

biron-bir bo'lim o'rganilgach qo'llanilishi mumkin. Chunki bu texnologiya o'quvchilarni o'z fikrini himoya qilishga, erkin fikrlash va fikrini boshqalarga tushuntirishga, ochiq holda bahslashishga, shu bilan bir qatorda o'quvchilar tomonidan o'quv jarayonida egallagan bilimlarini tahlil etishga va egallaganlik darajasini aniqlashga, baholashga va bahslashish madaniyatiga o'rgatadi.

**F**- fikringizni bayon eting

**S**- fikringizning bayoniga **sabab** ko'rsating

**M** - ko'satilgan sababingizni isbotlab **misol** (dalil) keltiring.

**U** - fikringizni **umumlashtiring**

"F.S.M.U" (fikir, sabab, misol, umumlashtirish) usuli metodining tuzulmasi quyidagilar:

muammoli savol beriladi;

o'quvchilar yakka tartibda muammoli savolga 4 bosqichli javob yozadi;

kichik guruhlar shakllantiriladi;

kichik guruhlar yakka tartibda bajarilgan vazifalarini umumlashtirib yozadi;

kichik guruhlar taqdimot qiladi;

barcha fikrlar umumlashtiriladi va xulosa qilinadi.

|   |                                                                                                                                                                                                                                                                                                                                                                                  |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| F | Uglerod va vodoroddan tashkil topgan organik birikmalarga uglevodorodlar deyiladi va ular xarakteriga qarab bir necha sinfga bo'linadi                                                                                                                                                                                                                                           |
| S | Alkanlar, sikloalkanlar, alkenlar, alkinlar, alkadiyenlar                                                                                                                                                                                                                                                                                                                        |
| M | CH <sub>4</sub> , C <sub>2</sub> H <sub>6</sub> , C <sub>3</sub> H <sub>8</sub> , C <sub>2</sub> H <sub>4</sub> , C <sub>3</sub> H <sub>6</sub> , C <sub>4</sub> H <sub>8</sub> , C <sub>2</sub> H <sub>2</sub> , C <sub>3</sub> H <sub>4</sub> , C <sub>4</sub> H <sub>6</sub> , C <sub>6</sub> H <sub>6</sub> , C <sub>7</sub> H <sub>8</sub> , C <sub>8</sub> H <sub>10</sub> |
| U | Uglevodorodlar to'yingan, to'yinmagan va aromatik uglevodorodlarga bo'linadi. To'yinmagan uglevodorodlar gidrogenlarda to'yingan uglevodorodlarga aylanadi                                                                                                                                                                                                                       |

Ushbu usul o'quvchilarni harakatlar ketma-ketligini to'g'ri tashkil qilishga, mantiqiy fikrlashga, o'rganayotgan predmet asosida xilma xil fikrlar, ma'lumotlar ichidan kerakligini tanlab olishni, shu bilan birga o'zgalar fikrini hurmat qilishni hamda ularga o'z fikrini o'tkaza olishni o'rgatadi.

#### **Foydalanilgan adabiyotlar ro'yxati:**

1. Баксанский О.Е. Проблемное обучение: обоснование и реализация // Наука и школа. – 2000.- № 1. - 19-25 betlar.

2. Omonov X.T va b. Pedagogik texnologiyalar va pedagogik maxorat. Darslik. Toshkent, 2012.-192b.

3. Усмонова, Д. Т. (2023). ЭКОЛОГИЧЕСКИЕ ФАКТОРЫ И ХИМИЧЕСКИЕ ПРОЦЕССЫ ОКРУЖАЮЩЕЙ СРЕДЫ. *Conferencea*, 183-187.

4. Сайдаматова, Н. Ш., & Ибодуллоева, М. И. (2021). ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ ВОСПИТАТЕЛЬНОЙ РАБОТЫ СО СТУДЕНТАМИ. *Интернаука*, (8-1), 63-64.

### **THE ROLE OF CULTURE IN TEACHING COMMUNICATION TO LANGUAGE UNIVERSITY STUDENTS**

**Usmanaliev Kh.M., Basic Doctorate at the UzSWLU**

**Abstract.** This article intends to clarify why the ability of adequate verbal communication requires, along with lexical and grammatical correctness, stylistic correctness. It is precisely this aspect of speech communication that is completely ignored in our language teaching conditions, which very often significantly complicates

the process of verbal communication, or makes it completely impossible. Knowledge of a language presupposes knowledge of the conventions (norms) accepted in the society of natural speakers of a given language the language of people, including the rules governing their verbal behavior.

