

THEORETICAL FOUNDATIONS OF THE ORGANIZATION OF INTERACTION STUDENTS IN A FOREIGN LANGUAGE LESSON

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Abstract: Teaching verbal communication in a foreign language involves teaching three of its aspects: communicative, interactive and perceptual. Failure to master one aspect of communication disrupts the communication process as a whole. Observations of the educational process show that one of the main reasons for failures in teaching verbal communication is the underestimation of the interactive aspect of communication.

Key words: communication, foreign language, process, interaction, interpreting, teaching.

Interaction is an important aspect in communication, it forms the basis for communication . But not all communication researchers agree with this point of view. Some authors simply identify communication and interaction, interpreting both as communication in the narrow sense of the word (that is, as an exchange of information), others prefer to talk about the connected, but still independent existence of communication as communication and interaction as interaction.

The essence of communication is most often qualified as interaction or a form of interaction between people as objects of different activities in the process of their social and labor relations. Interaction is understood as a systematically stable performance of actions that are aimed at causing a response from the partner, while the evoked response, in turn, generates a reaction of the influencing.

If we adhere to the point of view that communication includes three aspects: communicative, interactive and perceptual, then it is logical to allow such an interpretation of the interaction in which it appears as the other side of

communication, that is, the side that captures not only the exchange of information, but also the organization joint actions that allow communicants to implement some common activity for them. Such a solution to the issue excludes the separation of interaction (or interaction) from communication, but also excludes their identification: communication is organized in the course of joint activity, "about" it, and it is in this process that people need to exchange both information and the activity itself, that is, to develop forms and norms of joint actions.

Communication, as you know, is of an influencing nature, which is manifested in such features of speech interaction as individual accountability, adequate use of personal and group skills, cooperation. Speech interaction unites, coordinates and complements the efforts of the participants in communication to determine, approximate and achieve a communicative goal by speech means. It is the process of interaction that makes it possible to solve communicative problems by coordinating the efforts of participants in verbal communication. Interaction creates a motive and stimulus for communication and awakens to response speech actions.

The main in the course of speech interaction are personal relationships that develop in the process of communication, they are the main content of communication, and actions, speech actions and activities are only the basis and means of communication. The main components of speech interaction are people, their connection and the resulting interaction. The structural unit of communication as a form of speech interaction is the communicative ac.

However, when teaching oral communication, it is necessary to take into account that the principles of communication by themselves cannot explain the interaction and relationship between the function of the message, the form of its presentation and the context, therefore, the naturalness of speech communication is determined by the extent to which it obeys the norms and requirements of speech etiquette adopted in a given society, its national style norms and stereotypes of speech behavior. Possession of the above is called competence. The success of

verbal interaction presupposes the presence of a culture of foreign language communication and communicative competence, which implies a certain level of knowledge, skills and abilities, which allows the student to appropriately vary his verbal behavior depending on communication factors.

Sociolinguistic competence, that is, the ability to use and transform linguistic forms in accordance with the situation in accordance with the sociolinguistic rules for constructing discourse and the requirements of the speech context.

Linguistic competence, implying knowledge of vocabulary units and possession of certain formal rules by means of which vocabulary units are converted into meaningful statements.

Discursive competence, that is, the ability to understand and achieve the coherence of individual statements in meaningful communication models.

Socio cultural competence, which includes knowledge about the stereotypes of speech and non-speech behavior, their compatibility and incompatibility with the stereotypes of the native language; the skills of recognizing geographically marked linguistic units and their correct use in speech, the ability to choose an acceptable style of speech behavior in communication.

Social competence, that is, the desire to interact with others and self-confidence, as well as the ability to put oneself in the place of another and the ability to cope with emerging problem situations.

Strategic competence, that is, the ability to use verbal and non-verbal strategies to compensate for gaps in proficiency and language use.

Strategic competence also considers abilities and qualities, including linguistic and sociological observation and sociability. The latter is a whole complex of properties: speech contact, speech tact, communicative flexibility and variability of speech and somatic behavior.

In the process of developing skills and abilities of speech interaction, some authors distinguish three main stages:

- the formation of an indicative basis, including observation and analysis of the speech behavior of participants in communication;
- the formation of a strategy and tactical techniques for its implementation in separate fragments of speech interaction;
- development of the skills of verbal interaction in the conditions of real or close to real communication.

The components of speech strategy include such types of actions as argumentation, motivation, expression of emotions (likes, dislikes), thinking aloud, justification.

The strategies used in communication are divided according to the aspects of communication into communicative, interactive and perceptual. Perceptual strategies allow you to control the perception and content of verbal communication. Communicative ones manage the content-semantic side of the development of communication, the issuance of information. Interactive strategies allow you to regulate the communication process. Let us consider in more detail the strategies that regulate the communication process:

- the ability to induce speech actions not only with the help of a demand, but also with the help of a proposal, advice;
- the ability to create situations that cause the participants in speech interaction to discuss something, exchange opinions;
- the ability to encourage participants in joint activities not only to respond to the speech actions of the interlocutor, but also to show their own initiative in communication;
- the ability to evoke and maintain a positive motivation for speech communicants to communicate in a foreign language;
- ability to provide assistance in case of difficulty;
- the ability to promptly suggest the missing language means, give the beginning of a sentence, keywords;
- the ability to substantiate the statement of the speech partner;

- the ability of the teacher to control his speech behavior and use speech as a means of communicative influence on students.

Communication strategies also differ in their role in achieving the communicative goal. So, functionally more loaded utterance strategies can affect:

1. expediency of the topic;
2. the attitude of the interlocutors to the subject of the conversation;
3. interest in the conversation;
4. the relevance of the conversation for the given conditions;
5. correspondence to the situation of the conversation of the physical parameters of speech;
6. attitude to the manner of speaking and to the emotional state.

Real natural communication is characterized by a phenomenon that has received the name communicative failure. Communicative failures especially clearly reveal those features of a relaxed dialogue, due to which the communicative intentions of the speaker and their reading by the listener do not coincide. To eliminate them, mastery of certain additional compensatory strategies and tactics of speech behavior is required. They are designed to overcome communication failures and compensate for knowledge gaps through a variety of verbal and non-verbal means.

Literature

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