

Orthoepic Requirements in Foreign Languages.

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Abstract

The integration of our country into the world community, the development of science and technology, the competitiveness of the younger generation in a multicultural world requires a perfect command of several foreign languages, which meets international standards for teaching foreign languages in the education system of Uzbekistan. provided by the introduction.

The Council of Europe's Pan-European Foreign Language Competence: Learning, Teaching, Assessment (CEFR) document is one of the universally recognized international standards. Taking into account some aspects of this document, new State educational standards and curricula for learning foreign languages in the system of continuing education of the Republic of Uzbekistan have been developed.

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Information Technology, Language, Science, Health, Humanities, Marketing, spelling, word, orthoepy, suffix, orthoepy rules, word formation, use of suffixes

Introduction

Statements of the aims and objectives of language learning and teaching should be based on an appreciation of the needs of learners and of society, on the tasks, activities and processes that the learners need to carry out in order to satisfy those needs, and on the competences and strategies they need to develop/build up in order to do so. Accordingly, Chapters 4 and 5 attempt to set out what a fully competent user of a language is able to do and what knowledge, skills and attitudes make these activities possible.

MATERIALS AND METHODS

They do as comprehensively as possible since we cannot know which activities will be of importance to a particular learner. They indicate that, in order to participate with full effectiveness in communicative events, learners must have learnt or acquired: • the necessary competences, as detailed in Chapter 5; • the ability to put these competences into action, as detailed in Chapter 4; • the ability to employ the strategies necessary to bring the competences into action. For the purposes of representing or steering the progress of language learners, it is useful to describe their abilities at a series of successive levels. Such scales have been offered where appropriate in Chapters 4 and 5. When charting the progress of students through the earlier stages of their general education, at a time when their future career needs cannot be foreseen, or indeed whenever an overall assessment has to be made of a learner's language proficiency, it may be most useful and practical to combine a number of these categories into a single summary characterisation of language ability, as, for instance, in Table 1 presented in Chapter 3. Greater flexibility is afforded by a scheme,

such as that in Table 2 in Chapter 3, intended for the purposes of learner self-assessment, in which the various language activities are scaled separately, though each again holistically. This presentation allows a profile to be established in cases where skills development is uneven. Even greater flexibility is of course provided by the detailed and separate scaling of sub-categories as in Chapters 4 and 5. Whilst all the abilities set out in those chapters have to be deployed by a language user to deal effectively with the full range of communicative events, not all learners will wish, or need, to acquire them all in a non-native language. For instance, some learners will have no requirement for written language. Others may be concerned only with the understanding of written texts. However, there is no strict implication that such learners should confine themselves to the spoken and written forms of the language respectively. It may be, according to the learner's cognitive style, that the memorisation of spoken forms is greatly facilitated by association with the corresponding written forms. Vice versa, the perception of written forms may be facilitated, or even necessitated, by associating them with the corresponding oral utterances. If this is so, the sense modality not required for use – and consequently not stated as an objective – may nevertheless be involved in language learning as a means to an end. It is a matter for decision (conscious or not) which competence, tasks, activities and strategies should be given a role in the development of a particular learner as objective or means. It is also not a logical necessity for a competence, task, activity or strategy which is identified as an objective as being necessary to the satisfaction of the learner's communicative needs, to be included in a learning programme. For instance, much of what is included as 'knowledge of the world' may be assumed as prior knowledge, already within the learner's general competence as a result of previous experience of life or instruction given in the mother tongue. The problem may then be simply finding the proper exponence in L2 for a notional category in L1. It will be a matter for decision what new knowledge must be learnt and what can be assumed. A problem arises when a particular conceptual field is differently organised in L1 and L2, as is frequently the case, so that correspondence of word-meanings is partial or inexact. How serious is the mismatch? To what misunderstandings may it lead? Accordingly, what priority should it be given at a particular stage of learning? At what level should mastery of the distinction be required or attended to? Can the problem be left to sort itself out with experience? Similar issues arise with respect to pronunciation. Many phonemes can be transferred from L1 to L2 unproblematically. In some cases the sounds used in particular contexts may be noticeably different. Other phonemes in L2 may not be present in L1. If they are not acquired or learnt, some loss of information is entailed and misunderstandings may occur. How frequent and significant are they likely to be? What priority should they be given? Here, the question of the age or the stage of learning at which they are best learnt is complicated by the fact that habituation is strongest at the phonetic level. To raise phonetic errors into consciousness and unlearn the automatised behaviours only once a close approximation to native norms becomes fully appropriate, may be much more expensive (in time and effort) than it would have been in the initial phase of learning, especially at an early age. Such considerations mean that the appropriate objectives for a particular stage of learning for a particular learner, or class of learner at a particular age, cannot necessarily be derived by a straightforward across-the-board reading of the scales proposed for each parameter. Decisions have to be made in each case. Common European Framework of Reference for Languages: learning, teaching, assessment . Plurilingual competence and pluricultural competence The fact that the Framework does not confine itself to providing 'overview' scaling of communicative abilities, but breaks down global categories into their components and provides scaling for them,

