MODELING FOREIGN LANGUAGE COMMUNICATION

Ashurova Shakhzoda Shavkatovna

An English Teacher at The Department of Foreign Languages

Karshi Engineering- Economics Institute, Uzbekistan

A B S T R A C T	K E Y W O R D S
The article discusses a system of methodological techniques for modeling and organizing foreign language communication in classrooms; an attempt is made to consider oral communication from the point of view of activity theory; Based on the study of the nature and structure of verbal communication, oral communication is differentiated at various levels.	Implementation, speech activity, oral communication, structures of verbal communication, dissociation, accordance, postulation, execution.

Introduction

In speech activity, both general language functions (communicative, contact, etc.) and private speech functions (communication, awareness, observation, taking note. Agreement, opposition, dissociation, conflict, etc.) are realized. depending on the nature of communication, these functions, as a rule, are intertwined in accordance with the adoption of the operational role of the tactical level (the role of asking, denying, prompting, etc.).

This article shows the relationship of speech activity in oral communication to the moment of the attractive act. From this point of view, oral communication seems heterogeneous: it can take place in the process of direct performance of an activity, in its absence, or be included in a new activity. In this regard, we consider it necessary to distinguish between the following types of oral communication:

1) oral communication at the level of foreign language speech operations in the process of direct performance of general activities;

2) oral communication on speech actions in the process level foreign languages direct execution of a general activity;

3) oral communication at the level of speech activity, replacing part of the general one, in the process of direct implementation of the latter.

We believe that the basis for accelerated and successful teaching of foreign language activities is *the modeling* of an adequate speech-thinking attitude for students by a foreign language teacher. A foreign language teacher must clearly differentiate his own intention in modeling this or that speech-thinking attitude for its implementation by students. We can name the following types of modeling of foreign language speech communication: linguistic modeling of communication, organizational modeling of communication, sociocultural modeling of communication.

Quasi -situations:

Types of modeling foreign language communication	Examples
Linguistic modeling _ _	Where did you go last night? (Past Simple)
Organizational modeling _ _	Move these two tables together. Go to the Head teacher's office. Be punctual to school next time.
Sociocultural modeling (sociocultural modeling)	What's your favorite music? Establishing friendly relations Would you agree to visit Anna today?

In foreign **methodology**, within the proposed classification, the following varieties of "classroom language" can be distinguished, watched E. _ Malama - Thomas:[1]

Responding: any act directly sought by the utterance of another speaker, such as answering a question.

Sociating: any act not directly contributing to the teaching/learning task, but rather to the establishment or maintenance of interpersonal relationships.

Organizing: any act which serves to structure the learning task or environ ment without contributing to the teaching/ learning task itself.

Directing: any act encouraging non-verbal activity as an integral part of the teaching/ learning task.

Presenting: any act presenting information of direct relevance to the learning task.

Evaluating: any act which rates another verbal act positively or negatively.

Eliciting: any act designed to produce a verbal response from another person" (Malamah -Thomas A. 1991: 25).[1]

E. Malama -Thomas considers one act to be non-verbal acts of class management - the act of prescription or direction - *directing,* which we could also refer to the verbal management of classroom interaction , changing the term *directing* to the term instructing go even leaving the same. The remaining acts of classroom interaction are speech acts and can, according to our research, be combined with *a strategy of positive postulation and formulation of a message* from the foreign language teacher to the students.

Eliciting, being a speech act that is aimed at receiving feedback from a communicative partner, illustrates the cyclical nature of forward and feedback, as well as the potential of cyclical thinking, as opposed to straightforward thinking. Possessing "cyclical thinking" (J. O'Connor 2001: 84), [9] a foreign language teacher is able to completely complete feedback loops , taking the student's point of view and position in completing a task in a foreign language lesson under his administrative and psychological control. Eliciting as a methodological act of stimulating a response from a communicative partner underlies the development of types of foreign language speech activity. The term "eliciting " was introduced by J.M. Sinclair and M. Coltard (Sinclair J. _ M , Coulthard M. 1975).[2] E.B.M.Tsui whether the types of elicitation were classified : elicit : confirm ; elicit : agree ; elicit : commit ; elicit : repeat and reveal : clarify (Tsui A. _ B. _ M. _ 1994: 80-89).[3] From the point of view of the development of types of foreign language speech activity (skill development), elision reflects the positive potential of communication in general. A speech or speech-thinking response can be caused by the general didactic and methodological efforts of a foreign language teacher in accordance with the will and desire of the student, and not, of course, under coercion.

