



## ENHANCING STUDENTS' LINGUISTIC COMPETENCE VIA AUTHENTIC TEXTS IN ENGLISH

**Maxsudova Oysara**, Associate Professor, Tashkent University of Information Technologies named after Muhammad al-Khwarizmi, Uzbekistan

**Abstract:** Today, there is a rapid increase in education, therefore, knowledge of foreign languages has become one of the main problems in monitoring the development of the global information and digital economy in our country. Therefore, to improve the foreign language, various pedagogical technologies and methods of teaching the language are used. We know that oral and written speech skills are skills that can be achieved with great difficulty. This project analyses the development of oral and written speech using pedagogical technologies and teaching text types. Particular attention is paid to the development of students' communication skills using pedagogical technologies. These technologies help students gain confidence in self-expression. Therefore, the use of these technologies in lessons effectively develops oral and written speech, provides communication and an exciting learning process.

**Key words:** linguistic competence, project analyses, communication, education.

### I. INTRODUCTION

The people's reception also has all conveniences for ensuring the constitutional rights of citizens to submit an application (claim, request) to a state body. The inscription with the words of President of our country Shavkat Mirziyoyev "Living with concerns of people is the most important criterion of humanity"<sup>1</sup> at the entrance to the reception immediately catches the eye. The activities of the reception are organized on the basis of this benchmark. Modern conveniences for a direct dialogue with the population, considering, recording and filing of applications have been create. Special attention is paid to scientific-research issues, as the state free from all-round development of science has no future. With the account of this, in the independent republic great attention is paid to the problems for extension of scientific studies, deepening and efficient use of their results in various spheres of the education system. Additionally, here the important place is assigned to methods of language teachers training, basis of teaching four skills and so on. It began to be implemented specially after the presidential decree 1875, which was accepted in December 2012. Reforming the system of teaching is to put biggest responsibilities in front of the teacher who teach at universities. Referring the teaching system into CEFR one is also the main factor to enrich the teaching foreign language. The skills are developed and assessed according to the world standards what prepare our learners and future specialists answering the demands of CEFR requirements. These requirements will support a stable development in education system. The language teachers need to be informed about modern language learning criteria related to the development of such language skills as grammar, speaking, writing, vocabulary, reading and listening.

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

Today, there is a rapid increase in education, therefore, knowledge of foreign languages has become one of the main problems in monitoring the development of the global information and digital economy in our country. Therefore, to improve the foreign language, various pedagogical technologies and methods of teaching the language are used. We know that oral and written speech skills are skills that can be achieved with great difficulty. This project analyses the development of oral and written speech using pedagogical technologies and teaching text types. Particular attention is paid to the development of students' communication skills using pedagogical technologies. These technologies help students gain confidence in self-expression. Therefore, the use of these technologies in lessons effectively develops oral and written speech, provides communication and an exciting learning process. In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in

<sup>1</sup>Mirziyoyev.Sh.M. "With our multiethnic and industrious people we will construct independent, democratic and prosperous our country, Uzbekistan". -T.: Узбекистан, 2017,59p

daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including discussion and problem solving because many research findings say that these techniques are effective to use in teaching speaking. Based on the reasons above, in recent years, English language teaching has focused on teaching the English language rather than teach about the English language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create to teach the target language in a vibrant, active and interesting manner. The actuality of the project work is learning languages which are becoming the main issue among the population of the world so that we decided to make investigation to improve speaking skill.

For these reasons, we are interested in analysing the use of discussion and problem solving in teaching speaking for the students. We also want to know the advantages and the problems encountered by learners and teachers in using it.

## II. METHOD

*Methodology* in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology links theory and practice. Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably best seen as a continuum ranging from highly prescribed methods to loosely described approaches. Last years the imperative need of using a foreign language appears in all areas of a science, manufacture and culture. From analysing the existing works of methodologists, we found out that using discussion and problem solving in teaching speaking is quite effective. Therefore, discussion can bring out your students' interests and motivate them; it's a chance for them to talk about the things they really care about. Problem solving gives opinion giving and justifying opinions in English can also bring students a sense of accomplishment, as they are using the language to express complex ideas. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification.

