

BASIC PRINCIPLES OF LEARNING FOREIGN LANGUAGES

Zaynieva Nasiba Baxtiyarovna

Senior teacher of Samarkand State architecture and Civil Engineering University

Abstract

In order to teach a foreign language as a means of communication, it is necessary to create an environment of real communication, establish a connection between teaching foreign languages and life, and actively use foreign languages in living, natural situations. These can be scientific discussions in a foreign language, discussion of foreign scientific literature, reading individual courses in foreign languages, participation of students in international conferences, work as an interpreter, which just consists in communication, contact, the ability to understand and convey information. It is necessary to develop extra-curricular forms of communication: clubs, circles, open lectures in foreign languages, scientific societies of interest.

Keywords: literature, reading individual courses, theoretical experience, extra-curricular forms, scientific emotional make-up, national-specific features.

Introduction

Language is a means of communication between people, it is inextricably linked with the life and development of the speech community that uses it as a means of communication. Man stands between language and the real world. The presence of the closest connection and interdependence between the language and its carrier (i.e., a person) is obvious. It is a person who perceives and realizes the world through the sense organs and, on this basis, creates a system of ideas about the world. Having passed them through his consciousness, having comprehended the results of this perception, he transmits them to other members of his speech group with the help of language. In other words, thinking stands between reality and language. Language does not reflect reality directly, but through two zigzags: from the real world to thinking and from thinking to language.

Basic principles of learning foreign languages:- learn languages functionally, in terms of their use in various spheres of society: in science, technology, economics, culture, etc.

- to summarize the practical and theoretical experience of teaching foreign languages to specialists;
- develop methods of teaching language as a means of communication between professionals, as a tool of production in combination with culture, economics, law, applied mathematics, various branches of science - with those areas that require the use of foreign languages
- study languages in a synchronous way, against a broad background of social, cultural, political life of peoples who speak these languages, that is, in close connection with the world of the language being studied;

The main answer to the question of solving the actual problem of teaching foreign languages as a means of communication between representatives of different peoples and cultures is that languages should be studied in inseparable unity with the world and culture of the peoples who speak these languages.

Overcoming the language barrier is not enough to ensure effective communication between representatives of different cultures. To do this, you need to overcome the cultural barrier. In a situation of contact between representatives of different cultures, the language barrier is not the only obstacle to

mutual understanding. National-specific features of the most diverse components of the cultures of communicants can complicate the process of intercultural communication.

The components of culture that carry a national-specific coloring include the following:

a) traditions, customs and rituals; b) everyday culture, closely related to traditions, as a result of which it is often called traditional-everyday culture; c) everyday behavior (habits of representatives of a certain culture, norms of communication accepted in a certain society); d) national peculiarities of thinking of representatives of a particular culture; e) artistic culture, reflecting the cultural traditions of a particular ethnic group.

The native speaker of the national language and culture also has specific features. In intercultural communication, it is necessary to take into account the peculiarities of the national character of the communicants, the specifics of their emotional make-up, national-specific features of thinking.

Knowing the meanings of words and the rules of grammar is clearly not enough to actively use the language as a means of communication. It is necessary to know as deeply as possible the world of the language being studied. In other words, in addition to the meanings of words and grammar rules, you need to know: 1) when to say / write, how, to whom, with whom, where; 2) as a given meaning/concept, a given subject of thought lives in the reality of the world of the language being studied.

Thus, when studying a foreign language, it is also necessary to study sociolinguistics (a section of linguistics that studies the conditionality of linguistic phenomena and language units by social factors) and linguo-cultural studies (a section of linguistics that studies a foreign language in conjunction with the study of social and cultural life of native speakers).

The picture of the world surrounding native speakers is not just reflected in the language, it also forms the language and its speaker, and determines the features of speech usage, additional semantic loads, political, cultural, historical connotations of language and speech units. That is why without knowledge of the world of the language being studied, it is impossible to study the language as a means of communication. It can be studied as a way of storing and transmitting culture, that is, as a dead language. A living language lives in the world of its speakers, and studying it without knowledge of this world turns a living language into a dead one, that is, deprives the student of the opportunity to use this language as a means of communication. Language as a mirror of culture. Real world, culture, language. Relationships and interaction.

