

RELATIONSHIP OF CONCEPTS OF LANGUAGE AND CULTURE

Tulaboyeva Gulorom Tulaboyevna

Tashkent State Transport University

Senior teacher of the Department of foreign languages

Annotation: Working in a lesson based on a communicative methodology can include different types of assignments, but their main feature is that they solve a practical problem: for example, buying movie tickets, ordering at a restaurant, or deciding where to go on vacation. In particular, the scientist Lilt wood distinguishes two types of tasks in the lesson: focused on functional communication and focused on social communication. The first group includes tasks such as comparing images, finding similarities or differences, placing events in pictures in the correct order, filling in gaps in a map or drawing, following instructions, or solving an issue. The second group includes conversations, dialogues, role-playing games, improvisation, or discussion.

Keywords: communicative methods, elementary school, communicative education, certain conditions, implementation.

As mentioned above, the main goal of the communication method is to teach communication. However, if readers do not yet have the necessary constructions or vocabulary, how can this be done?

Presentation of the studied grammatical structure by text (oral or written): readers read or listen to the text, answer questions about the content of the text

Direct work with the structure under study: students find it in the text, and with the help of the teacher they conclude the rule of how this structure works in the language.

Supervised internship: students complete a written assignment to develop this structure: fill in gaps, choose the desired answer, etc.

Freer exercise: students complete an oral assignment that requires the application of the structure being studied. Limited communication is implied. Free exercise: students complete the assignment in pairs or groups, where they are given a more general assignment. In its implementation, they can use both the newly studied construction and any other language means known to them.

The role of the teacher in communicative methods.

Unlike other methods in which the teacher often plays the role of a strict controller, in the method of communication the teacher has several roles.

As a teacher of English, which is a priority subject, every English teacher feels a great responsibility for the knowledge of students. – Now we need people who are not

only fluent in a foreign language but also can freely participate in the dialogue of cultures, business, and politics.

The federal component of the standard of foreign language education makes it possible to achieve equivalence at the level of language education both in a single Russian space and in general Europe. By the end of education in elementary school, it is planned to reach the pre - Pan-European Border level (A2), and in high school the main level-the Pan-European Border Level (B1).

The constantly growing demands of society and time on the level of knowledge of the English language raise the question of a rational choice of one or another style, their replacement depending on specific educational conditions, goals, and the stage of teaching English. Since 2003, I have been using the communicative teaching method. When choosing it, I followed the requirements of the state standard and the conditions of education in the gymnasium:

- 1) the gymnasium is a national educational institution, where the task is primarily to educate a generation that knows and respects the Tatar language and culture;
- 2) English is taught two hours a week in elementary school, three hours a week- in middle and high level;
- 3) Age and individual characteristics of students, their interests, and plans for the future, that is, 15% of students associate their future directly with learning English at linguistic faculties, and the rest consider English as one of the means of communication. the factor of acquiring knowledge of the individual;
- 4) understanding of educational goals and personal characteristics.

Recognizing the existence of various methods in the modern process of teaching English, it should be noted that the communicative method occupies a leading position. The relevance of this method lies in the fact that the main goal of teaching English at school is the development of communicative competence, and the implementation of educational, and developmental goals occurs in the process of implementing this main goal. Communicative competence, which includes speech competence, socio-cultural competence, compensatory competence, and educational and cognitive competence, provides the formation of abilities for intercultural interaction. Adequate perception of someone else's culture, the ability to find similarities and differences in it with oneself, and the ability to achieve mutual understanding - this is especially important in the modern world. The term "communication" means the transfer of information from person to person in the process of communication, and activity. The subject of communication is the relationship of the interlocutors, the purpose of communication is the solution of problems related to relationships, and the product of communication is the interpretation of information. In the learning process, I rely on the principles of a communicative approach:

In the learning process, students are introduced to knowledge about the world around them.

They perform problematic tasks that develop thinking: games, puzzles, quizzes, and the use of English. Among them are "Word Searches", "crossword puzzles", "chain words" and others.

Students actively participate in the educational and learning process

To successfully learn the language, students need to actively participate in it, so students ask questions in the learning process and learn the patterns of the English language. They experiment with language and understand that it is a means of communication and development.