**Tasks and aims:** In present practice of teaching foreign languages there are some typical problems forcing the teacher to address to experience of the colleagues, to innovative ideas, to a science.

Among these problems, difficulties and lacks of a traditional technique of teaching there are the following basic problems:

- Low authority of a subject because of shortages of a present technique of teaching.
- Low intensity of pupils' speech activity.
- Superficiality in forming of basic skills and haste of transition from reproductive to productive kinds of work.
- Absence of good practical recommendations on elimination and the prevention of gaps in pupils' knowledge and skills.
- Weakness of existing system of appreciation of pupils' work.
- Spontaneity of a choice and application of evident support, their low didactic efficiency.

Researches of methods of teaching have shown, that all named problems will be effectively solved, if we apply elaborations of various innovators for amplification of a traditional technique of teaching that can increase essentially quality of teaching foreign (in particular English) language.

Imperfection of the existing approach to teaching foreign language in the high educational establishments, which is focused only on communicative purposes to the detriment of such kinds of language activity as reading and the writing, that has led to the low level of knowing a foreign language of graduates of secondary school.

Importance and openness of the problem of effective teaching foreign languages have caused its topicality, and consequently the choice of a theme for the given research work. Communicative Language Teaching is an effective method to meet our objectives, and to motivate students to perform better in the speaking skill. In this research, we aim at investigating the relationship between the use of problem solving and discussion techniques development in the process of the speaking. We also would like to show that using these techniques in teaching; we tried to discover the discussion and problem solving techniques in Teaching English Language and how can it develop and improve students' speaking skill inside classroom during the discussion.

### III. LITERATURE REVIEW

Teaching speaking on Terminology of carriages and wagon plays a great role in communication in the foreign and native communication. The problems in teaching process were studied by many scholars and it gave scholars an opportunity to practice communicating in different social contexts and indifferent social roles. It was learnt in our century mainly by Oxford in his "Cooperative Learning, Collaborative Learning, and Interaction" book. Three Communicative Strands in the Language Classroom and by Richards, J. C., & Rodgers, T in their "Approaches and Methods in Language Teaching": A Descriptive Analysis and also in some terminology of trains. For instance, Kinney, Thomas A. "From Shop to Factory in the Industrial Heartland: The Industrialization of Horse-Drawn Vehicle Manufacture in the City of Cleveland". Ph.D. dissertation, CWRU, 1997.

However, according to Campbell and Wales (1970), Chomsky's competence omitted the linguistic ability referring to the production or use of utterances which are grammatically incorrect, but appropriate to the context or the situational and verbal context of the utterance. In a similar fashion, Hymes (1972) emphasized that in addition to the linguistic competence, the language user has another intuitive system in which the rules of grammar would be useless. That is, he or she can adjust his or her language use based on the factors as the topic, situation and human relations. Based on his argument, he proposes the concept of "communicative competence" which includes both linguistic competence and implicit and explicit knowledge, both the rules of grammar and contextual or sociolinguistic knowledge of the rules of language use in contexts. To put it simply, Hymens states that communicative competence involves the following: what is formally possible, what is feasible, what is the social meaning or value of a given utterance, and what actually occurs.

Applied linguistics have for some time suggested that communicative competence includes a major competent, usually termed strategic competence, the development of which largely determines the learner's fluency and conversational skills. Practicing teachers, however, are usually unaware of the significance of this competence, and hardly any activities have been developed to include strategy training in actual language teaching. The aim of this work is to bridge the gap between theory and practice by first describing strategic competence and then presenting language exercises to facilitate its development. Communicative language teaching is aimed at improving the learner's communicative competence. According to the widely accepted theory of Canale and Swain (1980), communicative competence as a whole can be explained in terms of three component competencies, grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence involves knowledge of the language code (grammar rules, vocabulary, pronunciation, spelling, etc.). Language teaching has traditionally been aimed at developing this competence above all others. *ELT Journal* Volume 45/1 January 1991 Oxford University Press 1991 Sociolinguistic competence is made up of two sets of rules – sociocultural rules and rules of discourse.<sup>1</sup> Sociocultural rules specify ways of using language appropriately in a given situation: they are concerned with style, register, degree of politeness, and so on. Rules of discourse concern the combining of language structures to produce unified texts in different modes - for example: a political speech, an academic paper, a cookery recipe, etc. The focus here is on certain cohesion devices (grammatical links) and coherence rules (appropriate combination of communicative functions) to organize the forms and meanings. It can be noted that more and more material in modern course books is designed to develop sociolinguistic competence in the learner, and current language tests also often involve the measurement of this competence.

