

ТОШКЕНТ ДАВЛАТ ЮРИДИК УНИВЕРСИТЕТИ

**ХОРИЖИЙ ТИЛ ТАЪЛИМИ:
ДОЛЗАРЪ ИЖТИМОЙ ВА
ЛИНГВОКУЛЬТУРОЛОГИК МУАММОЛАР**
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uniformly divided. A 6,000-word upper middle of the road vocabulary offers 91% appreciation of common English writings. Including another 4,000 words (from the 6,000 to 10,000 word level) represents just a 3% addition in scope, and the following 6,000-word increase (from the 10,000 to 16,000 word level, not demonstrated in the diagram) just brings with it a small 2% increase, et cetera. Country contends that full, pleasurable engagement with the importance of a content, cognizance in the local of 97-98% must be the fancied limit, which would appear to be outside the ability to understand of most learners in most language projects, obliging a responsive vocabulary of much more noteworthy than 10,000 words. But numerous learners accomplish great, master client levels of information and familiarity with every one of the four language aptitudes, either through escalated learning or through periods spent in the target-language environment. Plainly there is more at stake than basically the number of words one knows.

On the confirmation of corpora, tremendously propelled level vocabulary procurement will be concerned with less successive, broadened and allegorical faculty of words, and the formation of new connections among words. The capacity to recover a collection of altered representations is the sign of familiarity and must be considered a focal highlight of cutting edge capability. Corpora additionally demonstrate that spoken written contrasts may be more extensive and more essential at the propelled level. For instance, in the instance of English linguistic structure, subject ellipsis is of low recurrence by and large, and particularly in composed writings (so rendering it outside of the centre, high-recurrence structures taught at basic and halfway levels) however significantly more regular in casual discussions. Affectability to such register- and class-based refinements would appear to be a key component of cutting edge capability.

Another normal for words in the low recurrence groups is that they appear to be less fit for blameless, nonpartisan use, and a lot of centre will fundamentally be on the intentions of words in their normal settings of event, far beyond thinking about semantic issues. The intentions of words and their trademark surroundings of use (the semantic prosody, as it has been called; see Sinclair, 1991) appear to be more foregrounded.

Subjective highlights: Breadth versus profundity Corpus confirmation recommends that the mission for an ever bigger and bigger vocabulary mirrors a somewhat one-dimensional perspective of cutting edge level accomplishment. Attention basically on direct increment in vocabulary size (or vocabulary expansiveness as it is frequently termed) produces unavoidable losses as far as content scope is concerned. What needs to happen nearby the increment in expansiveness is an increment inside and out of information, i.e. the information of the different parts of use of a word, counting, past its formal properties, its collocations, its sub-faculties, and its semantic prosody. Such learning at last adds to the learner's capacity to make relationship between words and to place them genuinely inside different systems in connection to different words (Haastrup & Henriksen, 2000; Henriksen, 1999; Meara, 1996). Profundity of information is not one moment best to constantly expanding broadness: Qian (2002), case in point, found that vocabulary profundity was a noteworthy as vocabulary size in anticipating execution on scholastic perusing. Also since the vocabulary learning errand is open-finished and difficult to finish in a run of the mill institutional system, the suggestion is that the progressed level ought to additionally be characterized by the degree to which the learner has the capacity to freely work with an arrangement of abilities and procedures for transforming new vocabulary at this level. Such a learner may not have an enormous vocabulary yet may be better prepared to utilize and investigate the vocabulary of the target language than the one who essentially includes more words without building an incorporated vocabulary

and without adding to that 'learner org' so frequently examined in sociocultural hypothesis (Lantolf and Appel, 1994), which can empower the learner to surpass instructional mediation and improve as a self-controlled learner.

To create mindfulness and abilities that will stand the learner in great stead for turning into a self-ruling vocabulary-learner is an issue of creating exercises nearby the genuine learning of words which acquaint with the learner ideas, for example, collocation, analogy, intention, and so on. For instance, on account of English, numerous learners have a familiarity with sayings of the verb+complement sort (hit the sack, convey the can, bounce on the fleeting trend), however most likely few are mindful of the pervasiveness in regular language of binomial sayings (unpleasant and prepared, an integral part, out on the town, despondent). Unequivocal concentration on such things may be important to tune the learner's reception apparatuses to be responsive to new ones, and to cultivate learner office and freedom. Vocabulary aptitudes incorporate methods for boosting learning open doors amid cooperation (e.g. requesting summarizes, testing the significance of new things with one's questioner, and so forth.).

The propelled level learner won't be characterized just by his/her vocabulary size or total scope of all syntactic examples versus local speakers, yet rather all the more by his/her capacity to create profundity of information and the apparatuses and procedures to seek after vocabulary learning autonomously. With a mix of corpus-based examination and the quest for key preparing for learners who will need to finish the undertaking for themselves, we may go far towards characterizing propelled language capability as far as traceable improvement on tomahawks other than the absolutely quantitative increment of obtained structures and words.

