Review Article

METHODS, ASPECTS AND COMPONENTS OF TEACHING THE UZBEK (RUSSIAN) LANGUAGE AS A FOREIGN LANGUAGE ON THE EXPERIENCE OF FOREIGN STUDENTS

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Abstract
The modern education system should form a holistic environment of knowledge, skills, as well as the experience of independent activity and personal responsibility of language learners. For the teacher, this is a transition from the transfer of knowledge to the creation of conditions for active knowledge and students to gain practical experience. For students - the transition from passive assimilation of information to its active search, critical reflection, use in practice. The main problem of the teacher is the search for methods for the development of educational competencies for students learning the language as a condition for ensuring the quality of the program. The article reveals some interesting methods of teaching the Uzbek language as a foreign language.

Key words: communication, integration, productive cooperation, active teaching methods, disclosure of personality-individual opportunities, independent activity; development of cognitive processes - speech, memory.

INTRODUCTION

At the center of the studied object are modern effective forms and teaching methods, through which language learning becomes more productive. Therefore, in contrast to traditional teaching, in which communication developed, mainly between the teacher and the student, new interactions arise in interactive learning. For the formation and development of communicative and social competence, the ability to listen and engage in dialogue, participate in a collective discussion of the listener's problems, they must be integrated into productive interaction and cooperation with the media.

Over the long history of mankind, a great many different educational methods have been developed. Initially, all methods of teaching foreign languages were borrowed from programs designed to teach the so-called "dead languages" - Latin and Greek, in which almost the entire educational process came down to reading and translating. It was such a method, the foundations of which were laid by the enlighteners at the end of the 18th century, that took shape by the middle of the 20th century under the name "grammar-translation method".

According to this method, language proficiency is proficiency in grammar and vocabulary. The process of improvement is understood as a movement from one grammatical scheme to another. Thus, the teacher planning the course using this method first thinks about what grammatical schemes he wants to highlight. Then, texts are selected for these topics, from which individual sentences are singled out, and everything ends with a translation. First, from a foreign language to a native language, then vice versa. As for the text, this is usually the so-called artificial text, in which the meaning is not given much importance (it is not so important what you say, it is important how you say A vivid example of such a text is a "conversational topic", for example, "Family", in the framework of which all words related to the topic are worked out. Despite some wrangling, this method has several advantages. Firstly, it really allows you to learn the grammar. Secondly, this method is very good for people with highly developed logical thinking, for whom it is natural to perceive language precisely as a combination of grammatical formulas. The next method - "Silent way" (the method of silence), which appeared in the mid-60s, according to the principle of teaching a foreign language - knowledge of the language was originally laid down in the person who wants to learn it, and most importantly - do not interfere with the listener and do not impose a point teacher's view. Following this technique, the teacher initially does not say anything. Teaching pronunciation at minimal levels, the teacher manipulates the symbols, promotes the student to the intended goal, forcing him to remember the material passed. What are the advantages of this method? Probably, the fact that the level of knowledge of the language of the teacher has practically no effect on the level of knowledge of the language of the student, and in the end it may turn out that the student as a result will know the language better than his teacher. In addition, in the learning process, the student is forced to express himself freely enough. It should be noted that this method is very good for lovers of high technology.

Another interesting method is called the "Total-physical response". The basic rule of this method is: you cannot understand what you did not pass through yourself. According to this theory, it is the student in the first stages of training who does not say anything. First, he must obtain a sufficient amount of knowledge that goes into passivity. During about the first twenty lessons, the student constantly listens to foreign speech, he reads something, but does not say a single word in the language being studied. Then, in the learning process, there comes a period when he should already react to what he has heard or read - but only respond by action. It all starts with the study of words meaning physical movements. So for example, when they study the word "get up" - get up, "sit down" - sit down, and so on. And only then, when the student has accumulated quite a lot of information (first listened, then moved), he becomes ready to start talking. This method is good primarily because the student in the learning process feels very comfortable. The necessary effect is achieved due to the fact that a person passes all the information received through himself. It is also important that in the process of learning a language according to this method, students

communicate (directly or indirectly) not only with the teacher, but also with each other. One cannot but pay attention to the so-called immersion method ("Sugesto pedia"), the triumph of which took place in the 70s. According to this technique, one can master a foreign language by becoming (at least for the period of study) a completely different person. Studying the language in this way, all students in the group choose new names for themselves, come up with new biographies. Due to this, an illusion is created in the audience that they are in a completely different world - in the world of the language being studied. All this is done so that any person in the learning process can completely relax, open up, and his speech becomes as similar as possible to the original. So that he speaks, for example, not as a real "Min So", but as a fictional "Guli".