The communicative aspect of the language use in social life will be related to the communicative competence. Communicative competence refers to the competence to communicate (Bagaric and Djigunovic, 2007:94). It will highlight the use of language for communication (Louma, 2004:97). Due to this reasons, it can be said that communicative competence plays such an important role in daily life interaction. The successfulness of reaching the goal of social interaction will depend on the large extent of ability within communicative competence (Rickheit and Strohner, 2008:15). Canale and Swain (1980:27) propose that communicative competence will be at least consisting of three components such as grammatical competence, sociolinguistic competence, and strategic competence (communication strategies).

The first component of communicative competence is the linguistic competence. Canale and Swain (1980:29) defines linguistic competence as the type of competence in which it focuses on the use of lexical items, morphology rules, syntax, semantics, and along with the aspect of phonology (pronunciation). Moreover, it includes the basic element of communication such as the sentence patterns and types, the constituent structure, the morphological inflections, as well as the lexical resources (Murcia et al., 1995:16-17). Meanwhile, sociolinguistic competence refers to the ability to use the language based on

socio cultural context in relation to the contextual factors such as topics, role of participants, settings and norms of interaction (Canale and Swain, 1980:30). It involves social and cultural aspect that are essential in relation to the ability to understand and deliver linguistic forms (Troike, 2003:18). The last component of communicative competence is strategic competence. Strategic competence refers to the mastery of verbal and non-verbal strategies to overcome difficulties in communication breakdowns to enhance the effectiveness of communication by paraphrasing, gestures, and varying intonation, speed or rhythm

**The British have never seen the sun:** not completely true. If the weather is actually bad most of the time, between a cold rain and a freezing cloudy day you will be able to see some sunshine, mostly during summer.

**British people eat terrible food:** not completely false. Besides the famous fish and chips that they British actually almost never eat, their food is not considered as tasty. But thanks to the globalization, you will always find something you know and like, thus you're not doomed to starve for your whole stay.

(Canale and Swain, 1980:30).

#### IV. RESULT

Knowing and feeling the language can help us to choose appropriate language and be the fluent speaker of the language and to explore our own English within our notions. As a result, we invent our own English some of them which already exist and named a World Englishes. I think that our department is exactly the one, which is responsible for improving students` level of English taking into consideration the cognitive competence rather than the theoretical course.

##### **Homework task one.**

*Please choose one English language class (e.g., speaking class or vocabulary class), which you have already taught, and which you will use for your homework tasks in this book. This class could be one you feel has been very successful, mediocre, or not successful. When you choose an English language class, please write a short description about it (e.g., who are the students, language levels, content area, etc.) and explain the challenges you have in making this class communicative. Then, please choose one lesson from your English language class you described above. Please give a brief overview (1 paragraph) of the lesson. You will use this lesson throughout the book and you will have different versions of the same plan with different foci.*

For home task one I chose the lesson which I conducted on the subject "Integrated language skills" on the topic of National identities of English speaking countries: UK and USA (culture, traditions and climate) for the 1st year students.

