



CONTENT, MEANS AND METHODS OF FORMATION OF COMMUNICATION CULTURE IN FUTURE FOREIGN LANGUAGE TEACHERS

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ANNOTATION

This article is devoted to content, means and methods of formation of communication culture in future foreign language teachers. In it, one of the main requirements for future foreign language teachers is the development of communication culture, its quality, the correctness, accuracy, clarity, expressiveness of communication culture behaviors, as well as the ability to listen to one's partner, politeness and care. The importance of the ability to build different behavioral strategies that occur in the communication process is taken into account. The article highlights the importance of using interactive educational technologies, one of the modern technologies, for successful teaching of communicative culture in English. In addition, in addition to the above-mentioned interactive educational technologies aimed at developing communication culture in future foreign language teachers, it is possible to highlight the importance of "cooperative learning" technology.

KEY WORDS: *communication, culture, teacher features, student features, collaborative work, Students' team-achievement Divisions-STAD, Group-investigation method, The Learning Together Method, Dialogue and discussion method*

Содержание, средства и методы формирования культуры общения у будущих учителей иностранного языка

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Данная статья посвящена содержанию, средствам и методам формирования культуры общения у будущих учителей иностранного языка. В нем одним из основных требований к будущим учителям иностранного языка является развитие культуры общения, ее качества, правильности, точности, ясности, выразительности поведения, культуры общения, а также умения слушать собеседника, вежливости и внимательности. Учитывается важность умения строить разные поведенческие стратегии, возникающие в процессе общения. В статье подчеркивается важность использования интерактивных образовательных технологий, одной из современных технологий, для успешного обучения коммуникативной культуре на английском языке. Кроме того, помимо вышеперечисленных интерактивных образовательных технологий, направленных на развитие культуры общения у будущих учителей иностранного языка, можно выделить важность технологии «обучения в сотрудничестве».

Ключевые слова: *коммуникация, культура, особенности учителя, особенности ученика, совместная работа, Студенческие коллективы-достижения Отдель-ШТАД, Метод группового исследования, Метод совместного обучения, Метод диалога и обсуждения.*

INTRODUCTION

Studying the experience of higher education institutions in recent years shows that many methodological approaches to teaching a foreign language are widespread. The main methodological approach called "Communication" is understood as an educational system that shifts the main focus from the goal of "teaching verbal activity" to "teaching communication" [1,136]. Thus, communication is considered a one-way process of transfer from subject to object. The main goal of communication is to develop language and speech skills in reading, listening, speaking, writing, as a result of which communication is carried out in



the context of knowing and learning a foreign language (educational, professional, everyday, socio-cultural). Communication culture of a student of a foreign language is a general process that is difficult to implement in a short time. It compares speaking in a foreign language according to the linguistic parameters of the mother tongue. Oral and written forms of teaching a foreign language should be distinguished by their correctness, accuracy, methodological adequacy, appropriateness to the communication situation. Therefore, the communicative culture of a foreign language can be interpreted as the goal and result of language teaching.

LITERATURE ANALYSIS

A number of research works have been carried out on the development of communication culture in future foreign language teachers. In particular, William Littlewood (1992) summarized earlier theories in terms of the personal experience and level of autonomy of language learners [2,112]. The author describes communication culture in three stages of skill development. D. A. Starkova's dissertation research (2009) devoted to the use of interactive methods of teaching a foreign language aroused the interest of scientific researchers. In addition, a meaningful component of professional teaching of English language teachers (2013) N.D. This method was proposed by D.W.Johnson and R.T.Johnson (2019), in which students of different knowledge levels interact with each other. means to help and develops in them skills such as respect, making the right decision, getting out of problematic situations [3, 6].

RESEARCH METHODOLOGY

The article discusses the integration of our country into the world education and information space, the need for new methods of forming and developing the linguistic identity of university graduates who can freely communicate there is becoming urgent. In this regard, especially in the process of interaction of future foreign language teachers with students, the way to acquire communication culture skills in English necessary for the development of communication culture based on the expansion of the scope of communication culture and the development of basic (basic) competencies. One of the most important tasks is the application of new and advanced methodological methods and technologies and their effectiveness.