**Key words:** Adequate speech communication; culture; communicative competence.

Speaking about the rules of speech behavior in any society, it is impossible not to touch upon the topic of “culture,” including the culture of speech behavior. What is defined by the term “culture”? Ethnographers use the word “culture” when talking about feelings and thoughts that are characteristic of people living in the same social conditions. The word “culture” can be defined as the “programmatic meaning of the mind” ( Hofstede , 1991), a set of mental rules that regulate everyday behavior . This is a much looser definition than that used in most Western countries. Many people prefer to use the word “culture” to describe masters and artists who created works of historical value and contributed to the development of refined taste over the centuries. This point of view is not widespread enough. The ethnographic interpretation is more common and seems much more appropriate for a language teaching situation.

Culture covers three areas of human behavior and Philip Riley defines them as follows, arguing that the concept of “culture” includes:

- knowledge of what individuals believe, their political, religious values, etc.;, their theories of learning, history, geography, etc. – knowledge that has a relatively stable basis;

- knowledge about current events and problems: about what is happening in society - knowledge that has a relatively short-term basis;

- knowledge as skills and abilities: how to act, how to behave in accordance with the rules (how to use the phone, etc.), how to talk (thank, greet, tell, address elders), i.e. communicative competence.

Thus, understanding culture as knowledge is a certain collective information, the sum of information, beliefs, values and skills necessary to live and communicate in a given society and act in various situations in which language learners may find themselves. This is what you need to know in order to enter into meaningful communication and complete it in the same way as other people living in a given society do. <sup>1</sup>

Culture must be assimilated and studied. It is not something that can be inherited. “The process of growing up also implies the assimilation of the rules of behavior accepted in a given society. We usually accept conventions because of our membership in a particular group, often without knowing or especially thinking about the fact that people belonging to other cultures may not share these values. If our culture values precision and hard work, we strive to be so. We tend to admire, distance ourselves from that culture, and continue to perceive these values as unquestionable” ( Hilgard / et /al.-p.399). <sup>2</sup>

The human mind is structured in such a way that part of it requires a reasonable explanation of natural phenomena, while the other part recognizes the existence of external factors that regulate its behavior at decisive moments. This conflict between rational and irrational impulse, between instinctive and reasoned action, is usually seen as the result of developmental history. Historically, man has always been in search of logical explanations of various phenomena. This has played a role in shaping culture in various parts of the world.

As you know, there are three factors that are essential when it comes to a person. The first is the most important thing inherent in a person - this is language. Under the influence of behaviorist theories, attempts were made to prove that language is not an instinctive behavior, but something learned, which N. Chomsky spoke out against in his review of " Verbal" Behavior " Skinner. <sup>3</sup> Since then, evidence has accumulated to support the existence of a genetic code, a kind of universal mental grammar that gives all children the ability to learn any language ( Jackendoff, 1993, Pinker , 1994).

Secondly, man is a social phenomenon, i.e. belongs to a group of people and behaves in accordance with the code adopted by the members of that group. Members of a particular society have a sense of belonging and have a certain code. Those who are not members of a given society do not belong to it. Members of a society must strictly abide by the code of that society; those who do not follow it or are in conflict with it are condemned by other members of that society or are expelled from it. The code of conduct, or culture, on the one hand, differs from human nature, and on the other, from the personality of the individual. Personality, the last factor, refers to the category of characteristics that differentiate a given individual from other members of the given social group to which he belongs.

Today, when formulating the goals of teaching a particular foreign language, it has become quite common to talk about knowledge of the norms and values of the culture of the language being studied, as well as the ability to communicate at the speech level in accordance with social rituals that differ from those in the native language of the students. The reason for this is that verbal communication involves more than just the use of grammatical structures and idioms.

The vast majority of books on the English language include information on British culture. In particular, information related to the organization of the company is provided. Sometimes information about the USA is provided, but the rest of the English-speaking world remains outside the scope of the educational process. Certain information is provided about driving on the left, attitudes towards sports, school uniforms, education, etc.

