

ENGLISH AS A COMPONENT OF THE SYSTEM OF BASIC ELEMENTS OF SCIENTIFIC KNOWLEDGE

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Annotation:

Teaching a foreign language is considered as one of the priorities of modern education. The main purpose of learning foreign languages is to develop students' foreign language communicative competence the ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers.

Key words: scientific knowledge, communication, ICT, information technologies, educational subject.

The specificity of a foreign language as an educational subject lies in its integrative nature, i.e. in the combination of foreign language education with the elementary foundations of literary education (familiarization with samples of foreign literature), as well as in its ability to act both as a goal and as a means of learning to familiarize oneself with another subject area (humanitarian, natural science, technological). Thus, a wide variety of interdisciplinary connections can be realized in it (with the native language, literature, history, geography, etc.). To achieve this goal, it is necessary to strengthen the socio-cultural orientation of teaching foreign languages, focus on strengthening the cultural aspect in the content of education, to include students in the dialogue of cultures, which helps to introduce students to the culture of the country of the language being studied, to develop mutual understanding, tolerance towards the manifestation of another culture, helps them better understand the peculiarities of their country's culture and develops they have the ability to represent it in the process of communication by means of a foreign language.

Foreign language communication competence provides for the development of communication skills in the main types of speech activity: speaking, listening comprehension, reading and writing. The subject content of speech is determined on the basis of the spheres of communication (socio-household, socio-cultural, educational and labor), communication situations and the topics of communication allocated on their basis. Thus, the components of the learning content are: the subject content of speech and the emotional and value attitude towards it (value orientations); communication skills in these types of speech activities; language knowledge and skills; socio-cultural knowledge and skills; educational, cognitive and compensatory skills (general academic skills and special / subject skills).

Learning a foreign language in primary school is aimed at achieving goals such as the development of foreign language communicative competence in its entirety and the development of students' personality through the realization of the educational potential of a foreign language. The components of foreign language communicative competence are:

- speech competence — the development of communicative skills in four main types of speech activity (speaking, listening, reading, writing);
- language competence — mastering new language tools (phonetic, spelling, lexical, grammatical) in accordance with the topics and communication situations selected for secondary school;
- mastering knowledge about the linguistic phenomena of the language being studied, different ways of expressing thoughts in native and foreign languages;
- socio—cultural/intercultural competence - familiarization with culture, traditions, realities of countries/the countries of the language being studied within the framework of topics, spheres and situations of communication that correspond to the experience, interests, and psychological characteristics of students at its various stages;
- the formation of the ability to represent one's country and its culture in the context of intercultural communication;
- compensatory competence — the development of skills to overcome the situation in conditions of a shortage of linguistic means for receiving and transmitting information;
- educational and cognitive competence - the further development of general and special educational skills, universal ways of activity; familiarization with the methods and techniques available to students for self-study of languages and cultures, including through the use of new information technologies.

The development of students' personality through the realization of the educational potential of a foreign language is realized through: the formation of students' needs to learn foreign languages and master them as a means of communication, cognition, self-realization and social adaptation in a multicultural, multiethnic world in the context of globalization based on awareness of the importance of learning a foreign language and their native language as a means of communication and cognition in the modern world; the formation of general cultural and ethnic identity as components of a person's civic identity; fostering the qualities of a citizen; the development of national self-awareness, the desire for mutual understanding between people of different communities, a tolerant attitude towards the manifestations of another culture; a better awareness of their own culture; the development of the desire to master the basics of world culture by means of a foreign language.

The planned results of mastering the basic educational program of primary education are important mechanisms for implementing the requirements of the standard for the results of

students in a foreign language. As a result of learning a foreign language at the stage of primary general education, students will form initial ideas about the role and importance of a foreign language in the life of a modern person and a multicultural world. Students will gain initial experience of using a foreign language as a means of intercultural communication, as a new tool for learning about the world and culture of other nations, and will realize the personal meaning of mastering a foreign language. Primary general foreign language education will allow students to develop the ability to present their native culture in a basic form in a foreign language in written and oral forms of communication with foreign peers, including through the use of telecommunications. The parallel study of languages and cultures, generally accepted human and basic national values will lay the foundation for the formation of civic identity, a sense of patriotism and pride in one's people, one's region, one's country, and will help one better understand one's ethnicity and nationality.

The process of mastering a foreign language at the stage of primary general education will contribute to the formation of an active life position of students. Familiarization with accessible examples of foreign folklore in foreign language lessons, expression of one's attitude towards literary heroes, and participation in role-playing games will contribute to the formation of students as members of civil society. As a result of learning a foreign language at the stage of primary general education, students will develop elementary foreign language communicative competence, i.e. the ability and willingness to communicate with native speakers of a foreign language in oral (speaking and listening) and written (reading and writing) forms of communication, taking into account the speech capabilities and needs of a younger student; linguistic horizons will expand; a general understanding of the structure of the language being studied and its some differences from the native language will be obtained; the foundations of a communicative culture will be laid, that is, the ability to set and solve feasible communicative tasks, adequately use available verbal and non-verbal means of communication, observe speech etiquette, be polite and friendly speech partners; positive motivation and sustained educational and cognitive interest in the subject "Foreign language" will be formed, as well as the necessary universal learning activities and special learning skills, which will lay the foundation for successful learning foreign language acquisition activities at the next stage of education.

As already mentioned, the standard assumes the priority of a personality-oriented approach to the learning process, the development of a wide range of general academic and special educational skills among students, and the mastery of universal ways of activity that form cognitive and communicative competencies. They involve creating conditions for the use of independent, creative types of work, for the formation of a communicative culture of students and the development of skills in working with various sources and types of information. In

order to create favorable conditions and high-quality teaching, the teacher must be equipped with printed materials (library stock), demonstration printed materials, computer and information and communication tools, technical teaching tools, screen and sound aids. Speaking about the library's collection, it is important to note the normative and methodological literature, which should contain sample general education programs in a foreign language, methodological recommendations for organizing educational activities, author's curricula for teaching kits, the teaching kits themselves (textbooks, workbooks, audio and video applications, books for teachers, etc.). It is advisable to have a sufficient number of books for reading in the language being studied, elective courses, manuals on regional studies, control and measuring materials on the foreign language being studied, bilingual and explanatory (monolingual) dictionaries. Screen and sound aids, such as audio recordings, videos relevant to the subject of training, and materials for interactive electronic whiteboards, are also important. These manuals can be used in the lesson in parallel with the textbook on paper.

In modern education system, the use of demonstration printed materials has become widespread, providing visibility and creating motivation in the process of learning a foreign language. Also, in modern conditions, the content basis of educational materials is changing significantly, fundamentally new information and communication tools are being introduced into widespread teaching practice: electronic textbooks, workshops and multimedia training programs in a foreign language, computer dictionaries, electronic libraries.

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