ANALYSIS AND RESULTS

Today, in the period of improvement of the continuous education system, the training of highly qualified personnel remains one of the most important tasks of the modern society. To solve this problem, it is necessary to evaluate the knowledge and skills of future foreign language teachers, to reorient them, and to modernize the higher education system. The goal of education in higher education institutions, which is reflected in the state educational standard, is to achieve world-class general and professional culture. This approach to the professional training of students makes the problem of forming the culture of oral communication as a component of the professional competence of future English language specialists relevant. In our country, due to the integration of world cultural and economic spheres, the development of international relations, the expansion of production, the training of qualified specialists, knowledge of a foreign language at an appropriate level has become a necessary feature [4; 224-229].

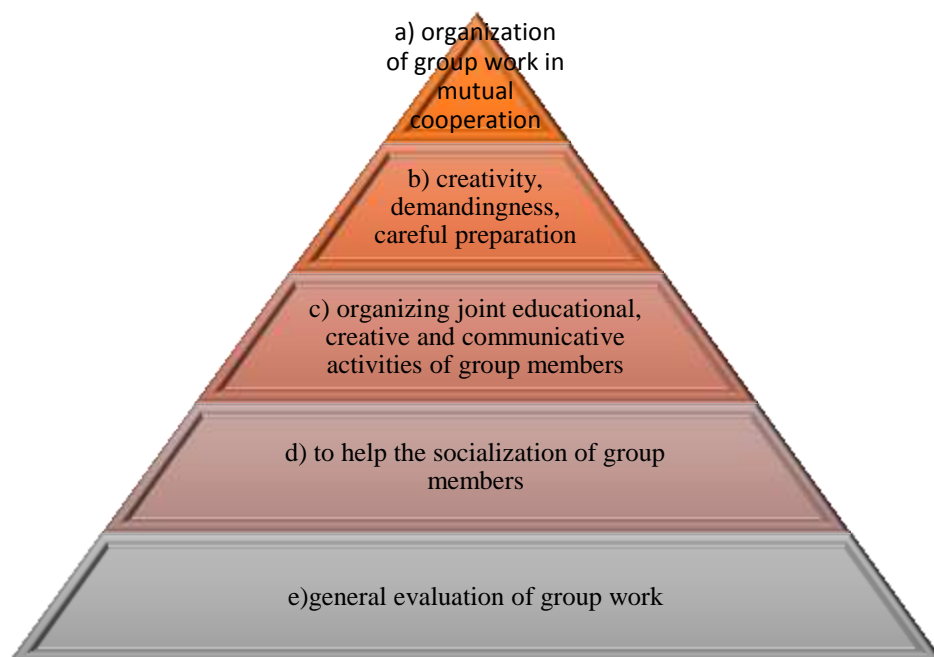
One of the main requirements for future foreign language teachers is the development of communication culture, its quality, correctness, accuracy, clarity, expressiveness of communication culture behavior, richness of language, logic, argumentation, correctness of given evidence. , the ability to defend one's opinion in a debate; the ability to listen to one's partner, politeness, care; It is important to have the ability to build strategies for different behaviors that occur in the process of communication. Also, the whole complex of forms and methods of developing students' communicative competence aimed at acquiring communication culture skills in English should allow them to effectively carry out professional (ie teaching) tasks.

In addition to the above-mentioned interactive educational technologies aimed at developing the culture of communication in future foreign language teachers, it is possible to highlight the importance of the "cooperative learning" technology. Through "cooperative learning" it is possible to model the organization of the activities of the listeners in small groups. One of the options is "studying the student body". This method emphasizes "team goals" and the success of the whole group (team success), which can only be achieved as a result of the independent work of each member of the group (team) in constant interaction with other members. We think that one of the main goals of our research is to use the methods of "collaboration" in order to develop communication culture among students.