The next way to learn foreign languages, which I would like to talk about, appeared in the late 70s. It is called the "Audio-lingual method" (audio linguistic method). Its essence is as follows: at the first stage of training, the student repeatedly repeats what he heard after the teacher or the phonogram. And only starting from the second level, he is allowed to speak one or two phrases from himself, everything else consists again of repetitions. The modern communicative method is a harmonious combination of many, many ways of teaching foreign languages, probably at the top of the evolutionary pyramid of various educational methods.

Active teaching methods provide a solution to educational problems in various aspects: the formation of positive educational motivation; increasing cognitive activity of students; active involvement of students in the educational process; stimulation of independent activity; development of cognitive processes - speech, memory, thinking; effective assimilation of a large amount of educational information; development of creative abilities and thinking outside the box; development of the communicative-emotional sphere of the learner's personality; disclosure of personal and individual capabilities of each student and determination of conditions for their manifestation and development; development of independent mental work skills; development of universal skills.

MATERIALS AND METHODS
Teachers of a foreign language have for a long time gained considerable independence in the choice of teaching aids and methods, in creative understanding of the content and ways of implementing program requirements. Recognizing the existence of various methods in the modern process of teaching a foreign language, it should nevertheless be noted that the leading position is occupied by methods and technologies based on a personality-oriented approach to teaching, which should:

> ➢ create an atmosphere in which the student feels comfortable and free;
> ➢ stimulate the interests of the learner, develop his desire to practically use a foreign language, as well as the need to learn, making it a real achievement of success in mastering the subject;
> ➢ affect the personality of the student as a whole, involve his feelings, emotions and feelings in the educational process;
> ➢ activate the student by making him the main character in the educational process;
> ➢ create situations in which the teacher is not a central figure; the student should be aware that the study of a foreign language is more connected with his personality and interests than with the methods and means of instruction set by the teacher;
> ➢ provide for various forms of work: individual, group, collective, fully stimulating the activity of students, their independence and creativity.

All of these criteria can be implemented in the use of interactive forms and teaching methods, which show new opportunities associated with the establishment of interpersonal interaction through external dialogue in the process of mastering educational material. Interpersonal relationships inevitably arise between language learners in a group, and the success of their learning activities depends on what they will be. The skillful organization of interaction on the basis of educational material can be a powerful factor in increasing the effectiveness of educational activities in general.

It is generally accepted that communication in the process of teaching a foreign language can be "one-sided" and "multilateral". In the first case, we mean the organization of the educational process, in which "the teacher asks, i.e. encourages the student to speech activity - the student responds. " This process is built according to the "stimulus - response" scheme. Such an educational paradigm is characterized by the widespread use of so-called frontal forms of work.

As for "manychannel" communication, for him typical forms of work are group, in which each student has the opportunity to prove himself as an independent and full member of a certain activity. The model of "multilateral" communication in the classroom has a complex structure of relationships and relationships between participants in the process.

Analyses

Language learning is carried out in a certain sequence and has the following steps:

• selection and wording of the topic of the lesson, collection of information;

discussion of the topic and clarification (discussion), search for new, additional information (individual, paired, group);

• discussion, ie discussion of new information.

Step by step, from lesson to lesson, independently or under the guidance of a teacher, performing certain tasks, students collect the necessary information, discuss and arrange it. Thus, the educational process develops depending on semantic and pragmatic (substantial) progression, and not linguistic. To collect information, students must go "beyond" the topic they are studying (study independently in the library, watch movies, etc.), be active and independent, have the ability to communicate with other people.

Each lesson involves the selection of information on the studied information (speaking, listening), students receive new impulses for further language learning (discussion, argumentation), discuss how this information will help mastering the language (speaking, reading, writing). The teacher helps students to discuss topics, directing questions, expressing their wishes, etc. The overall result of the work can be a collage or (photo) album - a chronicle, etc., a performance, performance, organized, for example, on the days of the week of a foreign language at a university.

Using this method allows you to teach the language as a social phenomenon. Therefore, the work is not only pragmatic (students achieve a certain level of language proficiency, but all kinds of mediated and direct communication), but also of great educational importance: it forms the students' social competence (the ability to act independently in social situations), develops a sense of responsibility for the ultimate the result, the ability to speak publicly in order to make a presentation of this result with evidence and reason. Introduction to the process of training such a technique allows us to talk about a new pedagogical technology of interactive mutual learning, which allows us to solve the problems of a personality-oriented approach in learning.

