



MECHANISMS OF COMMUNICATIVE LANGUAGE ACQUISITION

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Annotation: This article discusses the mechanisms of communicative language acquisition and its impact on culture in the context of teaching and learning a foreign language.

Keywords: communicative competence, language didactics, culture, dialogue, international communication, language mechanism.

INTRODUCTION

Language should be seen as a means of promoting and introducing different cultures. Based on the interests of the countries of the European Union, language learning and teaching strengthens mutual relations, accelerates useful international communication, teaches to respect the commonality and uniqueness of cultures in cooperation, expands the possibilities of receiving different information, facilitates interpersonal communication, creates convenience in service-related relations and ensures mutual understanding. In order to achieve the above goals, it is necessary to ensure and support continuity and continuity in all stages of personal education, recognizing the need for lifelong, from cradle to grave, language learning.

Here, we will consider the interrelationship of language and culture in foreign language education, which is considered relevant.

The main function of language is to be a means of communication between people. Language is a means of knowing the world, it is to absorb and form in oneself the thoughts and ideas of others. Language forms thinking, albeit at a highly abstract level, with the help of words. Speech competence includes the ability of students to correctly use words, word combinations and sentences in speech, to fully perceive and extract the content from them. It can be considered that communicative competence is formed in students who are able to use the language in natural



conditions, in practice. Communicative competence is a tool that includes the rules and regulations observed in the process of communication and cooperation.

METHODS

Today, in teaching English, it is required to develop students' communicative competencies. When it comes to a foreign language, it is shown that language is a social phenomenon. Any language performs the following main social functions at the stages of education:

- 1) Communicative information exchange - language is an important means of communication between people in expressing messages, thoughts, goals;
- 2) Preservation of national traditions, culture of the people and their transmission to future generations;
- 3) Expression of verbal and non-verbal gestures to understand the speech of another person and through this communication;
- 4) The function of expressing cognitive (cognitive) skills and naming all existing things in social life;
- 5) Clear expression of the necessary speech instructions in order for the interlocutor and listeners to better understand each other;
- 6) Feeling the attractiveness and impact of aesthetic or poetic texts by the speaker, etc.

Currently, the theory and practice of the communicative approach to the system of learning foreign languages has been adopted. This methodological idea is recorded in the international document CEFR (Common European Framework of Reference), which is determined by the acquisition of reading, speaking and writing skills by students through listening and understanding of speech forms in English. At the higher education stage, B2 - the independent communicative level of foreign language learning implies knowledge of foreign languages, in particular English, at



the communicative level in order to prepare certain specialists for various professions in the future, to become an accomplished specialist in their field, and to form a competent independent person.

RESULTS AND DISCUSSION

The main goal of teaching English in higher education institutions is to effectively implement the acquisition of professional competence by students. For the successful implementation of this process, it is based on the knowledge and skills acquired at the lower stages of education. We will analyze the theory of teaching English to students of technical specialties at the B2 level. From the point of view of the methodology of teaching a foreign language, this theory is determined by linguodidactical rules.

Linguodidactyly is the science of the theory of teaching any foreign language. Its components are determined by the goals, objectives of teaching English, how to teach, who to teach, and the number of hours allocated to the subject. In particular, the effectiveness of speech activity depends on psychological, psycholinguistic and methodological requirements. Thus, it is assumed that the mechanisms of communicative language acquisition, if applied to the educational process in an integrative manner, will give effective results. The speech process is understood as a chain of neural and physiological connections that occur in the process of perceiving or expressing oral or written speech. In the speech process, some elements are used ready-made, while others are created anew. Recurrent and occasional manifestations of language phenomena are used in speech.

- full reproduction - using a ready-made sentence without changes;
- partial reproduction - expressing the content using a sentence taken from the text;



- reproduction - transformation - expressing the content in new sentences.

(Ubaydullaev, p. 54-55)

We will try to cover the above types in more detail:

The full reproduction method is a pedagogical approach widely used in teaching foreign languages. With this method, students learn the language by using pre-existing sentences without changes. This method is used when teaching English to management students:

The advantages of full reproduction are as follows:

1. Rapid language acquisition: Full reproduction allows for rapid and effective language acquisition, as students are already repeating perfectly formed and correctly constructed sentences.
2. Understanding language structure: Helps in understanding complex language structures and grammatical rules. Students see the correct use of language through existing sentences.
3. Confidence: Students gain confidence in their language skills by using perfect sentences in the language.

Using the full reproduction method in teaching English in non-philological areas not only helps students acquire clear and perfect sentences in the language, but also develops their professional application skills. It allows students to express their thoughts clearly and confidently in various meetings, presentations, and international processes. Turning to the partial reproduction method, in teaching foreign languages, it allows students to express the content by taking some sentences or phrases from a given text and using them in a new context. This method can be useful for students in non-philological fields, such as engineering, business, medicine, or other fields, when learning English. This approach makes language learning practical and relevant, as it develops students' skills in using the language in situations related to their field. By



providing students with texts related to scientific topics or professional tasks, a favorable environment is created for their mastery. For example, for a management student, it is appropriate to introduce sentences used in topics related to this field into the educational process and teach them to use them in new project descriptions. It is necessary to discuss sentences taken from texts related to the field presented in the educational materials during the lesson, and to give students the task of creating content using these sentences for their projects or cases. As a result, students learn to adapt the existing text to their tasks and use it in a new context.

To assess the level of language learning of students, it is monitored how effectively and accurately they can use sentences taken from the existing text in new situations, for example, it is analyzed how much they can adapt the text and use it appropriately within the framework of the task or project assigned to them. The partial reproduction method allows students to develop a deeper understanding of language materials important for their fields and the skills to use them effectively in their practical work. This method improves not only language skills, but also professional qualifications. The reproduction-transformation method means learning existing texts or sentences in the process of teaching a foreign language by re-expressing them in a new form and context. This method is very useful for students of non-philological directions, for example, for students studying in fields such as management, engineering, economics, medicine, etc., in developing their skills in processing foreign language texts in accordance with their professional activities. In English classes, students are given tasks to analyze texts related to their fields and rework them for their projects. For example, it is appropriate for a management student to take a text on a topic and retell complex technical processes in it in a simplified and understandable language.

Students are given tasks to process English texts written on various professional topics and select certain concepts from them and adapt those concepts to new situations. For example, a management student prepares presentation material



based on an article about the role of the management field in global leadership. When assessing the level of students' language use, how effectively and creatively they process existing texts is considered. Among the evaluation criteria, the ability to adapt the text to new circumstances while preserving its original meaning is particularly recognized.

CONCLUSION

The reproduction-transformation method allows students of technical disciplines to learn a language not only to acquire theoretical knowledge, but also to combine it with practical professional activities. With the help of this method, students learn to use the language creatively and effectively in complex situations. These approaches encourage students to abandon the study of language based on rules and grammar and use it as a means of communication. As a result, communication and oral skills and abilities are developed. The main goal of foreign language education is to form an intellectual personality capable of conducting a dialogue between cultures and achieving general competence in the language.

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