

## TEACHING ENGLISH AS A MEANS OF COMMUNICATION

Bozorova Gulmira Tangriberdievna

(Independent researcher of the public education staff retraining and upgrading regional center in Navoi region).

### Summary:

The article is devoted to the problem of students' communication skills in English, based on the principle of continuity and continuous of education. The article deals with the need to develop the theoretical and methodological foundations of teaching English, enhanced speech and mental activity of the 1st year students of agrarian university.

### Keywords:

Essence of language to serve as a means of communication and the thinking tool, speech, communication process, continuity, continuous, education.

### Introduction

Learning English as in any other way is developing students' thinking, improving and enriching expression or thought with new means, formation their communication skills with associates. A student who is devoid of communication cannot develop normally and subsequently will not be able to fully understand human speech. And the activity of the human brain is related to the functioning of the second signaling system, so all the mental characteristics of a person are reflected in his speech activity, which along with knowledge and work forms a person. According to the statement V. I. Andrian "Communication is, first of all, the process of interconnection and interaction of social subjects (classes, groups, Personalities) in which an exchange of activities, information, experience, abilities, skills and performance results; One of the necessary universal conditions for the formation and development of society and personality".

As noted, the language is the main means of communication and the carrier of knowledge in grammar and linguistics. The communication of the person with the circumscription acts as an exchange of information, which can be regarded as a special case of communication. The study of various forms of communication made it possible to broaden the concept of people's communication. Communication skills should develop in the initial stage of teaching a foreign language, recognized by psychologists and teachers I.S. Shcherba and others are the most favorable for mastering any language. It is characterized by the intensity of cognitive process, the susceptibility to linguistic phenomena, good memory, the flexibility of the articulator apparatus, the ease of overcoming the "language barrier". The teaching of 1st year students of English at the Agricultural University gives positive results. Considering this important fact, it is necessary to observe the principle of continuity of education in the continuous education system. Teaching English is a communicative means

of learning. As Lotar Klothberg points out, "language is more than 'means of learning, it is the communicative of all the means of didactic principles'".

Depending on the direction of speech acts and the functions of participants, the following communicative types of speech are distinguished productive and reproductive, as well as oral and written.

If the communicant generates speech premises, his speech activity is considered as productive, and he acts as a producer. In the production by the initial link of the speech act is thought, the final speech premise in which this thought is expressed. Production can be carried out orally- speaking or in writing- letter.

In the course of producing a unit of language (words, stable phrases, word forms, etc.) The linguistic means spoken by the speaker (the writer) are reproduced as reproduction. Thus, reproduction is part of the act of producing. If the communicant accepts speech parcels, his speech activity is considered receptive and he acts as a recipient. At reception, the initial link of the speech act is the speech premise, the final thought being expressed in it. Reception can be carried out orally while listening- or in writing-while reading. Acts of speaking and hearing are realized in oral speech, acts of writing and reading are written.

Speech communication involves the interaction of communicants in which the acts of production and reception are interrelated. When speaking orally, this communication is carried out in simultaneity, although communicants can be separated spatially (communication via telephone, radio and telecommunications etc.). With written communication acts of reception can be separated from the products by a significant time interval. For fixed functions of communicants, production takes the character of monologic speech, with intermittent functions, dialogical.

The realization of the communicative goal of instruction presupposes mastering the skills of speech activity in all its forms. Students teaching in Uzbek language, before speaking in English perceive English speech by hearing or visually, i.e. master receptive activities (listening, trying, to understand). However, this is not enough for the student to be able to communicate. So he must still master the productive speech, learn how to express his thoughts and feelings freely in a logical sequence.

Therefore, only a complex mastery of receptive and productive activities can provide communication in English. (One student speaks, and the second listens, then changes roles). As studies have shown, and confirmed the practice, to teach students speaking can only through communication. For this, it is necessary to create situations that maximally approximate the situation of real communication and this in many respects depends on the correct selection of means, methods and methods of teaching communication in English and a special organization of educational material.

At the present stage, the situational thematic organization has received wide dissemination, i.e. the learning process is built around certain topics for the development of

speech. In this connection, speech situations are created, or texts are used. Such organization of work not only allows students to master linguistic phenomena, and improves communication skills, but also shapes the personality of student.

Appearing in a special speech situation, students observe the facts of the language, learn and consolidate language phenomena in their interaction with the inextricable link with the development of speech.

The implementation of a communicative orientation puts students before the need to communicate and causes them the need for it. It should be emphasized that the communicative orientation requires the activity (based on the laws of grammar in constructing in English), not so much from the teacher as from the students. First the teacher gives new information, students, communicating with him and with each other, learns it, improving the communication skills in English.

The formation of generalized concepts among students contributes to the development of their scientific understanding of language as a means of communication.

This can be attributed primarily to the formation of an understanding of the relationship between the meaning of the word and the concept. When teaching the English language, students are visually convinced that different names are assigned to the same subject of reality or concept in different languages, which allows them to clearly see the differences between the concept and the subject.

## **Literature**

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