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THE ADVANTAGES OF COMMUNICATIVE LANGUAGE TEACHING

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Millions of people want to speak in English around the world today and these learners do not just want to have good speaking skills but they are setting very difficult goals. Modern English learners would like to have perfect four language skills; they try to master great accuracy and fluency. These demands have put great requirements before language teachers, and as a result, we could see entire changes in language teaching, new methods and approaches. One of these new approaches is communicative language teaching (CLT). This approach emphasizes not only knowledge about language but the use of grammar and vocabulary for communicative purposes. Additionally, teaching through communicative activities, real situations and authentic materials that language comes as a means, not as a purpose.

When it comes to teaching context in Uzbekistan, majority of English language teachers would usually say they have been using communicative approach.

Nevertheless, the real essence of this approach is usually misunderstood. The reason of this misconception is they accept this as faddish. Nowadays our government is paying much attention to teaching English language, so English language teaching is becoming one of the most important professions and activity. Therefore, teachers started self study, explore new methods and approaches, and maybe because lack of experience they implement these approaches in a wrong way. For example, they still use their traditional methods, mainly these language teachers focus on grammar and they just add some interactive activities, mode of interactions, and even they apply dialogs as speaking activities. For these reasons, teachers state they are applying CLT. However, there are language teachers who consider communicative language teaching as a fundamental approach. As I noticed from my experience working in LanguageUniversity, it can be mentioned, these teachers precisely know CLT gradually replaced the previous grammar-translation method and audio-lingual method. Moreover, they are aware of balance between fluency and accuracy, meaning has primacy over form, and interaction activities which are used in their classes should help learners to practice real, spontaneous and meaningful use of English language.

Today we have a slightly new different view of CLT. Jacobs and Farrell (2003) mentioned about the shift toward CLT as marking a paradigm shift in our thinking about teachers, learning, and teaching. They identified 10 key components of this shift. They are as follows:

1. Focusing greater attention on the role of learners rather than the external stimuli learners are receiving from their environment. Thus, the center of attention shifts from the teacher to the student. This shift is generally known as the move from teacher-centered instruction to learner-centered instruction.

2. Focusing greater attention on the learning process rather than the products that learners produce. This shift is known as the move from product-oriented to process-oriented instruction.

3. Focusing greater attention on the social nature of learning rather than on students as separate, decontextualized individuals

4. Focusing greater attention on diversity among learners and viewing these differences not as impediments to learning but as resources to be recognized, catered to, and appreciated. This shift is known as the study of individual differences.

5. In research and theory-building, focusing greater attention on the views of those internal to the classroom rather than solely valuing the views of those who come from outside to study classrooms, investigate and evaluate what goes on there, and engage in theorizing about it. This shift is associated with such innovations as qualitative research, which highlights the subjective and affective, the participants' insider views, and the uniqueness of each context.

6. Along with this emphasis on context comes the idea of connecting the school with the world beyond as means of promoting holistic learning.

7. Helping students to understand the purpose of learning and develop their own purpose.

8. A whole-to-part orientation instead of a part-to-whole approach. This involves such approaches as beginning with meaningful whole text and then helping students understand the various features that enable texts to function, e.g., the choice of words and the text's organizational structure.

9. An emphasis on the importance of meaning rather than drills and other forms of rote learning.

10. A view of learning as a lifelong process rather than something done to prepare students for an exam.

Above suggested key components of CLT paradigm shift by Jacobs and Farrell (2003) led to eight major changes in approaches to language teaching. These changes

1. Learner autonomy: Giving learners greater choice over their own learning, both in terms of the content of learning as well as processes they might employ. The use of small groups is one example of this, as well as the use of self-assessment.

2. The social nature of learning: Learning is not an individual, private activity, but a social one that depends upon interaction with others. The movement known as cooperative learning reflects this viewpoint.

3. Curricular integration: The connection between different strands of the curriculum is emphasized, so that English is not seen as a stand-alone subject but is linked to other subjects in the curriculum. Text-based learning (see below) reflects this approach, and seeks to develop fluency in text types that can be used across the curriculum. Project work in language teaching also requires students to explore issues outside of the language classroom.

4. Focus on meaning: Meaning is viewed as the driving force of learning. Content-based teaching reflects this view and seeks to make the exploration of meaning through content the core of language learning activities.

5. Diversity: Learners learn in different ways and have different strengths. Teaching needs to take these differences into account rather than try to force students into a single mold. In language teaching, this has led to an emphasis on developing students' use and awareness of learning strategies.

6. Thinking skills: Language should serve as a means of developing higher-order thinking skills, also known as critical and creative thinking. In language teaching, this means that students do not learn language for its own sake but in order to develop and apply their thinking skills in situations that go beyond the language classroom.

7. Alternative assessment: New forms of assessment are needed to replace traditional multiple-choice and other items that test lower-order skills. Multiple forms of assessment (e.g., observation, interviews, journals, portfolios) can be used to build a comprehensive picture of what students can do in a second language.

8. Teachers as co-learners: The teacher is viewed as a facilitator who is constantly trying out different alternatives, i.e., learning through doing. In language teaching, this has led to an interest in action research and other forms of classroom investigation.

Jack C. Richards (2006) also stated that the type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech, writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning. To sum up, all what were mentioned above CLT is progressively and effectively replacing new approach which helps today's highly motivated language learners and to the government which wants to help its learners, but if only language teachers of that country use this approach deliberately in a proper way.

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