We propose to categorize the main principles of the educational technology of cooperation, the primary aspects that the teacher should follow, and the two main groups that are considered by the students (from the most important parameters to the second levels). This can be seen in the following graphic we can consider (see Figure 1.1):



1. Teacher features



2. Student features

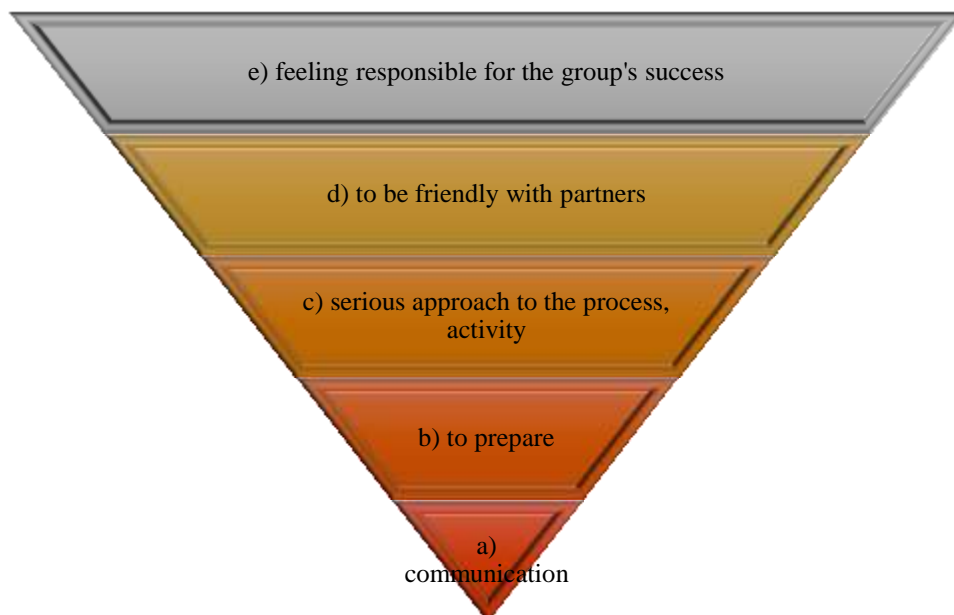


Figure 1.1 The main principles of using the educational technology of “collaborative work” in the development of communication culture in English among future foreign language teachers

It is worth noting that the English language teacher should strongly prepare for classes based on certain psychological-linguistic characteristics of students in the development of communication culture, and a number of problems and difficulties that may arise in the correct distribution of independent work. can prevent. In setting up a successful cooperative work, sometimes there are conflicting situations between group members that can hinder the learning process. Therefore, it is necessary to analyze the problems and difficulties that may arise along with the existing advantages of the "collaboration" technology. The following table contains the same aspects and the recommendations and conclusions that can be overcome (see Figure 1.2):