There are other methods, as well as goals and techniques that facilitate interactive activities. In modern practice of teaching a foreign language, various training options in cooperation are effectively applied. The main idea of training in cooperation is to create conditions for active joint educational activities of students in various educational situations. If we unite students of different levels of learning and give them one common task, defining the role of each student in joint activities, then the

students find themselves in conditions when they are responsible for the result not only of their part of the work, but also of the whole group. In this situation, mutual monitoring, counseling and training of weak students by their comrades is carried out, a deeper understanding of the material is strong.

The main learning options in collaboration are student team learning, "openwork saw, machine hacksaw" (jigsaw) learning under the motto "Learning Together" and student research in groups.

Student Team Learning (STL, team training), is that the teacher explains the new material, and then offers students in groups to consolidate it (groups do not compete with each other). Several subgroups of students are created, who are given a specific task, the necessary support. The task is carried out either in parts (each performs its own part) or "top" (each subsequent task is performed by the next student). Moreover, the implementation of any task is explained aloud by the student and is controlled by the whole group. The success or failure of the whole group depends on the individual responsibility of each member. Students follow each other, help each other. After the assignment by all groups, the teacher organizes either a general discussion of the work on this assignment by different groups (if the assignment was the same for all groups) or a review of the assignment by each group if the assignments were different. When the teacher is convinced that the material is learned by all students, he gives a test to test the understanding and assimilation of new material. Students perform the test individually outside the group. Grades for individual work are summarized in a group, and put up a general grade. Thus, both a strong and a weak student can bring the same points to the group. Compete not the strong with the weak, but with their own previously achieved results.

Another option for organizing training in collaboration is tentatively called "Saw" (the name Jigsaw was introduced by E. Aronson in 1978). At the stage of creative use of language material, students are divided into "Home Groups" (initial groups) of three people in a group. The number of students in such groups depends on the number of texts offered. Each of the students selects one of the proposed texts and performs tasks related to it. The purpose of the work at this stage is to independently familiarize yourself with the text in order to cover the entire content, to fully understand or extract specific information (the goal may vary in different texts) and to perform tasks related to checking the understanding of what is read.

The second stage of work takes place in "Expert Groups" (expert groups). The weight of the students who worked on the first text are gathered in one group, the students who worked on the second text - in another group, the students who worked on the third text - in the third group.

Objectives of work in expert groups:

1. Compare the answers that the students came to, independently completing the task in the "Home Groups", and come to a consensus;

2. Jointly prepare such a version of the retelling of the text with which each member of the group will return to their original group. At this stage of the work, it should be noted that the responsibility for how each member of the expert group will be prepared for further work depends on collaboration, those more trained students help less prepared ones understand the content of the text and prepare the task with which students will return in Home Groups.

The third stage of work is the return of students to their original groups (Home Groups), where they, however, in turn retell their texts. The chain of work at this stage is that each student should not only introduce the other members of the group to the content of his text, but also help them become aware of it.

After all three students have their say, they should discuss and summarize all the information received. In the end result of this interactive activity of students in the lesson, the teacher can ask any student and group a question on the topic. Or students go through an individual control slice, which is evaluated.

Learning Together, under the motto "Learning Together", was developed at the University of Minnesota in 1987 as one of the training options for collaboration. The group is divided into 3-5 groups, which are heterogeneous in terms of level of training. Each group performs one task, which is part of one large topic that the whole class is working on. As a result of the students' interactive activity, the material is fully assimilated. Inside the group, students independently determine the roles of each in the performance of a common task. The group has a double task: academic - the achievement of a cognitive, creative goal and social - the implementation in the course of the assignment of a certain culture of communication. Thus, the teacher controls not only the success of the assignment, but also the nature of communication among themselves, the way to help each other.

Involving students in interactive activities, as well as increasing the motivation for learning a foreign language, can be achieved through the use of gaming technologies in learning. Game technology provides unity of emotional and rational learning. The game meets the natural needs and desires of the child and is a unique means of non-violent learning. The game does not replace completely traditional forms and methods of teaching, it allows you to more effectively achieve the goal and objectives of the lesson and the entire educational process. At the same time, the game increases the interest of students in training sessions, stimulates the growth of cognitive activity, which allows students to receive and absorb more information, and contributes to the acquisition of natural decision-making skills in various situations. Game interactions provide for informal communication and allow its participants to reveal their personal qualities, increase their self-esteem.

There are three approaches to language learning, and all methods can be divided into structurally, while considering the language as a system of structurally-related grammar elements.

The Grammar Translation Method is a good old method, familiar to us from the time of the old school, focused on teaching translation and reading. In this case, texts are usually compiled to practice certain grammar rules, and then there is work with these texts. The basis is memorization of words, spelling and grammar and practice through the translation of grammatically rich texts.