Given appropriate conditions, language learning largely takes place outside the classroom, although the importance of classroom learning in the context of teaching a foreign language as a specialty cannot be underestimated, in particular in terms of developing written and oral skills and increasing the level of linguistic competence. A foreign language teacher must guide and fully facilitate extracurricular learning, in particular, watching programs in English, watching films, reading books in English, both at home and in the classroom. The great advantage of such activities is the ease and naturalness of the situation, which, in turn, contributes to much more effective learning of adequate speech communication in the context of teaching English as a specialty.

There are two approaches to the cultural aspect of teaching a foreign language. The first, an external point of view, requires an indispensable account of the role of the English language on a global scale as the main language of international communication. On the other hand, teaching English as a foreign language is part of global education, which, accordingly, involves reflecting global issues, which may include information about the environment, language rights, etc. The second approach is internal, focusing on the relationship between language teaching and cultural learning. Naturally, learning a foreign language involves learning about culture. Both language teachers and people involved in the field of teacher training should be aware of these relationships, which should be reflected in the program for teaching a foreign language, in our case English, and methods of teaching it. What is certain is that the role that English plays in today's

world has an impact on the nature of learning English as a foreign language. Learning a language and studying the culture of the country of the target language are closely related to each other. Accordingly, learning a language involves studying culture. We also consider it necessary to note that a deep study of another culture is possible only through studying the language of the speakers of this culture. Teaching language as a specialty in general, and teaching speech communication, in particular, must be built with an indispensable account of this situation.

#### **Literature:**

1. Riley P. 1989. Keeping Secrets: ESP/LSP and the Social of Knowledge. In European Journal of Teacher Education , vol.12, no.2 pp.69-81.
2. Hilgard E.R. and G.H. Bower, 1996. Theories of Learning.-New York: Appleton Century Crofts.
3. Chomsky N. 1959. "A Review of B.F. Skinner's: Verbal Behavior ." In Language. Vol. 35, pp.26-58.
4. Wout de Jong, 1996. Open Frontiers. Teaching in an Intercultural Context.-Oxford Heinemann.
5. Van Essen A.J. 1991, "English Among the Other European Languages". In "English – a World Language". Vol.1, No.2, pp.6-13.
6. McCarthy M. 1991. Discourse Analysis for Language Teachers. Cambridge: Cambridge University Press.

### **PEDAGOGIK FAOLIYATDA O'QITUVCHI O'ZIDA KOMPETENTLIK SIFATLARINI SHAKILLANTIRISHI**

**Xaydarov S.A., PhD TMCI dotsenti**

**Annotasiya:** "Kompetentlik" tushunchasi ta'lim sohasiga psixologlarning ilmiy izlanishlari natijasida kirib kelgan. Psixologik nuqtai nazardan kompetentlik "noan'anaviy vaziyatlar, kasbiy kompetentlik negizida qanday sifatlar aks etadi? Pedagog o'zida qanday kompetentlik sifatlarini yoritish zarur. Ayni o'rinda shu va shunga yondosh g'oyalar yuzasidan so'z yuritiladi.

**Kalit so'zlar:** murakkab jarayonlarda, noaniq vazifalarni bajarishda, bir-biriga zid ma'lumotlardan foydalanishda, kutilmagan vaziyatda harakat rejasiga ega bo'la olish.

Kutilmagan hollarda mutaxassisning o'zini qanday tutishi, muloqotga kirishishi, raqiblar bilan o'zaro munosabatlarda yangi yo'l tutishinoaniq vazifalarni bajarishda, ziddiyatlarga to'la ma'lumotlardan foydalanishda, izchil rivojlan boruvchi va murakkab jarayonlarda harakatlanish rejasiga egalik"ni anglatadi.

Kasbiy kompetentlik mutaxassis tomonidan alohida BKMning egallanishini emas, balki har bir mustaqil yo'nalish bo'yicha integrativ bilimlar va harakatlarning o'zlashtirilishini nazarda tutadi. Shuningdek, kompetentsiya mutaxassislik bilimlarini doimo boyitib borishni, yangi axborotlarni o'rganishni, muhim ijtimoiy talablarni anglay olishni, yangi ma'lumotlarni izlab topish, ularni qayta ishlash va o'z faoliyatida qo'llay bilishni taqozo etadi.

Kasbiy kompetentlik quyidagi holatlarda yaqqol namoyon bo'ladi:

murakkab jarayonlarda;

noaniq vazifalarni bajarishda;

bir-biriga zid ma'lumotlardan foydalanishda;