

THE USE OF SITUATIONAL TASKS IN TEACHING A FOREIGN LANGUAGE IN NON-PHILOLOGICAL UNIVERSITIES

Asranov Sodik Aminzhonovich,

Senior lecturer of Tashkent State University of Economics

Abduganieva Shakhlo Muminovna,

Teacher of University of World Economy and Diplomacy

Schahlo@yahoo.de

ABSTRACT

This article discusses the issues related to the use of situational tasks in teaching a foreign language in non-philological universities. The experience of working in a national audience has shown that for the successful teaching of foreign languages, the communicative orientation of training should be given special attention.

Keywords: situation, training, methods, speech, listening, speaking, writing, conditions, tasks, exercise, communication

Introduction

The ultimate goal of teaching foreign languages is a practical command of spoken language. For the development of productive and reproductive types of speech activity, it is necessary to bring training to the degree of automation. However, in the context of multilingualism, it is difficult to talk about full automation of the use of foreign speech, since this is associated with certain linguistic characteristics of the audience.

The experience of working in a multilingual audience has shown that for the successful teaching of foreign languages, the communicative orientation of training should be given special attention. To do this, in our opinion, it is necessary to distinguish the five most important aspects: reliance on the native language, reading, writing, speaking, listening.

The process of communication as a special type of speech activity (RD), aimed at establishing and maintaining communication, is used to transmit and exchange information between people. As you know, two sides interact – linguistic and social, since any statement made in a particular communication situation has a very wide background of prerequisites that affect its organization:

- the language is used taking into account the learning situation and the influence on the verbal strategy of the speaker, the listener, i.e. taking into account the pragmatic effect, which eliminates the possibility of the existence of isolated statements created outside the communicative context;

- the unit of communication (and, accordingly, learning) is a certain kind of action, the so-called speech acts: statement, request, question, apology, gratitude, etc. the communicative significance of the structural elements of the speech act (words, phrases, sentences) is revealed in a coherent text that defines their functions and relationships;

- the generation of a speech act is preceded by the formation of the speaker's speech intention, which takes into account the preliminary knowledge about the communication partner, the purpose, subject and time of the statement;

- the most natural types of communication are oral - listening and speaking, which are most often manifested in a dialogical form;

- when studying and teaching a language, you should go from the function and conditions of communication to the system-forming features, and not vice versa.

Main part

The success of speech communication, taking into account the above, depends on:

a) the presence of a desire to make contact, i.e. to realize the intention that has arisen;

b) the ability to implement speech intentions that allow you to establish contact relationships with other people, inform and convince them, express an emotional attitude to the transmitted facts;

c) on the degree of proficiency in structural and systemic formations at different levels of the language and on the ability to use them in appropriate communication situations;

d) from the possession of a set of speech-organizing formulas necessary for performing "verbal procedures" - to start, continue/end a dialogue, seize the initiative, change the topic of conversation, etc.

Communicative linguistics has had a great influence on the methodology of teaching foreign languages, putting in the center of attention such problems as situational – conditioned teaching of oral types of speech activity, the typology of situations, the development of communicative—oriented exercises, the widespread use of role-playing games. It seems more special in didactic and methodological terms that the extralinguistic content of teaching a foreign language is described not with the help of topics, but on the basis of a list of typical communication situations.

It should be borne in mind that speech situations in various spheres of communication are heterogeneous in their structure. So, in the social

and household sphere (for example, the purchase of a ticket at the ticket office) they are monotemny, then in the sphere of socio-cultural they are polytemny (communication of friends of classmates). It follows that when creating models of communication in the second case, the methodologist should provide the description of situations with an inventory of the main topics-motives that are real or typical for such contacts.

Possible and rational to provide the situation and the subject as the situation and the topic in the form of a situational - thematic Atlas, which belong to different spheres of communication situation would be supplemented with appropriate speech patterns and linguistic level, grammatical and lexical inventory (structures, speech samples, words, expressions, colloquial formulas, etc.).

First of all, you need equip the students with lexical, grammatical material.

The formation of the lexical base is based on the dictionary-minimum.

1) classes are organized on the basis of a minimum vocabulary, vocabulary that is distributed among the stages of training, taking into account its functions; words that perform a grammatical function in a sentence, substitute words, words with positive and negative distribution, significant words.

2) at the initial stage, the lexical base is limited. The methodology of working with the dictionary includes:

a) listening to a word in isolation and in a sentence;

b) pronunciation of the word by students;

c) semantics of the word by the untranslated method;

d) messages of examples illustrating the functioning of the word in the context (students repeat the examples they have heard);

e) training in the use of words;

e) reading the word aloud, writing;

It is necessary to provide students with conversational clichés: formulas for expression, agreement, disagreement, approval, surprise, formulas for attracting attention, starting a conversation, advice, etc.

Mastering the structural models of the language is considered the basis of initial language learning. The stages of working on structures are distinguished: learning by imitation, conscious choice of a new model, training in the application of models. These stages determine the construction of the entire course of study. Based on the above, we can distinguish the following methods of developing situational communication in students of foreign languages:

1) The technique of deliberately creating differences in the amount of information from potential communication partners. This principle is based on the uneven distribution of information between partners, which they must explain in a foreign language, which is an incentive for communication.

2) Reception of information recoding. This technique is based on the translation of information from one form to another, for example, from graphic to verbal and vice versa.

3) The technique of using differences in points of view. In accordance with this technique, the incentive for foreign language communication is the natural differences in life experience and points of view on the problems discussed by students in the learning process.

4) The ranking method. This technique is based on differences in points of view when ranking the information offered to students for review and discussion in the process of foreign language communication

5) The reception of the role-playing game. This technique is based on assigning each of the students a certain "role" (father, brother, boss,

specialist), in which he will act when modeling various situations.

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