To create motivation in the lesson, it is necessary to give students the opportunity to communicate with classmates and the teacher with something meaningful, and real for themselves. So, to combine lexical and grammatical structures, students need to compose sentences that reflect their experience or opinion: for example, in the study of conditional sentences of the third type "if I ... when I was born in the year, I ...", "If I were president, I would ..."

Students participate in activities that mimic life situations.

Communication in English in the classroom is unnatural: it imitates only real situations of communication. For example, once students meet, they don't need to do it again, so you can play a "new reader" or "guess" to combine structures with a "familiar" theme.

5. The cooperation and cooperation of students are encouraged. In the lesson, conditions are created for working in pairs or groups, which helps to increase the duration of each student's speech more than in a situation where children speak only with a teacher. Group work allows informal conversation in English and increases their motivation by allowing students to exchange ideas and help each other. For example, say, "Where would you like to go? with the introduction of the structure, students can conduct a conversation with a class or a specific group and reinforce the question and answer in their speeches.

6. Students are responsible for learning outcomes and developing learning skills. In addition to the application of knowledge in practice, students learn not only to master ready-made answers but also to make independent decisions: such tasks are carried out when familiarizing or generalizing with grammatical and lexical material.

The role of the teacher will be different depending on the task at each stage of the lesson. Each teacher has his learning style, but depending on the type of work performed in the lesson, the teacher must be flexible enough: to manage and support students, but not always dominate.

The teacher plays different roles in different lessons. It can be a carrier of data, when the student needs initial information, from the Observer, when the students work

independently in pairs or groups, at which time the teacher rotates in the classroom, helping individual students, the consultant when the students demand to carry out the assignment independently, or when consulting or certain sources of information, such as when carrying out a project. For the implementation of these principles of communicative education, certain conditions are required. The first condition for the implementation of communication in the lesson as close as possible to real life is a relationship of trust, mutual sympathy between the teacher and students, a favorable psychological atmosphere, and an atmosphere of cooperation. The second condition is the ability of the teacher to carry out subjective-subjective relations with students in the lesson and in addition to the lesson, to organize the Group, couple, and individual work of students, to plan as many situations of communication as possible, and to implement them by encouraging students to participate in the lesson. they are. The third condition is the presence of an educational and methodological complex that helps to carry out communication-oriented education. Learning a foreign language, a new grammatical phenomenon begins with communicative-oriented exercises that help the student explain why the material is being studied. Thus, when studying the structure of the "will + verb" to represent a prophecy, students, first of all, get acquainted with the text "shopping in the future", in which the author tries to guess what the stores will be like in the future. This article is of great interest to students. Then it is recommended to end the sentences with the words "will" or "will not".

1. In the future. let shopping centers ___ be more interesting than now.

REFERENCES

1. A.V. Mogilev Internet maktabga keladi , Voronej, VGPU, 2001 yil.
2. A.B. Antopolskiy , T.S. Markarova , E.A. Danilina Raqamli kutubxonalarni yaratish va faoliyatining huquqiy va texnologik muammolari. - M.: INITs "Patent" , 2008.
3. Belkova M. M. Ingliz tili darslarida axborot kompyuter texnologiyalari // Maktabda ingliz tili. 2008 yil, №.
4. Belyaeva L.A., Ivanova N.V. PowerPoint taqdimoti va uning chet tillarini o'qitishdagi imkoniyatlari // Inostr. Maktabdagi tillar. 2008 yil, № 4.
5. Bershadskiy, M. Axborot kompetensiyasi.//Xalq ta'limi. - 2009 yil - 4-son. - 139-bet
6. Bogorditskaya V.N., Xrustaleva L.V. Proc. Ingliz Tillar: 8 ta katak uchun. maktab Chuqur bilan Stud. Ingliz Yaz. 4-nashr - M.: 2001 yil
7. Zairjanovna, S. D., Tulaboevna, T. G., Mirsharapovna, S. Z., & Allovidinovna, I. D. (2022). FEATURES OF TRANSLATION OF MOVIE TITLE FROM ENGLISH TO UZBEK. *Journal of new century innovations*, 18(3), 179-185.
8. Sayitova Iroda Shuhrat kizi, Tulaboeva Gulorom Tulaboevna, Saydaliyeva Dilfuza Zairjanovna, & Yuldasheva Mamura Bahtiyarovna. (2022). ENGLISH