The concept of positive postulation and formulation of direct and feedback speech communication between a foreign language teacher and students does not imply, in turn, a forced change in the beliefs

of teachers in favor of the free will of students and the restriction of the free will of the teacher himself. Positive postulation is examined from the perspective of a beneficial action, and not so much simply "good". The axiological perspective of the positive postulation and formulation of a speech message on the part of a foreign language teacher is defined as a "working" concept, and not just "valuable". The three types of elicitation identified by E.B.M. fully reflect the positive potential of the required response from the communicative partner: confirmation, agreement, assistance, request-repetition, explanation - clarification. At the same time, training in disagreement, non-cooperation, confusion, etc. is not in demand. as the elision of communication *demanded* by society. This is a very important methodological point that underlies our theory of positive predication of communication. This does not mean that we deny the permissible significance of negative predication. The question is that the development of types of speech activity is predominantly driven by positive feedback between communicative partners; the formulation and resolution of communication problems, in turn, cannot and should not necessarily always be expressed in negative speech constructions. The strategy of positive postulation of foreign language communication is manifested in the positively affirmative formulation of the "goal - means - result" algorithm. If at least one of the three periods of action is formulated with a negative predication, the discourse will be characterized by increased chaos of meanings and unpredictability of messages on communication lines.

The development of types of speech activity, of course, involves the development of students' skills in constructing negative statements. However, in our opinion, teaching negative-negative predication should go in parallel with an explanation of *the problems* of communication with the potential for its neutralization (problems). At the same time, in the practice of teaching foreign language activities, foreign language teachers often unconsciously replace the communicative potential of negative messages with a linguistic drill (linguistic drill) separate isolated sentences like "This is true -This _ is n't _ true ", agree - I don't agree", "He's got his pluses - He's got his minuses" and t .p.

Structural-systemic approach to the formation and development of the professional speech competence of a foreign language teacher involves the development of the teacher's skills in establishing positive direct and feedback, as well as in developing his ability to complete cycles of communication with students in a foreign language lesson. The components of the structure of speech competence "presentation", "feedback", "problematization", "constructivism", "development of types of speech activity" are interconnected and interdependent. Of great importance is not only the structure and vertical structure of speech competence, but also the dynamics of connections between the components of the structure. A foreign language teacher can achieve significant positive changes with little effort if he knows where to "put the lever" in the dynamics of developing his speech competence. In the practice of organizing foreign language speech communication, the need for some speech refinement often arises, which is very difficult to do with the help of conventional training exercises. This requires specialized techniques that take into account, on the basis of speech activity, the nature of using a foreign language as an effective means of communication. The use of the above forms of enhancing oral and foreign language communication requires effective management and control on the part of the teacher. [5] The main factors that determine the nature of such management, our opinion, are the following:

1. Correspondence of the content of oral communication with the program educational material:

2. Such an organization of students' activities so that there is a real possibility of creating general communicative texts of communication on its various activity levels); levels (operational, effective, partial and complete

3. Ensuring conditions for constant and diverse variability in the use of foreign language speech material in accordance with changing and possible circumstances; potentially

4. Creating opportunities to consolidate skills and abilities in oral communication psycholinguistic reliable prepared and spontaneous speech;

5. Constant training in skills and abilities to implement a wide variety of communication skills.

6. Mastering in speech various techniques of oral communication techniques (in the unity of influence, reaction and contact) in accordance with changing conditions of activity;

7. Training with the help of special speech activity exercises designed to improve various qualitative and quantitative characteristics of proficiency in oral foreign language.

The analysis of modeling phenomenon, its approaches and application in foreign language education as an effective means for training students were described in the paper. In conditions of modern globalization, where the situation of a dialogue is crucial in international relations, situational use of foreign language presupposed and determined certain professional sphere. On the basis of offered stages in realizing communication, students were able to understand the concept, terminology and thoughts that were contained in the professionally-oriented exercises and texts for listening and reading. The speaking area under discussion enhanced students' speaking skills in a professional field and motivated them to acquire foreign language which leads them to be competent graduates ready to act effectively and responsibly in multilingual and multi-cultural environments.

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