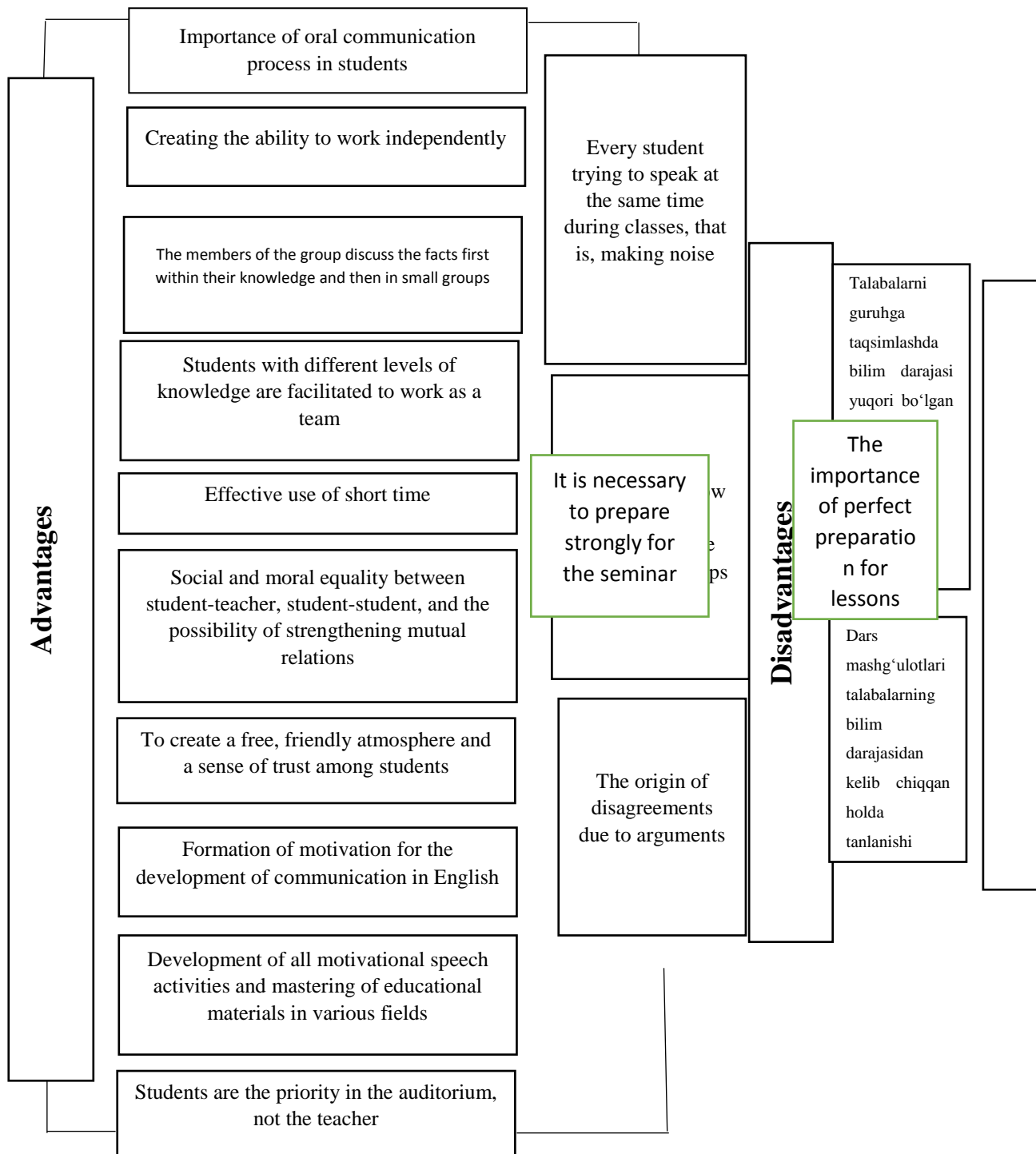


Figure 1.2 Advantages of using “Collaboration” technology, possible problems and disadvantages and suggestions for their elimination

From the table above, it is clear that the advantages of "collaborative" educational technology can “compensate” for its above-mentioned disadvantages. In this regard, one of the tasks of foreign language pedagogues is to achieve maximum success in this process, taking into account the methods of learning English, educational needs and possible difficulties of future foreign language teachers. It is important to take appropriate measures. For this purpose, it is necessary to use certain “working in



cooperation” methods. In particular, we found it permissible to apply the following special methods of this educational technology in the development of communication culture among future foreign language teachers (see Figure 1.3):

