EFFECTIVE WAYS OF TEACHING DISCOURSE ANALYSIS

Abduraimova Anora
Uzbekistan State World Languages University
@gmail.com

Abstract:
Discourse analysis creatively combines for the first time viewpoints from linguistics, language use, cognitive linguistics, and language acquisition. It has been complicated to see how investigation from each of these fields may challenge, inform, and enrich the others because of the long distance between nations and regions, as well as the barriers between various theories and subfields within linguistics. In addition to encouraging more collaborative research, the article tries to make these constraints more clear.

Keywords: barrier, social interaction, discourse makers, discourse strategies

I.   Introduction

There are a number of discourse strategies or methods that have been identified, some of which are utilized frequently by educators in numerous regions of the world. According to some experts, the widespread use of these language strategies demonstrates that all teachers share similar responsibilities for facilitating students' learning and comprehension. As a result, they link past, present, and future educational experiences through recaps and exhortations. We might deduce that when teachers employ various discourse strategies or techniques, their goal is to create a shared setting that will support classroom dialogue and the learning and teaching process. This is an admirable and sensible goal. However, even the best-laid plans of teachers can go awry when it comes to achieving such shared understanding; and interactions between teachers and students frequently result in misunderstandings.

II.   Problems of learning the language

There are strong and helpful delineations of how troublesome the open course of educating and learning can be. They likewise represent well the shortcoming of the case by Pinker (1994) that 'Simply by making noises with our mouths, we can reliably cause precise new combinations of ideas to arise in each other's minds'. Torrance and Pryor (1998) highlight some ways in which the nature of a teacher's questioning can have a strong influence on the process of classroom education. Their analysis may suggest that teachers' choices regarding how to manage classroom communication may shift if they altered their conception of the functions of dialogue with their students or acquired a more insightful understanding of the pragmatics of classroom dialogue. Naturally, the kind of reconceptualization of the teaching and learning process that would be most welcome would result in improved teaching and learning quality.

There are a scope of ideas which are currently normally utilized in sociocultural examination (thus part of what Hicks calls the talk of the important exploration local area). One of these ideas - and a significant one - is 'platform'.

The idea of framework and the Zone of Proximal Turn of events (ZPD) offers instructive specialists an alluring figurative picture of a gifted educator's mediation in an understudy's learning. However, in order to use it in a methodical and rigorous manner, we must determine what constitutes "scaffolding" and what constitutes "help" in classroom interactions. It would be nothing more than empty jargon to use the term to describe any teacher intervention. Applying the concept to an analysis of actual teaching and learning episodes and connecting it to instructional strategies or discursive methods is one way we can investigate its application. Regardless of whether hesitantly, educators arrange the examples of correspondence in their homerooms in various ways, and these may influence how learning happens.

III. Main Body: Language as the main principle social interaction

We have primarily focused on teacher-student discourse thus far in this section. However, we should also be concerned about how people use language to solve problems and complete tasks in a variety of contexts. It may be helpful to consider some of the ways that language is used in everyday life as a means of "getting things done" before looking at how teachers can help students develop their understanding and use of spoken language. The improvement of students' language skills is a well-known goal of education. This isn't just the case in classrooms teaching modern languages or those teaching English as a subject. Learning to use language as a means of constructing and disseminating knowledge is an essential skill for students of science, mathematics, and other subjects.

Educators are supposed to assist their understudies with creating approaches to talking, composing and figuring which will empower them to go on more extensive scholarly excursions, understanding and being perceived by individuals in more extensive spaces than those of their home local area. While literacy has always been the primary focus of mother tongue language education, educational policy and curriculum guidance in many countries have increasingly recognized the significance of teaching children to use spoken language effectively. For instance, the following objectives for group discussion and interaction are included in the guidance for teaching English to children. Learners are supposed to be instructed to:

- identify and report on the main points of the discussion, such as agreeing on a course of action with responsibilities and deadlines;
- take on a variety of roles in the discussion, such as spokesperson, and contribute in a variety of ways, such as promoting, opposing, investigating, and asking questions;
- engage in talk that is exploratory, speculative, and hypothetical in order to investigate concepts and broaden one's perspective;
- collaborate in a logical and methodical manner to solve problems, draw conclusions, share, evaluate, and test ideas;
- acknowledge other people's viewpoints while defending or altering their own in light of what others have to say;"

Yet establishing a set of teaching goals does not address the issue of how best to achieve them. Some educational researchers, primarily based in the United Kingdom, have been using the results of observational studies for a number of years to suggest that students require more detailed instruction than they typically receive on how to communicate and collaborate effectively in groups (e.g., Barnes and Todd, 1995; 1989, Bennett and Cass; 1992 (Bennett and Dunne). It is suggested that group-based

activities, which are a common part of education in some countries, like the UK, may not be very educational if they don't have clear instructions. Shirley Brice Heath (1983) and Gordon Wells (1992) conducted studies on how people use language in their homes and communities. They found that different cultures and communities use language in different ways to make sense of the world together. As a result, it's not reasonable to assume that children from different backgrounds have the same language skills when they go to school. However, it appears that teachers of students of all ages and in higher education generally assume that when students are asked to go and discuss a topic or work together to solve a problem, they will have the necessary strategies (or at least know how to use those they already have).

IV.   Conclusion

The general concept examines how language is utilized in context and considers how human cognition and social-cultural activity influence language. The study of language processing and first language acquisition is explored in Language in Use, which also highlights the insights discourse and usage-based models can offer on second language acquisition. It investigates how speakers use different discourse-level resources to structure interaction and produce meaning using a variety of approaches. Finally, it talks about social identity formation and language use.

An invaluable addition to the library of anyone interested in cutting-edge linguistics, the contributions in this volume are distinctive in approach and broad in scope, with an emphasis on the analysis of actual discourse and the insights that analyses of such data bring to language learning as well as how language shapes and reflects social identity.

References

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