and got acquainted with the materials of the book "Reconceptualising language teaching". An in-service teacher education courses in Uzbekistan". I learnt much about teaching. I identified my weak points in teaching. I learnt much information about Communicative Language teaching and its approaches. Having been in training workshop I learnt what linguistic, sociolinguistic, pragmatic and strategic competences are. Now I have got a platform for my future career.

REFERENCES

1. Yusupov O.N. Cognitive semantics in context. *Wschodnioeuropejskie Czasopismo Naukowe* 7 (2), 84-87.
2. Юсупов О.Н. Ўзбек адабиётининг инглиз тилидаги таржималарининг лингвокогнитив тадқиқи. *Сўз санъати халқаро журнали*. 3 сон, 3 жилд. Б.102-105.
3. Юсупов О.Н. О'zbek poeziya namunalari tarjimasining ingliz tilidagi interpretatsiyasi. Тошкент давлат педагогика университети илмий ахборатлари. 3 жилд, 19 сон, - ТДПУ, 2019. Б.146-150.
4. Юсупов О.Н. Анализ проблемы стиля в художественном переводе. *The Way of Science*, 94. 2014.
5. Юсупов О.Н. Бадиий матннинг лингвокогнитив хусусиятлари. Тошкент давлат педагогика университети илмий ахборатлари, 1 (10), 35 - 37. 2017.
6. Юсупов О.Н. Специфика художественного перевода. *Наука и Мир* 2 (3), 170 - 172. 2014.
7. О.Н. Юсупов. [Pride of Uzbek nation](#). *The Way of Science* 9 (31), 80-81
8. ОН Юсупов. [Чет тили дарсларида таржима муқобиллигини яратиш асосида тилни ривожлантириш](#). *Тил ва адабиёт таълими* 2 (2), 96-99
9. О.Н. Юсупов. *Стилистика*. I том, Ташкент, ТДПУ, 2017. 320 стр.
10. О.Н. Юсупов. *Лексикология*. I том, Ташкент, ТДПУ, 2017. 344 стр.

11. O.Yusupov, I.Mirzaeva, A.Mukhamedaminov, D.Shigabutdinova, S.Nazarov, U.Muradov, T.Toshpulatov, Sh.Fayziev, Sh.Fayziev. Phraseological Units with Colour Designation Component as a Means of Reflecting the Self-Consciousness of the English People. LINGUISTICA ANTVERPIENSIA, 2021. P. 719-731
12. Yusupov O.N. [Subtleties Of Literary Translation](#). İlköğretim Online (IOO) - Elementary Education Online 4 (4), 1987-1991