Audio-lingual method - consists in listening to and repeating student records that are repeated many times by the teacher.

Proprioceptive method - focuses on the simultaneous use of various brain functions (cognitive, motor, neurological, auditory). Proponents of the method argue that when learning, a student must use his speech apparatus constantly, performing any, even written tasks.

Functional (where language is a means of expressing or implementing a specific function):

Situational language teaching (Oral Approach) - based on the structure of the language and the principles of behaviorism. The student learns through repetition of the most common words and language constructions and uses them in practice. Key ideas: spoken language dominates written , mistakes should be avoided from the very beginning, the use of analogies, words make sense only in context.

Directed practice - with this approach, the student repeats phrases until they are memorized mechanically. At the same time, its vocabulary and the flexibility of using the language suffer, but automatism is achieved in the use of basic language constructions.

Interactive (where language is a means of creating and maintaining social relations):

The direct method - involves learning the language you are learning from the very beginning. Use of the native language is not permitted. The idea is to "naturally" master the material, as the child learns his first language.

The series method is a subspecies of the direct method. The training texts here are time sequences, often using sequences of actions ("I enter the bathroom, open the tap, brush my teeth ...", etc. The method involves a large number of repetitions of the studied material, spaced in time for better assimilation.

Communicative language teaching - involves the use of the studied language both in tasks and for communication with the teacher / within the group. It includes a large number of interactive exercises - role-playing games, polls, work in pairs, etc.

Immersion in the language (Language immersion) - the method is applied at the beginning, provoking bilingualism by teaching the subjects of the program in a non-native language. Moreover, even reading in the native language is given later than reading in the studied language.

Silent Way - The teacher here is more listening than talking. Teaching pronunciation at lower levels, the teacher uses various color tables on which each color or symbol indicates a specific sound. Thus, new words are learned.

Natural Approach - The emphasis is on the fact that the student can not learn everything. Each subsequent portion of the material must necessarily be based on already completed and at the same time be easily digestible.

Total Physical Response Method - Implies that students first passively perceive the material without using it. At the next stage, they must physically respond to certain words, for example, to action verbs. And only after passing the first two stages, students begin to practice the language themselves.

Teaching Proficiency through Reading and Storytelling - the method is an offshoot of the physical response method. It consists in the teacher telling short stories, saturated with new words and a further series of questions for students, requiring simple, but emotionally colored answers from them.

Dogme language teaching method - The method refuses to use textbooks. Instead, most attention is paid to the communication between the teacher and the student. The materials that the student uses must be written by him.

Methods subject to copyright:
Pimsleur method - based on a sequence of audio recordings that introduce basic colloquial vocabulary and require students to actively repeat the material. Uses the achievements of neurophysiology in choosing the repetition period of the material.

Michel Thomas Method (Michel Thomas Method) - a series of audio recordings of classes in the classroom, where the teacher deals with two students, telling them the basic rules of grammar, teaching vocabulary and giving assignments. The listener becomes involved in the process, while creating a sense of class.

Others:

Learning by teaching (LdL) - the teacher here is more likely to be a coordinator than a mentor. Students teach each other, mastering the material on their own. It can be considered as part of communicative learning.

It was an integrated approach to the implementation of these methods that allowed them to identify several of its components that help in the study of the language: linguistic competence; sociolinguistic competence; sociocultural competence; strategic competence; discursive competence; social competence.

Linguistic competence means knowledge of the language system, the rules for the functioning of language units in speech, and the ability to use this system to understand other people's thoughts and express their own judgments in oral and written form.

Sociolinguistic competence means knowledge of the ways of forming and formulating thoughts using language, as well as the ability to use the language in speech.

Sociocultural competence includes knowledge of the cultural characteristics of a native speaker, norms of behavior and etiquette and the ability to understand and adequately use them in the process of communication, while remaining a carrier of another culture; the formation of sociocultural competence involves the integration of personality in the system of world and national culture.

Strategic or compensatory competence is considered to be a competency due to which a student can fill in the gaps in language knowledge, speech and social experience of communication in a foreign language environment.

Discursive competence includes the ability to build holistic, coherent and logical statements of different functional styles in oral and written speech based on an understanding of various types of texts when reading and listening; involves a choice of linguistic means depending on the type of utterance.

Social competence is manifested in the desire and ability to enter into communication with other people, in the ability to navigate in a communication situation and to build a statement in accordance with the communicative intention of the speaker and the situation.

At the present stage in the methodology, four aspects are distinguished: educational practical aspect; educational aspect; educational aspect; developing aspect.