- AND UZBEK TRADITIONS, COMPARATIVE ANALYSIS. *Academia Globe: Inderscience Research*, 3(12), 39–44. Retrieved from <https://agir.acemiascience.org/index.php/agir/article/view/995>
9. Mirsharapovna, S. Z., Allovidinovna, I. D., Zairjanovna, S. D., & Tulaboevna, T. G. (2022). INTERNET MEME AS A MEANS OF COMMUNICATION. *Journal of new century innovations*, 18(3), 193-199.
 10. Allovidinovna, I. D., Zairjanovna, S. D., Tulaboevna, T. G., & Mirsharapovna, S. Z. (2022). COMPARISON OF WORD-FORMATION SYSTEMS IN ENGLISH AND RUSSIAN LANGUAGES. *Journal of new century innovations*, 18(3), 200-208.
 11. Tulaboevna, T. G., Mirsharapovna, S. Z., Allovidinovna, I. D., & Zairjanovna, S. D. (2022). FOREIGN LANGUAGE TEACHING IN THE CONDITIONS OF INFORMATIZATION OF EDUCATION. *Journal of new century innovations*, 18(3), 186-192.
 12. Dilfuza, S. (2022). Forms of Pronouns. *Eurasian Journal of Learning and Academic Teaching*, 12, 23-26.
 13. Ortikovich, N. S., Ozod o'g'li, A. A., & Zairjanovna, S. D. (2022). INTELLIGENT TRAFFIC FLOW MANAGEMENT. *American Journal of Interdisciplinary Research and Development*, 5, 251-254.
 14. Saydalieva, D., & Khusenova, G. (2022). THE MAJOR PRINCIPLES OF ASSESSMENT AND THE WAYS IN WHICH THE EFFECTIVENESS OF TEACHING/LEARNING ACTIVITIES (TLAS) CAN BE EVALUATED. *Sciences of Europe*, (89-1), 36-38.
 15. Dilfuza, S. (2021). Privileges In Railway Transport And Their Peculiarities. *Texas Journal of Multidisciplinary Studies*, 3, 39-43.
 16. Saydalieva, D. Z., Normirzaeva, D. M., Sheralieva, S. I., & Yuldasheva, A. Y. (2021). The Role Of Innovative Technologies In The English Lesson. *European Journal of Molecular & Clinical Medicine*, 8(2), 308-318.
 17. Шералиева, Ш. И., & Сайдалиева, Д. З. (2021). НОВЫЕ СПОСОБЫ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА. *Вестник науки и образования*, (16-2 (119)), 52-54.
 18. Dilfuza, S., Muzayamhon, M., & Iroda, J. (2020). Computer technology is the best means of formation learning environment for studying and teaching English language. *Бюллетень науки и практики*, 6(4), 411-415.
 19. Saydalieva, D. Z., & Akhmatova, K. S. (2020). MEDIA EDUCATION AS A TOOL TO DEVELOP FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE. *www.auris-verlag.de*, 4.