is of particular importance when considering the development of plurilingual and pluricultural competences. An uneven and changing competence Plurilingual and pluricultural competence is generally uneven in one or more ways: • Learners generally attain greater proficiency in one language than in the others; • The profile of competences in one language is different from that in others (for example, excellent speaking competence in two languages, but good writing competence in only one of them); • The pluricultural profile differs from the plurilingual profile (for example: good knowledge of the culture of a community but a poor knowledge of its language, or poor knowledge of a community whose dominant language is nevertheless well mastered). Such imbalances are entirely normal. If the concept of plurilingualism and pluriculturalism is extended to take into account the situation of all those who in their native language and culture are exposed to different dialects and to the cultural variation inherent in any complex society, it is clear that here again imbalances (or, if preferred, different types of balance) are the norm. This imbalance is also linked to the changing nature of plurilingual and pluricultural competence. Whereas the traditional view of 'monolingual' communicative competence in the 'mother tongue' suggests it is quickly stabilised, a plurilingual and pluricultural competence presents a transitory profile and a changing configuration. Depending on the career path, family history, travel experience, reading and hobbies of the individual in question, significant changes take place in his/her linguistic and cultural biography, altering the forms of imbalance in his/her plurilingualism, and rendering more complex his/her experience of the plurality of cultures. This does not by any means imply instability, uncertainty or lack of balance on the part of the person in question, but rather contributes, in the majority of cases, to improved awareness of identity. Differentiated competence allowing for language switching Because of this imbalance, one of the features of a plurilingual and pluricultural competence is that in applying this competence, the individual in question draws upon both his/her general and language skills and knowledge (see Chapters 4 and 5) in different ways. For example the strategies used in carrying out tasks involving language use may vary according to the language in question. *Savoir-être* (existential competence demonstrating openness, conviviality and good will (e.g. by the use of gestures, mime, proxemics) may, in the case of a language in which the individual has poorly mastered the linguistic component, make up for this deficiency in the course of interaction with a native speaker, whereas in a language he or she knows better, this same individual may Language learning and teaching adopt a more distant or reserved attitude. The task may also be redefined, the linguistic message reshaped or redistributed, according to the resources available for expression or the individual's perception of these resources. A further characteristic of plurilingual and pluricultural competence is that it does not consist of the simple addition of monolingual competences but permits combinations and alternations of different kinds. It is possible to code switch during the message, to resort to bilingual forms of speech. A single, richer repertoire of this kind thus allows choice concerning strategies for task accomplishment, drawing where appropriate on an interlinguistic variation and language switching. Development of awareness and the process of use and learning Plurilingual and pluricultural competence also promotes the development of linguistic and communication awareness, and even metacognitive strategies which enable the social agent to become more aware of and control his or her own 'spontaneous' ways of handling tasks and in particular their linguistic dimension. In addition, this experience of plurilingualism and pluriculturalism: • exploits pre-existing sociolinguistic and pragmatic competences which in turn develops them further; • leads to a better perception of what is general and what is specific concerning the

