



PROFESSIONAL-ORIENTED APPROACH TO THE FORMATION OF STATE LANGUAGE COMPETENCE AMONG THE STUDENTS OF THE TEXTILE INSTITUTE

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ANNOTATION

This article discusses issues related to teaching the state language of Russian-speaking students at a technical university.

KEY WORDS: *Uzbek language, cultural heritage, intellectual training, scientific style of speech, methodology, motivation.*

ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫЙ ПОДХОД К ФОРМИРОВАНИЮ ГОСУДАРСТВЕННОГО ЯЗЫКОВОГО КОМПЕТЕНТНОСТИ У СТУДЕНТОВ ТЕКСТИЛЬНОГО ИНСТИТУТА

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Аннотация

В данной статье рассматриваются вопросы, связанные с преподаванием государственного языка русскоговорящих студентов в техническом вузе.

Ключевые слова: *узбекский язык, культурное наследие, интеллектуальная подготовка, научный стиль речи, методика, мотивация.*



DISCUSSION

This year we will celebrate the 31st anniversary of giving the Uzbek language the status of the state language. For history, this may not be a long time, but over the past time, the authority and prestige of the Uzbek language has increased even more, the number of people in the world who speak it has reached almost 50 million.

Therefore, the Uzbek language sounds louder and louder from the world's tribunes; in foreign countries, attention and interest in learning the Uzbek language is increasing. Also, our hearts are filled with pride from the fact that in prestigious universities in more than 10 countries of the world, such as the USA, South Korea, China, Japan, Turkey, Ukraine, Russia, Azerbaijan, along with the eastern ones, they also study the Uzbek language.

Indeed, the cultural heritage of any state is determined by its language. In this sense, the international music festival "Sharq Taronalari" and the conference on maqom art, international festivals on bakhshi art and applied arts held in our country make a great contribution to the development of the Uzbek language, glorification of increasingly developing Uzbekistan on the world stage. President of the country Shavkat Mirziyoyev said that if someone wants to feel all the charm, attractiveness and power of the influence of the Uzbek language, let them listen to the lullaby of our mothers, millennial dastans, immortal maqoms, magic songs of our bakhshi and singers.

The modern stage of civilization development requires specialists with a broad humanitarian thinking, capable of building competently professional activities according to the laws of harmonious development. But this is not only about the fact that an engineer and technical worker must have a sufficient level of intellectual training to be able to ensure the effectiveness of his work. No less important is the fact that it is humanitarian knowledge that gives such priorities as responsibility for universally significant values, ideological self-determination, general cultural competence, and personal self-actualization.[1]

At the Tashkent Institute of Textile and Light Industry, teaching Russian-speaking students the state language, we set ourselves the following tasks: deepening knowledge about the system and structure of the Uzbek language and its stylistic stratification; acquaintance with the basic laws of building effective speech communication; mastering the basic principles of business communication in oral and written forms; improving the skills of working with texts of different styles and genres; expanding the active vocabulary of students.

Students studying the Uzbek language at the Textile Institute not only get acquainted with the scientific style of speech, but with the language of the specialty in the system. The language of the specialty is the practical implementation of the scientific and

official-business style of speech in the system of needs of a specific profile of knowledge and a specific specialty. What is a specialty language? Here are some definitions. The language of the specialty is "a language subsystem serving the sphere of professional communication and characterized by the wide use of terminology, the predominant use of words in their direct, concrete meanings, and a tendency towards specific syntactic constructions." "Language for special purposes is a specific kind of" language in general "that is used when communicating on a particular special topic." The language for special purposes is not homogeneous: on the one hand, it is as close as possible to everyday life, on the other, it contains specific vocabulary that has a specific conceptual orientation. These definitions complement each other.

Teaching the Uzbek language should involve all aspects of students' speech activity. "Speech activity is an active, purposeful process of sending or receiving a message, mediated by the language system and conditioned by the communication situation." This is a system of skills aimed at solving various communication problems. We are talking about communicative tasks, united on the basis of the following features: a) the form of speech - oral or written; b) perception or generation of speech. Traditionally, speech activity is divided into 4 types: listening (oral form, perception), speaking (oral form, production), reading (writing, perception), writing (writing, production).

In modern methods, there is a striving to bring the conditions of the educational process closer to the conditions of free communication. In this regard, much attention is paid to the development of skills in all four types of speech activity. There is such a term interconnected learning, which involves the parallel and balanced formation of four types of speech activity on the basis of common language material within their sequential-temporal relationship. Listening, speaking, reading and writing are both goals and means of learning. Work on these types of speech activity is carried out in a certain sequence within the framework of a practical lesson or a cycle of classes, in which general language material is mandatory. With the communicative-activity approach, the most common is the methodological unit of organizing linguistic material - a topic that is understood as "a fragment of reality reflected in our consciousness and fixed with the help of language." Within the framework of the topic, a certain lexical and grammatical material should be presented in all types of speech activity, which ensures a better assimilation of linguistic material through the activation of auditory, visual and motor analyzers. The formation of communicatively significant skills and abilities is carried out using a series of specially designed exercises in which the studied lexical and



grammatical material on a particular topic is presented.

Practical lessons contain a variety of exercises to practice and consolidate language skills. Imitative, substitutional, transformational, reproductive and speech tasks are aimed at developing the student's linguistic, speech and communicative competencies in their professional field.