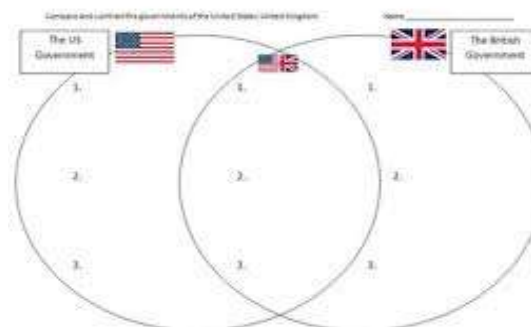
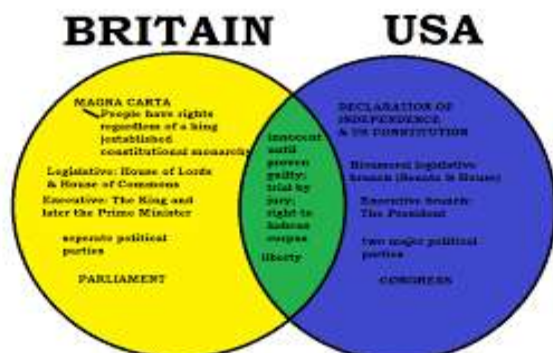
The students` level is B1-B2. Firstly, using the Brainstorming method and technology Venn Diagram I tried to check their background knowledge about these two countries: the US and the UK. In my first activity, I used the Venn Diagram. Dividing them into three groups (1st group, column A(USA); 2nd group, column B(UK); 3rd group, column 3 (similarities) I instructed them to write differences and similarities of two countries in comparison.

Activity 2. In this activity it was used Audio-lingual method. They were shown video material in which people from the UK and the USA are talking giving information about their culture, way of living, traditions and, climate. They were asked to make some notes for further activities.

Web address: <https://www.youtube.com/watch?v=DDjWTWHHkpk>.

**After** watching the video they were asked some true or false statements which describe the UK and the USA way of living.



##### Activity 3. Politeness in the UK v.s the USA





Students were shown these two pictures and describes the notion of politeness within these two pictures.



Politeness in the UK v.s the USA	
	

Activity 4. Make conversation using the given phrases appropriately according to difference of notion of politeness in the UK and the USA

- *Yup, my favourite weather, mother nature must be in the same mood as my mother in law.*
  - *Yeah, it was difficult to drive here, I hope it improves tomorrow.*
  - *The weather is really terrible today, all this rain and ice.*
  - *Lovely weather today, aren't we lucky?*
- 
- *Where do you live?*
  - *Have you travelled far?*
  - *Yes/ no, I live here in London/ not really*
  - *I live in New York.*

Activity 5. Direct method. To complete the article about "Climate in UK" with correct words.

<b>a changeable</b>	<b>c. wet</b>	<b>e. dogs</b>	<b>g. forecast</b>	<b>i. all day long</b>	<b>k. quickly</b>
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The climate in Great Britain is generally mild and temperate due to the influence of the ..... [1]. British people say: "Other countries have a climate, in England we have .....[2]. "The weather in Britain changes very..... [3]. One day may be fine and the next day may be..... [4]. The morning may be warm and the evening may be .....[5].

Activity 6. Indeed, this insistence upon hiding negative feelings or criticism behind seemingly positive polite expressions has caused such difficulties abroad that an anonymous author's guide to deciphering Brit-speak gained considerable internet popularity. Most of the expressions can be found in everyday conversation in Britain and as such may prove very useful. Teacher gives the first column of the phrases and ask to write appropriate phrases to other two columns according to what do the British people mean by these and what people from other cultures understand these.

## Anglo-EU Translation Guide

What the British say	What the British mean	What others understand
I hear what you say	I disagree and do not want to discuss it further	He accepts my point of view
With the greatest respect...	I think you are an idiot	He is listening to me
That's not bad	That's good	That's poor
That is a very brave proposal	You are insane	He thinks I have courage
Quite good	A bit disappointing	Quite good
I would suggest...	Do it or be prepared to justify yourself	Think about the idea, but do what you like
Oh, incidentally/ by the way	The primary purpose of our discussion is...	That is not very important
I was a bit disappointed that	I am annoyed that	It doesn't really matter
Very interesting	That is clearly nonsense	They are impressed
I'll bear it in mind	I've forgotten it already	They will probably do it
I'm sure it's my fault	It's your fault	Why do they think it was their fault?
You must come for dinner	It's not an invitation, I'm just being polite	I will get an invitation soon

Activity 7. Game method. The name of this game is "Pass the word" and it helps to sum up an overall knowledge of students' which they gained by doing activities above.