The world around a person is presented in three forms:

- ✓ real picture of the world,
- ✓ cultural picture of the world,
- ✓ language picture of the world.

The real picture of the world is an objective non-human given, it is the world that surrounds a person.

The cultural picture of the world is a reflection of the real picture through the prism of concepts formed on the basis of a person's ideas, received with the help of the senses and passed through his consciousness, both collective and individual.

The linguistic picture of the world is a reflection of reality through the cultural picture of the world.

The cultural and linguistic pictures of the world are closely interconnected, are in a state of continuous interaction and go back to the real picture of the world, or rather, simply to the real world surrounding a person.

Language is a mirror of the surrounding world, it reflects reality and creates its own picture of the world, specific and unique for each language and people, ethnic group that uses this language as a means of communication.

Thus, language, thought and culture are so closely interrelated that they practically constitute a single whole, consisting of these three components, none of which can function (and therefore exist) without the other two. All together they relate to the real world, oppose it, depend on it, reflect and at the same time shape it. The relevance of all issues related to culture has now acquired an unprecedented acuteness. Increased interest in the study of the cultures of different peoples, bringing to the fore cultural studies, which was recently studied as part of history, philosophy, philology; a stream of publications on the topic of dialogues and especially conflicts of cultures; creation of societies, associations uniting researchers of cultural problems; conferences, symposia, congresses on cultural issues; the inclusion of cultural studies and anthropology in the curriculum for training specialists in all areas of the humanities and even in secondary school programs - all this testifies to a real boom, an explosion of interest in cultural problems.

Conclusion

In recent years, social, political and economic upheavals on a global scale have led to an unprecedented migration of peoples, their resettlement, collision, mixing, which, of course, leads to a conflict of cultures. The whole world is divided into its own people, united by language and culture, and into strangers, who do not know the language and culture. (By the way, the fact that English has become the main international means of communication and therefore it is used by millions of people for whom this language is not their native language has not only brought great benefits to the English-speaking world, but also made its culture open, exposed to the rest of mankind. Under the national English love for closedness - "my home is my fortress" - this seems to be a kind of paradox and irony of fate. Their national home was opened to everyone in the world through the English language).

References

1. Пепес М. BASIC PRINCIPLES OF LEARNING FOREIGN LANGUAGES //Россия и мир: диалоги. 2021. – 2021. – С. 529-534.
2. Shamsiddinova I. D., Diyora S., Kahramonova M. D. LINGUISTIC AND DIDACTIC FOUNDATIONS FOR TEACHING INTERCULTURAL DIALOGUE //IJTIMOIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI. – 2022. – С. 229-232.
3. Shamsiddinova I. D. Borrowings of Turkic words and derivations in English language //Humanities and Social Sciences in Europe: Achievements and Perspectives. – 2014. – С. 251.
4. Vassallo M. L., Telles J. A. Foreign language learning in-tandem: Theoretical principles and research perspectives //The specialist. – 2006. – Т. 27. – №. 1.
5. Kahramonova M. D. Linguistic analysis //Web of Scientist: International Scientific Research Journal. – 2021. – Т. 2. – №. 07. – С. 158-162.
6. Aljohani M. Principles of "constructivism" in foreign language teaching //Journal of Literature and Art Studies. – 2017. – Т. 7. – №. 1. – С. 97-107.
7. Shamsiddinova I. D., Maxmudovich R. K. Conventions as Metacommentary game engine. Middle European Scientific Bulletin, 12. – 2021.
8. Ибрагимова Д. Ш. Методы страноведческого подхода и использование словарей в изучении иностранных языков в техническом вузе //Молодой ученый. – 2016. – №. 3. – С. 829-832.