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**COMPONENTS OF THE CONTENT OF TEACHING FOREIGN
LANGUAGE COMMUNICATION OF STUDENTS OF AN AGRARIAN
UNIVERSITY**

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Abstract: The goal of communication acts as a fundamental factor, since it is it that determines the choice of strategy and tactics by communicants and can be achieved by consistently solving communication problems. If we talk about the linguistic design of an utterance, then here the majority of scientists recognize the importance of intentions or communicative intentions.

Key words: communication, foreign language, specialists, assessment, methods, linguistic, practical training.

Teaching students of an agrarian university today involves the preparation of high-level specialists not only in a professional sense, but also in a foreign language as a means of communication in various fields of activity. In this regard, we can say that teaching students real communication in a foreign language at the initial stage is the most important part of the practical training of future specialists. In view of this circumstance, he feels the need to share thoughts, feelings, consult, empathize, etc., in other words, to interact. The channel through which interaction with other people is carried out is communication. In other words, communication takes place only when a person, as a subject of communication, through some language comes into contact with another person, while perceiving him as an equal, he is ready to exchange various kinds of information, namely, their

thoughts, opinions, views, skills and abilities. One of the possible ways to represent the process of oral communication is, according to some modern scholars, a systematized catalog of communicative intentions and their standard implementations.¹

Problem-based learning is one of the main methods that a computer science and information technology teacher uses to form research skills in students.²

No less important for real communication is the motive for activity. This concept is directly related to the concepts of "goal" and "intention". The factor that is relevant for our research, which stimulates the process of foreign language speech communication, should be considered the motivation for mastering a foreign language. From the point of view of psychology, a motive is what explains the nature of a given speech action. Whereas the communicative intention expresses what communicative goal the speaker pursues when planning this or that form of influence on the listener. In addition, for the optimal organization of speech-thinking activity, it is necessary to identify the types of motivation. External motives are not related to the content of the educational material. Here we are talking about the motive of duty, duty (broad social motives), the motive of assessment, personal well-being (narrowly social motives), lack of desire to learn (negative motives). Internal motives, on the contrary, are associated with the content of the educational material. These are motives of cognitive activity, interest in the content of learning (cognitive motives), motives for mastering general methods of action, identifying causal relationships in the studied educational material (educational and cognitive motives), interest in the process of learning a foreign language is based on internal motives that come from the very foreign

¹ Irgashev M.U. Modern pedagogical technologies as a resource of the modern lesson, ensuring the development of educational standards. International scientific journal. Economy and society. № 6(73) -s.: 2020.

² Усмонов Н. Лингводидактический потенциал мультипликационных фильмов в обучении русскому языку как иностранному языку. Международный научный журнал. Вопросы науки и образования. № 11 (95) -с.: 2020.

language activities. At the same time, the key and decisive parameters are those that are inherent in this particular subject: personal experience, interests and inclinations, emotions and feelings, worldview, status in the team. This allows students to be truly motivated. Since teaching foreign language communication occurs through communication, which is a purely personal process in which the exchange of ideas, interests, thoughts is carried out, in communicative learning, taking into account the personal properties of students is of paramount importance. The experience of working with students of agrarian universities shows that there are three such features. These are:

1. real life circumstances;
2. the interest of the communicants in the content of the conversation;
3. the need to conduct a conversation in a foreign language - otherwise information cannot be obtained.

One of the main features of the situation is its dynamism, since it can change along with speech actions and depending on them. The situation always implies the relationship of the communicators, which are the basis of the situation and, at the same time, the source that awakens the personal need for purposeful communicative activity. The next component of the training content is the “topic”. This concept is directly related to the concept of “situation”. Taking into account the fact that the situation acts as the basis for the selection and organization of speech material for teaching foreign language communication to students of an agrarian university, it is necessary to correctly understand the connection between this category and the category “topic”. Very often, the "theme" is presented as a kind of starting point that needs to be broken down into different situations. Thus, we can conclude that the choice of the standard is largely determined by extra linguistic factors. In the mind of the speaker, there is an idea of how to say in a given situation - this is a certain idea of the norm (speech behavior in various situations). The concept of “norm” is interpreted in linguistic research ambiguously, many provisions are controversial and contradictory. The linguistic

norm is the result of a collective understanding of the language, but is based on the private, individual use of linguistic means in the process of speech activity of each native speaker separately. Hence there is a possibility of a conflict between "spontaneous use" and "linguistic norm". If the spontaneous use of linguistic means of various speakers of a given language is characterized by identity, they speak of a linguistic norm that has developed in a natural way. This characteristic indicates that the system of assessing the norm is closely related to various social factors, including the social and value attitudes of this linguistic community. As the next category, which seems to be necessary to consider within the framework of our research from the point of view of the variability of linguistic means during its implementation, this is "genre". Despite the fact that the term "genre" is widely used in modern linguistic sciences, there is no generally accepted definition of genre.

Genres are distinguished within the scope of language use. Despite the fact that the fact of the functioning of genres in all spheres of oral communication is recognized by most researchers, many aspects of this particular problem remain to this day not fully resolved. The formation of the ability to vary linguistic means in the implementation of a certain genre implies, in our opinion, the obligatory possession of knowledge of the context models that determine the functioning of certain genres. In addition, it is necessary to have knowledge about the logical-compositional structure of the genre, which reflects the dynamics of the development of the text (a number of communicative tasks solved in it, aimed at achieving a communicative goal and represented by communicative intentions).

In accordance with our tasks, in the learning process, special attention should be paid to the acquisition of the ability to vary language means in the implementation of a specific communicative intention. The features of the components of the training content established above allow us to talk about the formation of the skills necessary for the formation of the ability to choose and

implement speech behavior adequate to all aspects of foreign language communication in students at an agrarian university.

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