Dividing the class into two groups students will have their circle made from letters on the board. Turn by turn members of the groups come to the stage and had been asked the question about the UK and USA the answer which starts with the letters in alphabetical order. Those who have guessed correctly put a green tick on the letter in the circle. Those who have not guessed correctly put a red cross. If they do not know the answer they say "Pass the word". The winner is the group with the greatest number of correct answers.



To sum up, I can say that having an interactive class with the audio-lingual and game method help students to work out their communicative competence. But now when I am near to finish my retraining course which has been continuing for a month I start to think deeply on communicative competencies of language: linguistic, pragmatic, sociolinguistic, and strategic. And several questions are raising for me: Did I know about these four competencies? Did I realize the main features of them? Had I used them appropriately in my classes? So, I think my further work experience as a teacher will show how well I deal with it.

### **Homework Task Two**

*Please refer to the lesson you chose for Homework Task One. In a one-page report please do the following: First, explain how you understand linguistic competence in general (i.e., what does linguistic competence mean to you); Second, explain how the lesson you chose for Homework Task One can be transformed to have linguistic competence as the focus.*

We all know that linguistic competence - is the ability to be able to apply grammatical, lexical, syntactical, and stylistic rules to oral and written utterances. [U.B.Azizov, p 27] In other words it is the basic construction of the language as a subject but not as a means of communication. If we teach language only in terms of grammar or stylistics it means that we try to involve our students to template which we may see only in books not in real life situations.

In the era of globalization, we realize that teaching language without authenticity from real life aspects is like talking too much about any type of meal but do not allow to taste it. Our smart students also understand this and according to their progress of using English in communication, their results and level of activity in classes we may see are we on right way or not. So we need to interact authentic materials for wider and deeply explanation of linguistics.

Traditional method of teaching is like black and white methods of teaching. The language classes, textbooks and all the other facilities were adapted to this approach. In my opinion CLT penetrates colors in learning and teaching the language. We don't limit our ability of communicating with form and meaning only anymore. We have to consider the facts as time, place and social context that influence the communication as well.

Let's analyze the sentence: "Vegetarians like eating beef." By phonological, morphological and syntactic point of view, the sentence has no mistakes and it is constructed correctly. However if we look at it by logical point of view, even a child knows that vegetarians cannot consume any kind of meat as they believe that it is a type of violent attitude towards animals, birds and fish. So the sentence can even sound funny when uttered.

Is human communication the totality of linguistic rules (form and semantics), or, is it more than that? From GTM point of view if one knows how to use all the building blocks of a language he can use any type of utterance in a certain situation. But if you don't take into consideration of sociolinguistic factors, you utter logically incorrect sentence. Human communication is constructed up by social context as well. When a sentence is told in a right place it is understood easily but when it is told anywhere else it can be interpreted incorrectly. Let's give a proof to this fact. In our country we have different dialects. For example, the word "istamoq" to mean "to search" but actually it means "to want". So it may to confusion when we use this word while talking. They can reply us: "Are you all right? Why did you want me yesterday?" So in order to make an effective communication, linguistic rules are not enough to use.

At the lesson on hometask one students may use their linguistic competence from the beginning till the end but the exact example we may see in Activity 4. In which they should complete the article about "Climate" with correct words.

But I need to mention that the linguistic competence in this activity does not work in its entirety.

Now I know when language has one function from linguistic point of view it has additional meanings\functions by cognitive linguistics.

### **Homework Task Three**

*Please refer to the lesson you chose for Homework Task One. In a one-page report or less, please do the following: First, explain briefly how you understand pragmatic competence (i.e., what does pragmatic competence mean to you); Second, explain how the lesson you chose for Homework Task One can be organized so that pragmatic competence is the focus.*

*I am going to express my ideas about pragmatic competence referring to Richard Nordquest's views.*

I have read the conversation in Uzbek vignette indicated 2 times so that to understand the utterance better and I think, the female teacher was so worried about her child that she could think of nothing else in the world. As we know that for a mom there is nothing more important than her child's health. As for the trainer there is nothing more important than the quality of a class. Thus the trainer is not satisfied with the teacher. So, even it is a dialogue between two people the answers do not coincide with questions.