Training practical aspect. Students master a foreign language as a means of communication and must be able to use it verbally and in writing. It is about mastering four types of speech activity: receptive - listening and reading, productive - speaking and writing, as well as the three aspects of language associated with them - vocabulary, phonetics, grammar.

The practical aspect involves mastering all forms of communication and all speech functions.

The upbringing aspect of education involves the upbringing of morality in all its manifestations.

The educational aspect includes the acquisition of knowledge about the culture of the country of the language being studied, including literature, music, architecture, painting, history, knowledge of the structure of the language, system, character, features, similarities and differences with the native language, interference.

The developing aspect provides awareness of the means of expressing thoughts, how people pronounce, what words are used to nominate objects, comparing and juxtaposing phenomena of the native and foreign languages, developing the sense of language, language conjecture, memory in all its forms, logic (analysis, synthesis, comparison) , conclusions), the development of sensory perception, the motivational sphere, the ability to communicate, such traits as industriousness, will, determination, activity, and the ability to learn.

CONCLUSION
Having analyzed all of the above, we can draw the following conclusions:
1. communicative competence is leading and pivotal and underlies all other competencies;
2. the interpretation of goals generally accepted in domestic education should be concretized as follows: practical and educational goals should be aimed at obtaining knowledge that creates the foundation for educational and real activity;

3. developing goals must be correlated with the formation of interdisciplinary or subdisciplinary skills and abilities, with the development of certain mental abilities, without which it is impossible to effectively apply the acquired knowledge, taking into account the tasks and characteristics of the situation;
4. educational goals - the desired outcome or set of competencies related to willingness and ability to act and interact, taking into account the laws and standards of behavior adopted in society, formed moral and value attitudes of the person.
5. the effectiveness of learning is largely dependent on the degree of emotional and sensory impact on students. So, all the components of the goal of teaching a foreign language are interconnected with each other and mutually determine each other. If the goal is a multidimensional education, then the content with which this goal is achieved cannot be non-multicomponent. Modern domestic and foreign researchers consider it not as a static, but as a constantly evolving category, which reflects both the objective aspect and the process one.

The first aspect correlates, as a rule, with a variety of knowledge involved in the process of teaching a subject. The second aspect is the actual skills and abilities to use the acquired knowledge for the purpose of verbal and / or written communication. These components (knowledge, skills and abilities) are most often found among different authors. At the same time, in the theory of teaching foreign languages, there is still no single point of view on the problem of the component composition of the content of teaching foreign languages.

The followers of the school G.V. Horny distinguish 3 components of the content of the training: linguistic; psychological; methodological.

The linguistic component includes linguistic material (strictly selected phonetic, grammatical,lexical minimums), speech material (samples of speech utterances of different lengths, situationally thematically determined) and sociocultural. The speech utterance in the methodology of teaching a foreign language takes the form of a school unit. As a training unit, a structural group that combines statements of a different nature can act. The content of teaching a foreign language is influenced by such a branch of linguistics as sociolinguistics, which studies the relationship between language and culture, language and society. Therefore, it is necessary to teach a foreign language not only as a new code, but also as a source of information and the national culture of the people, on the basis that the language has two main functions: communicative and cumulative.

The psychological component is the formation of skills and abilities to use the language being studied for communicative purposes. When teaching a foreign language, the educational (cognitive) activity is formed, during which the student learns the language, his speech mechanisms are formed, and communication activity, during which he uses the language. Proficiency in a foreign language is knowledge of the system of speech skills. The methodological component is to teach students a rational reception of learning, to learn a new language for them and to form their skills in order to practically use them for communication (oral and written).

Thus, the use of various methods, aspects and components in the educational process helps to achieve many educational goals:

• stimulation of motivation and interest in the field of the subject of study; in general educational terms; in continuing to study the topic;
• maintaining and enhancing the value of previously obtained information in a different form; facts, systemic understanding; expanded awareness of various opportunities and challenges; the consequences of implementing specific plans or opportunities;

• skills development: critical thinking and analysis; making decisions; interaction; specific skills (generalization of information, preparation of projects);
• change of attitudes: social values (competition and cooperation): perception of the interests of other participants;
• self-development or development due to other participants; opening by the teacher of the same skills of the participants; awareness of their own level of education, the acquisition of skills required in learning a language. Thus, the use of interesting forms and methods in the implementation of a personality-oriented approach and teaching a foreign language can significantly increase the time of speech practice in the lesson for each student, achieve the assimilation of material by all members of the group, and solve various educational and developmental tasks. The teacher, in turn, becomes the organizer of an independent educational, cognitive, communicative, creative activity of students, he has the opportunity to improve the learning process, develop the communicative competence of students, the holistic development of their personality.

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