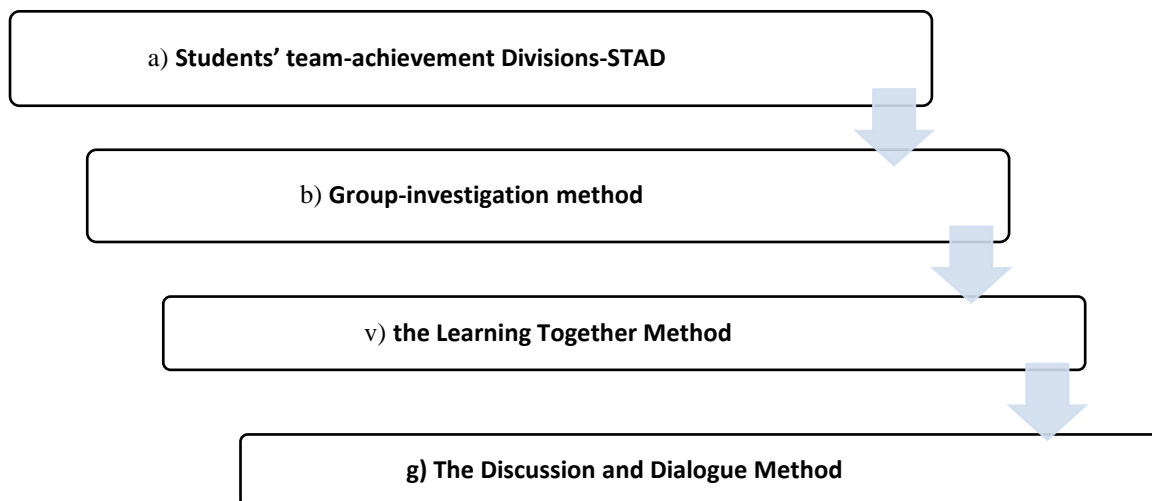


Figure 1.3. Special methods of "collaborative work" educational technology in the development of communication culture in future foreign language teachers.

a) The method of “combination towards team success” of students. (Students’ team-achievement divisions-STAD) This method was proposed by S. Sharan, and the main goal of this method is to perform the task orally by working in pairs - to discuss the task, exchange ideas, and share knowledge. implies. [5; 105-p]. In this case, students are divided into small groups with different levels of knowledge, and the teacher monitors the complete mastery of the given assignment or task by each team member. Then individual tasks are carried out: at this stage they work together, but cannot help each other. The main goal is to ensure that students create opportunities for each other and use it to achieve the assigned task, and to conduct individual control over mastering and acquired knowledge within the specified period. In this way, group members will be motivated to use the opportunity effectively.

b) “Group-investigation method” is a method proposed by D. Zingaro [6; p. 42] a specific topic is selected based on the common opinion of the members of a small group, and this a small research work is carried out. Through this method, the student performs oral communication in English on the basis of his/her own desire, on the basis of discussion, discussion, conversation, social research, and statistical analysis. That is, a topic covering multifaceted, problematic aspects is chosen and research is conducted in this direction in small groups. It is important for the teacher to create conditions for the students to conduct this process independently, to develop it, to define goals and tasks, and it is not allowed to reject their opinions and make their own suggestions. At the end of the "Group Presentation", the results are analyzed and collectively evaluated.

c) “The Learning Together Method”. This method was proposed by D.W.Johnson and R.T.Johnson. develops skills such as making the right decision, getting out of problematic situations [7; 6]. In the Collaborative Learning Method, small groups are given a common task and students can complete it individually and make their own suggestions. In this case, improving communication in English is the main condition. In this method, the main attention is paid to the two main criteria: the quality of the work performed and the active participation of each student in the observation process.

g) “Dialogue and discussion” method (The Discussion and Dialogue Method). Yoshio Asano was the first to use this method, in which small groups exchange information with each other in the form of a dialogue or mutual discussion, decide on the negative or positive side, and discuss their knowledge through questions and answers [8; 89]. Also, the conversation is analytically strengthened with the participation of student-student, student-teacher. As a result, the main focus is not on the grade, but on the development of learned skills.

CONCLUSION

In conclusion, the integration of our country into the world education and information space, the need for new methods of forming and developing the linguistic identity of university graduates who can freely communicate there is becoming urgent. In this regard, especially in the process of interaction of future foreign language teachers with students, the way to acquire communication culture skills in English necessary for the development of communication culture based on the expansion of the scope of communication culture and the development of basic (basic) competencies. One of the most important tasks is the application of new and advanced methodological methods and technologies and their effectiveness. Moreover, “working in cooperation” is based on the students’ joint performance of a given task, acquiring new knowledge and skills, information, working as a team, respecting the opinion and personality of others, develops skills and competencies such as defending one’s



position. These technologies do not mean theory, but practice, they support the development of communication and work on oral speech, the practical use of language in the course of the lesson.

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