Pragmatics learns the content of an utterance by the speaker's viewpoint and the hearer's viewpoint that can be totally different. As one can be talking about one thing while the other means something else. Here I think the cooperative principle also plays very vital role to construct meaning while communicating. Our success in communication does not only depend on form\semantics, but also on use, within which utterances should be ordered in accordance with quantity, quality, relevance, and manner.

Pragmatic competence needs to be taught in foreign language teaching classes as it enhances students' ability to interpret meanings in social context, in real-life situations. Interactive classroom activities should be conducted around the concepts such as understanding the cooperative principle, through which we enhance students' pragmatic competence. [U.B.Azizov., p 40]

In Activity 3 of home task one students may work on their pragmatic competence and describe the given two pictures about politeness in the UK and USA. After describing taking into consideration the features of pragmatic competence: time, place, social status, and intensity they should make small talks. (It was added later)

#### **Homework Task Four**

*Please refer to the lesson you chose for Homework Task One. In a one-page report or less, please do the following: First, explain briefly how you understand sociolinguistic competence (i.e., what does sociolinguistic competence mean to you); Second, explain how the lesson you chose for Homework Task One can be organized so that sociolinguistic competence is the focus.*

Sociolinguistic competence has been an integral part of communicative competence in that it includes learning pragmatic and sociolinguistic knowledge about how to use language linguistically and socially appropriately.

However, a number of studies highlight the lack of such communicative skills among EFL learners regardless of their proficiency level of linguistic knowledge. More specially, learners may not be able to develop socio-pragmatic knowledge of language as much as grammatical knowledge of the language being learnt.

Informed by this critical inconsistency and learning challenge, this study reports the perceptions of English teachers about the development of sociolinguistic competence in language classrooms.

Let's first differentiate the concepts of translation and interpretation. The first is the version of the same word in other language and the latter is understanding of the same word by a person. That is how a person understands that word. When interpreting something everybody gives his/her own opinions/ideas about a word. Thus when students were asked to give their interpretation of the word they gave their opinions about how they understand the word. When the students interpreted the word "love" they looked at the word by the Uzbek point of view. In Uzbek such kinds of words as "love, passion" are the topics that not everyone can speak freely or openly. As our youth are brought up by their grandparents whose mentality does not allow to discuss such matters openly. So, Uzbek versions of the interpretation of "love" were different but none of them were out of moral.

While communicating people do not only give utterances but also give their attitude, interpretation, emotions. And these factors are of course influenced by cultural behavior as well. The impact of these non-linguistic factors are sometimes so strong that one simple conversation can cause some misunderstanding. It is oftentimes observed when a native speaks to a foreigner. Let's take an example from a real life situation. If a Russian man does something funny or illogic, we often say: "Are you "Ivanushka?" ("Why did you do such a silly or a funny thing?"): Ivanushka-durachok" is a well-known fairytale hero. But as he is known only in Post Soviet Union countries, foreigners of other cultures definitely don't understand what is meant by telling this person's name. These kinds of examples are typical to any nation.

Sociolinguistic competence is the complex of knowledge that composes not only language knowledge but also social status, social norms and rules or ideologies of a definite culture. When two people from one and the same nation or society speaks to each other, they understand each other quite well but when a foreigner is in the conversation i.e. when 2 different people with different cultures make a conversation, there can appear misunderstanding and even conflicts.

Firstly, in home task one there was not given the components of sociolinguistic competence but now near to finish the retraining course I think that I could find the exact example for sociolinguistics. Activity 5. In which students should write what do British people mean by given phrases and how people from other cultures interprets them helps students to see the simple phrases from different view point.

Additional example: I told my group mates from retraining course that I am not ready at all for qualification paper and that I could not manage to do it till the deadline. So, one of them told me to warn the authority about this. And may be they prolong the deadline. Then I replied: "Won't they understand(know) this themselves". I think that in this one example we can see the sociolinguistic



competence. Because it only refers to our culture waiting till the last minute of the given deadline. And what I meant by my reply can be only understood by person from our culture.