The traditional method of teaching the state (Uzbek) language at the university paid great attention to literate writing. However, this violated one of the basic laws of psycholinguistics, which is that all types of speech activity in the learning process should be formed in unity and interconnection.

The term "listening" is contrasted with the term "hearing". "Hearing" is the acoustic perception of the scale. The concept of listening, in turn, includes the process of perception and understanding of sounding speech. Listening is a complex speech activity. Many modern graduates of Russian-speaking students of a technical university practically do not have this skill. Mastering listening makes it possible to realize upbringing, educational and developmental goals. Through listening, we nurture a culture of communication. In addition, a person's auditory memory develops.

Listening is a powerful means of teaching a language, which makes it possible to master the sound side of the language being studied, its phonemic composition and intonation: rhythm, stress, melody. Listening as an action, which is part of oral communication, is actively used in any oral communication, subject to production, social or personal needs. Listening, as a feedback from each speaker while speaking, allows you to exercise self-control over speech and know how correctly speech intentions are realized in sound form.

A Zimnyaya distinguishes the following characteristics of listening as a type of speech activity: listening realizes oral and direct communication; it is a reactive and receptive type of speech activity in the process of communication; the main form of listening is internal, uneven. Listening is the basis of communication, from which the mastery of oral communication begins. It consists of the ability to differentiate perceived sounds, integrate them into semantic complexes, keep them in memory during listening, carry out probabilistic forecasting and, based on the communication situation, understand the perceived sound chain. At the same time, the process of perception takes place at a certain normal pace, characteristic of a given language, from different sources, with natural speech and non-speech interference.[2]

The listening process is motivated by the need not only to understand the speaker's speech message, but also to express one's opinion based on the understanding of what was heard. Undoubtedly, such

motivation creates an internal attitude of the listener, which is bringing "the perceptual scheme, that is, the reaction scheme, into a state of readiness." In turn, this state cannot but be expressed in concentration and concentration of attention, and, consequently, in the greater productivity of all mental processes.[3]

According to the definition of one of the researchers of the psychological nature of understanding Klychnikova, "the understanding of a text is an understanding of: a) the connections and relationships of objects and phenomena referred to in the message to objects and phenomena of reality; b) connections and relationships that exist between objects and phenomena referred to in the message; c) the relationship that the speaker has towards them, as well as d) the incentive volitional information contained in the message." [4]

The highest level of understanding is defined by Klychnikova as the level of consistent understanding, when "the reader recognizes not only the logical and emotional, but also the volitional content of the text. The text is understood so deeply that the reader is transformed from a perceiving person into an empathic person. The strong-willed, motivating direction of the text turns into an incentive for its activity." [4]

Learning listening, or semantic perception (understanding) of speech by ear, involves the implementation of exercises by trainees to form general auditory skills, speech exercises and subsequent educational work with audio text. Here are some examples of such exercises:

1. Listen to the beginning of the story and try to guess what happened next.
2. Make an outline of the statement for a given communication situation and listen to several fragments of the text to obtain the necessary information.
3. Listen to the sentences and say how many interrogative, affirmative, negative sentences you heard.

The modern linguaphone system allows teaching the listening of a coherent text on the basis of a differentiated approach and individualization of the learning activity of students. Each proposed task should be with clear instructions. Cards with differentiated tasks are distributed in advance to all students. The same time is allocated for the task.

Working with audio text consists of several stages: pre-text, text and post-text. Let's consider them.

The pre-text stage includes work with a whiteboard, handouts and audio-dictext fragments, as well as live educational communication. The main content of the stage: removal of the language difficulties of the audio text (control of understanding the most difficult sentences of the text, analysis of the meaning of individual words and phrases), training exercises based on the text, the introduction and



primary consolidation of new words, interpretation of the use of lexical units and grammatical phenomena in the text, listening to individual fragments text. Pretext orientation to listening comprehension consists in setting pretext questions, suggestions for heading the text, tasks to confirm or refute the statements suggested by the teacher, choose correct, approximate and incorrect statements from a number of data, choose the correct answer to the question, reproduce contexts with keywords, etc. .d.

The text stage includes listening to the entire text and alternately separate paragraphs, semantic blocks. In the process of repeated listening to the text, the trainees are offered the following types of work:

1. Selection of the title to the paragraph.
2. Reproduction of the keyword in context.
3. Paraphrasing.
4. Answers to questions.
5. Re-listening to text or fragments.

The post-text stage includes question-and-answer work, word-by-word, concise, oriented retelling, expansion and continuation of the text by students, composing a story by analogy, composing a dialogue on the topic of the text, etc.

It is important to achieve the desire of students to learn how to listen to speech and understand what is heard, to give them a sense of their capabilities, their progress. This increases their interest in learning a foreign language. In connection with listening, a monologue speech develops, when students speak after listening to the text, with an independent message and personal assessment, as well as the ability to speak in various situations within the educational-labor, social and socio-cultural spheres of communication is formed. With the help of active listening, a transition is made from speech at the sentence level to coherent monologue speech at the text level.[5]

Listening is the basis of communication, from which the mastery of oral communication begins. Listening proficiency allows a person to understand what he is told and to adequately respond to what has been said, helps to correctly state his answer to the opponent, which is the basis of oral speech. Thus, we see that teaching Russian as a non-native language is one of the necessary components of the educational process, including for the successful organization of independent work of students with a non-state language of instruction.

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