MODERN PROBLEMS OF LINGUISTICS AND METHODS OF TEACHING ENGLISH

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Erratum

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Abstract: This article highlights the problems of linguistics and teaching methodology of English, which is considered one of the current topical issues.

Keywords: methodology, linguistics, English, educational process, education, information technology, culture.

TILSHUNOSLIK VA INGLIZ TILINI O'QITISH METODIKASINING ZAMONAVIY MUAMMOLARI

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Annotatsiya: Ushbu maqolada hozirgi kundagi dolzarb masalalardan biri hisoblangan ingliz tilini o'qitish metodikasi va tilshunoslikda vujudga kelishi mumkin bo'lgan muammolar yoritib berilgan.

Kalit so'zlar: metodika, tilshunoslik, Ingliz tili, o'quv jarayoni, ta'lim, axborot texnologiyalari, madaniyat.

СОВРЕМЕННЫЕ ПРОБЛЕМЫ ЛИНГВИСТИКИ И МЕТОДИКИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: В этой статье освещено методика преподавания английского языка и проблемы, которые могут возникнуть в лингвистике, которые считаются одной из актуальных проблем в настоящее время.

Ключевые слова: методика, лингвистика, английский язык, учебный процесс, образование, информационные технологии, культура.

Currently, the need to learn English in its real functioning in various spheres of human activity has become common. In our University, English language training is conducted throughout the years of training, in all specialties; electrical engineering, programming and management, and the main task of training is to master students ' communication skills in English. If we consider the first two specialties, here much attention is paid to teaching students to 'communicate' with technology, and managers, in turn, cannot do without communicating with people. Therefore, in the last year of study, the emphasis is on business English, where the main method is communicative

learning. However, here we are faced with a number of communicative problems of linguistics [1].

It is well known that a prerequisite for the implementation of any communicative act should be a mutual knowledge of the realities of the speaker and the listener, which is the basis of language communication. These values are called background knowledge in linguistics. A word that reflects the subject or phenomenon of the reality of an individual society not only means it, but also creates a certain background associated with this word.

Teaching experience shows that even at advanced stages of training students make a significant number of mistakes both when performing exercises and when using substantive structures in conversational practice [2].

Improper use of these structures in a complex sentence leads to a violation of the logic of the statement and, as a consequence, the failure of communication tasks. In this regard, we see the need for more detailed equipment of this topic and the development of appropriate recommendations.

Another obstacle on the way to solving the communicative problem of linguistics is the correct perception of the said form, that is, the perception of what is said by ear.

The next problem is the translation of the form into the General meaning. At this stage, it is important that the listener knows at least one, the most General meaning of the word that has been said to others. Therefore, when teaching English as a means of communication, it is important to make it clear to students that a person perceives what is said through his individual and cultural prism, and therefore, it is necessary to convey as accurately as possible all the meanings that the word carries.

The transition from cultural significance to the individual is manifested in the projection of cultural significance through the prism of some of its own properties, attitudes. This barrier in communication, which is called psychological, and is the most difficult to overcome in communication between individuals, because all people have a mechanism of "encryption" and "decryption" is different and depends on different reasons, one of which is a different psychology of people[3]. Therefore, the relevance of the communicative problem has now acquired unprecedented acuteness. This problem is also related to one of the problems of translation theory, namely the methods of transmission without equivalent vocabulary, i.e. vocabulary that has no analogues in another culture. It in turn creates a great obstacle in communication between people of different cultures. The solution to this problem we see in the expansion of background knowledge of students. Background vocabulary is words or expressions that have additional content and accompanying semantic or stylistic shades that are superimposed on its main meaning, known to speakers and listeners belonging to a given language culture. Therefore, an important step in learning to communicate is to familiarize students with the realities, traditions and customs of English-speaking countries.

In our University in the course of learning a foreign language a lot of attention is paid to the elements of linguistic studies. If earlier country information accompanied the basic course of a foreign language only as a comment in the study of a material, now the linguistic-cultural aspect is an integral part of the lessons of a foreign language, as there is an increasing need to teach what "lies behind the language", i.e. the culture of the country of the target language.

The use of linguistic-cultural aspect contributes to the formation of teaching motivation, which is very important in terms of training at the University because foreign language communication is not supported by the language environment.

When learning a language simultaneously with the condition of each lexeme is formed associated with her lexical concept. If the lexeme is assimilated and articulated correctly, it does not indicate that the formation of the lexical concept has been completed. In the educational process, it should be borne in mind that the word is both a sign of reality and a unit of language[4]. Therefore, without equivalent and background vocabulary needs comment, requires special attention of the teacher. Non-equivalent vocabulary is a cultural asset. If we compare the two national cultures, we can conclude that they never coincide completely. This follows from the fact that each language consists of national and international elements, and for each culture the totality of these elements will be different.

As there is a parallelism between language and culture, it is necessary to speak about national and international elements not only in cultures, but also in languages serving them.

Familiarizing students with the culture of English-speaking countries is an integral part in learning a foreign language. In our practice, we constantly draw students ' attention to the cultural aspect, namely, what traditions and customs are in the culture of the country, the language of which they study. We introduce students to the language units that most clearly reflect the national characteristics of the culture of the native speaker of the language and among its existence. In addition, the content of the national culture includes a social component, on the basis of which knowledge about the realities and rights of the countries of the studied language, knowledge and skills of communicative behavior in acts of speech communication, skills and abilities of verbal and non-verbal behavior are formed. In view of the fact that students do not have the possibility of direct communication with a native speaker of the target language, the teacher there is a need to explain and explain certain features of the culture of native speakers, we are often faced with the problem of misunderstanding by students of the nature and culture of the native speaker. In this regard, we are trying to select the language material that reflects the culture of the country of the studied language, the so-called realities. in reality, the closeness between language and culture is most evident. A distinctive feature of reality from other words of the language is the nature of its subject content, i.e. the close connection of the designated reality of the

object or phenomenon with the national, on the one hand, and the historical period of time-on the other hand. reality as a linguistic phenomenon is most closely related to the culture of the country of the studied language, as it is inherent in the national and historical flavor[5].

Following the communicative system-activity approach in the study of the English language – in our practice we try to implement such a way of learning, which is carried out in an orderly, systematic and interdependent teaching of a foreign language as a means of communication in a simulated in the classroom speech activity – an integral and integral part of the overall (extralinguistic) activities. Communicative system-activity approach involves a complete and optimal systematization of the relationship between the components of the content of training. These include the system of General (for example, extralinguistic, pedagogical) activities, the system of speech activity, the system of speech communication (communication, interaction and mutual perception), the system of the studied foreign language, the system of correlation of native and foreign languages (their conscious - comparative analysis), the system of speech mechanisms (speech production, speech perception, speech interaction, etc.), the text as a system of speech products, the system of structural - speech formations (dialogue, monologue, dialogue, different types speech statements and messages, etc. p.), the system (process) of mastering a foreign language, the system (structure) of human speech behavior[6]. As a result of this approach to learning is formed, implemented and operates a system of foreign language proficiency as a means of communication in the broad sense of the word.

Thus, the materials used in teaching should form:

- language competence (knowledge of language material for its use in the form of speech statements),

- sociolinguistic competence (the ability to use language units in accordance with the situations of communication),

- discursive competence (the ability to understand and achieve coherence in the perception and generation of individual statements within the framework of communicative speech formations),

- "strategic" competence (the ability to compensate verbal and non-verbal means of shortcomings in language proficiency),

- socially significant - cultural competence (degree of familiarity with the socio - cultural context of the language),

- social competence (ability and willingness to communicate with others).

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