## V. CONCLUSION

*Write a one-page reflection about the class you taught. What were some positives and negatives of your experience, and, how will you continue to move forward in your career to pursue professional development?*

As I teach the subject "Competence in teaching the practice of language aspects" this year I conducted micro-teaching on the topic "First conditionals. (Superstitions)". While planning my lesson I tried to highlight all communicative competencies (strategic, pragmatic, sociolinguistic and linguistic) as far as I know. I used Communicative language teaching approach and tried to develop linguistic and sociolinguistic competence of my students by practising grammar and vocabulary in context (Superstitions), speaking skills by producing speech using grammar structure. And as a tool for this I chose authentic video material (<https://www.youtube.com/watch?v=11VDzWwSPqg>) and reading text on the topic "An American superstitions". The students did their best. They were so active in my class as in the topic it was considered some cultural features. My class was observed by the teachers from our department. The feedback was incredibly useful for me. My colleagues gave me positive feedbacks. The main points of the feedbacks were:

**Positives:** The atmosphere in the lesson was good. The students were enthusiastic. They tried to work cooperatively and developed their speaking skills. The good thing was that it was not only a grammar lesson with boring rules but communicative lesson in which students learned the grammar topic in context with the use of authentic materials. Areas to improve: I should use some more teaching techniques during the lessons and try every time to combine grammar with reality.

**Negatives:** I think I have to write about them. My weak points which I have noticed were connected with assessment process. It was really difficult to know what to assess and how to assess. Because in CLT teaching everyone can express them differently and we cannot say that it is right or wrong. We just can say that it is appropriate or not. But the good thing is that as in this course we teach grammar and vocabulary I made for myself assessment criteria for speaking as at the end of the lesson they will be able to use the grammar structure of the First conditional and produce speech. As I already know their level it was not a formative but summative assessment. Assessment criteria is as follows:

	<b>Accuracy</b>	<b>Fluency</b>	<b>Pronunciation</b>
<b>5</b>	<i>Grammatical and lexical accuracy extremely high</i>	<i>Speaks fluently without hesitation or searching for words.</i>	<i>Very clear; stress and intonation help to make meaning clear.</i>
<b>4</b>	<i>Quite accurate; some errors, but meaning is always clear.</i>	<i>Some hesitation and sometimes has to search for words</i>	<i>Generally clear; reasonable control of stress and intonation</i>
<b>3</b>	<i>Frequent errors; meaning is not always clear.</i>	<i>Quite hesitant; limited range of vocabulary and structures.</i>	<i>Frequent errors; not always clear enough to understand.</i>
<b>2</b>	<i>Very frequent errors; difficulty in making meaning clear.</i>	<i>Extremely hesitant; very limited range of language very difficult to understand.</i>	<i>Very frequent errors; often very difficult to understand.</i>
<b>1</b>	<i>Almost unable to communicate</i>		

Having read and got acquainted with the materials of the book "Reconceptualising language teaching". An in-service teacher education courses in Uzbekistan". I learnt much about teaching. I identified my weak points in teaching. I learnt much information about Communicative Language teaching and its approaches. Having been in training workshop I learnt what linguistic, sociolinguistic, pragmatic and strategic competences are. Now I have got a platform for my future career.

Teachers can open up the world of technology through language, but they are often unaware of the specific features of the language of science and technology. Genre pedagogy is an approach whereby students learn to understand domain specific text characteristics in order to produce such texts.

For teachers of technology it is important to understand the language of their subject, if they are to introduce their students in the domain of technology and its language. It is doubtful to what extend teachers are aware of these linguistic features. In teaching and research process he observed a lacking proficiency in e.g. writing tasks using authentic texts.

The work consists of answers of provided homework tasks, detailed lesson plan, methods and techniques used during the lesson, motivation, suggestions and recommendations to improve the quality of a lesson, conclusion and used literature.

Well written main part, which includes both local and international authors' ideas, allows the author to relate theory to practice throughout the paper and to explain the principles underlying his actions and decisions.

Throughout the paper he illustrates an appropriate level of critical thinking, and the paper clearly reflects depth, breadth, and accuracy of the author's thought process. I would like to say that the research work is well written and can be recommended for defense.

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