20. Tulabaeva, G., & Saydaliyeva, D. (2020). THE IMPORTANCE OF PROVERBS AND SAYINGS UZBEK AND ENGLISH LANGUAGES. *Экономика и социум*, (3), 124-126.
21. Тулабаева, Г. Т., & Сайдалиева, Д. З. (2020). К вопросу выбора методов обучения английскому языку в неязыковых вузах. *Academy*, (2 (53)), 30-32.
22. Yuldasheva Mamura Bahtiyarovna, Sayitova Iroda Shuhrat kizi, Tulaboeva Gulorom Tulaboevna, & Saydaliyeva Dilfuza Zairjanovna. (2022). TOURIST ADVERTISING AS AN OBJECT OF LINGUISTIC ANALYSIS. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 3(12), 94–98. <https://doi.org/10.17605/OSF.IO/7EJW2>
23. Saloxiddinovna, M. G., & Xaytbayevich, K. Y. (2022). Problems of Teaching ESP at the Technical Universities of Uzbekistan. *Eurasian Research Bulletin*, 14, 120-122.
24. Mamadjanovna, K. M., Salaxiddinovna, M. G., Tulaboevna, T. G., & Zairjanovna, S. D. (2022). Current Problems of Training Pedagogical Staff for the Implementation of Inclusive Education. *Eurasian Research Bulletin*, 14, 12-16.
25. Zairjanovna, S. D., Mamadjanovna, K. M., Salaxiddinovna, M. G., & Tulaboevna, T. G. (2022). Grade-Free Learning System as A Means of Creating a Psychologically Comfortable Educational Environment in the Class to Motivate a Child to Successful Learning Activities. *Eurasian Research Bulletin*, 14, 17-20.
26. Mustayeva Guldora Salaxiddinovna, Tulaboeva Gulorom Tulaboevna, Saydaliyeva Dilfuza Zairjanovna, & Kurbanova Muxabbat Mamadjanovna. (2022). Emotional Self-Regulation of the Behavior of Pedagogical Workers in the System of Integrated (Inclusive) Education. *Texas Journal of Multidisciplinary Studies*, 14, 17–20. Retrieved from <https://zienjournals.com/index.php/tjm/article/view/2645>
27. Tulaboeva Gulorom Tulaboevna, Saydaliyeva Dilfuza Zairjanovna, Kurbanova Muxabbat Mamadjanovna, & Mustayeva Guldora Salaxiddinovna. (2022). Model of the Development of the Legal Culture of Children of the Risk Group in the Conditions of the Organization of Additional Education. *Texas Journal of Multidisciplinary Studies*, 14, 13–16. Retrieved from <https://zienjournals.com/index.php/tjm/article/view/2644>
28. Zairzhanovna, S. D., & Tulaboyevna, T. G. (2022). THE IMPORTANCE OF THE PROCESS OF USING LITERARY TEXTS IN LANGUAGE TEACHING. *Uzbek Scholar Journal*, 9, 236-238.
29. Tulaboyevna, T. G., & Zairzhanovna, S. D. (2022). STUDENT INTEREST CRITERIA IN THE PROCESS OF LEARNING ENGLISH. *Uzbek Scholar Journal*, 9, 206-207.

30. Tulaboevna, T. G. (2022). Grammar and utility functions of pronouns. *Eurasian journal of learning and academic teaching*, 12, 30-32.
31. Kharatova, S., & Tulaboeva, G. (2022, June). Some interactive methods of teaching module system. In *AIP Conference Proceedings* (Vol. 2432, No. 1, p. 060005). AIP Publishing LLC.
32. Kharatova, S., Tulaboeva, G., & Xusanova, I. (2022, June). The role of computers in education. In *AIP Conference Proceedings* (Vol. 2432, No. 1, p. 060006). AIP Publishing LLC.
33. Tulaboevna, T. G. (2022). Mother-Daughter Relations in the Novel “The Joy Luck Club” by Amy Tan. *Eurasian Journal of Humanities and Social Sciences*, 8, 112-114.
34. Tulaboevna, T. G. (2022). Multicultural Literature of the USA. *Eurasian Journal of Learning and Academic Teaching*, 8, 127-130.
35. Tulaboevna, T. G., & Xasanboy, M. (2022). The Theme of Racial Discrimination in “The Weary Blues” Langston Hughes. *The Peerian Journal*, 5, 145-148.
36. Tulaboeva, G. (2022). INTERNET PLATFORM AS A DIDACTIC TOOL FOR DISTANCE LEARNING OF A FOREIGN LANGUAGE. *Архив научных исследований*, 2(1).
37. Tulaboyeva, G. T. (2022). Common mistakes in learning english. *International Bulletin Of Engineering And Technology*, 2(9), 51-53
38. Alidjanovna, T. M., Khakimovna, K. S., Tulaboevna, T. G., Shukurovna, A. K., & Xafizovich, U. K. (2021). Lingu-Didactical Basis of Teaching English Learning Vocabulary to the First-Year Uzbek Audience Students. *Annals of the Romanian Society for Cell Biology*, 415-429.
39. Tulaboyeva, G. T. (2021). Teaching an EAP Course through distance education. *Turkish online journal of Qualitative Inquiry*.
40. Tulaboyeva, G. T. (2021). Some interactive methods of teaching module system. In *AIP Conference Proceedings*.
41. Тулабоева, Г. Т. (2019). АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПРЕПОДОВАНИЯ ИНОСТРАННОГО ЯЗЫКА В НЕФИЛОЛОГИЧЕСКИХ ВУЗАХ. In *Университетский комплекс как региональный центр образования, науки и культуры* (pp. 2577-2581)..