linguistic organisation of different languages (form of metalinguistic, interlinguistic or so to speak 'hyperlinguistic' awareness); • by its nature refines knowledge of how to learn and the capacity to enter into relations with others and new situations. It may, therefore, to some degree accelerate subsequent learning in the linguistic and cultural areas. This is the case even if plurilingual and pluricultural competence is 'uneven' and if proficiency in a particular language remains 'partial'. It can be claimed, moreover, that while the knowledge of one foreign language and culture does not always lead to going beyond what may be ethnocentric in relation to the 'native' language and culture, and may even have the opposite effect (it is not uncommon for the learning of one language and contact with one foreign culture to reinforce stereotypes and preconceived ideas rather than reduce them), a knowledge of several languages is more likely to achieve this, while at the same time enriching the potential for learning. In this context the promotion of respect for the diversity of languages and of learning more than one foreign language in school is significant. It is not simply a linguistic policy choice at an important point in the history of Europe, for example, nor even – however important this may be – a matter of increasing future opportunities for young people competent in more than two languages. It is also a matter of helping learners: • to construct their linguistic and cultural identity through integrating into it a diversified experience of otherness; • to develop their ability to learn through this same diversified experience of relating to several languages and cultures. Common European Framework of Reference for Languages: learning, teaching, assessment . Partial competence and plurilingual and pluricultural competence It is in this perspective also that the concept of partial competence in a particular language is meaningful: it is not a matter of being satisfied, for reasons of principle or pragmatism, with the development of a limited or compartmentalised mastery of a foreign language by a learner, but rather of seeing this proficiency, imperfect at a given moment, as forming part of a plurilingual competence which it enriches. It should also be pointed out that this 'partial' competence, which is part of a multiple competence, is at the same time a functional competence with respect to a specific limited objective. The partial competence in a given language may concern receptive language activities (for example with the emphasis on oral or written comprehension); it may concern a particular domain and specific tasks (for example, to allow a post office clerk to give information on the most usual post office operations to foreign clients speaking a particular language). But it may also involve general competences (for example non-linguistic knowledge about the characteristics of other languages and cultures and their communities), so long as there is a functional role to this complementary development of one or other dimension of the specified competences. In other words, in the framework of reference proposed here, the notion of partial competence is to be viewed in relation to the different components of the model (see Chapter 3) and variation in objectives. Teaching/learning objectives may in fact be conceived: a) In terms of the development of the learner's general competences (see section 5.1) and thus be a matter of declarative knowledge (savoir), skills and know-how (savoir-faire), personality traits, attitudes, etc. (savoir-être) or ability to learn, or more particularly one or other of these dimensions. In some cases, the learning of a foreign language aims above all at imparting declarative knowledge to the learner (for example, of the grammar or literature or certain cultural characteristics of the foreign country). In other instances, language learning will be seen as a way for the learner to develop his or her personality (for example greater assurance or self-confidence, greater willingness to speak in a group) or to develop his or her knowledge of how to learn (greater openness to what is new, awareness of otherness, curiosity about the unknown). There is every

reason to consider that these particular objectives relating at any given time to a specific sector or type of competence, or the development of a partial competence, can in an across-the-board way contribute to the establishment or reinforcement of a plurilingual and pluricultural competence. In other terms, the pursuit of a partial objective may be part of an overall learning project. Language learning and teaching 135 b) In terms of the extension and diversification of communicative language competence (see section 5.2) and is then concerned with the linguistic component, or the pragmatic component or the sociolinguistic component, or all of these. The main aim of learning a foreign language may be mastery of the linguistic component of a language (knowledge of its phonetic system, its vocabulary and syntax) without any concern for sociolinguistic finesse or pragmatic effectiveness. In other instances the objective may be primarily of a pragmatic nature and seek to develop a capacity to act in the foreign language with the limited linguistic resources available and without any particular concern for the sociolinguistic aspect. The options are of course never so exclusive as this and harmonious progress in the different components is generally aimed at, but there is no shortage of examples, past and present, of a particular concentration on one or other of the components of communicative competence. Communicative language competence, considered as a plurilingual and pluricultural competence, being a whole (i.e. including varieties of the native language and varieties of one or more foreign languages), it is equally possible to claim that, at certain times and in certain contexts, the main objective of teaching a foreign language (even though not made apparent) was refinement of knowledge and mastery of the native language (e.g. by resorting to translation, work on registers and the appropriateness of vocabulary in translating into the native language, forms of comparative stylistics and semantics). c) In terms of the better performance in one or more specific language activities (see section 4.4) and is then a matter of reception, production, interaction or mediation. It may be that the main stated objective of learning a foreign language is to have effective results in receptive activities (reading or listening) or mediation (translating or interpreting) or face-to-face interaction. Here again, it goes without saying that such polarisation can never be total or be pursued independently of any other aim. However, in defining objectives it is possible to attach significantly greater importance to one aspect above others, and this major focus, if it is consistent, will affect the entire process: choice of content and learning tasks, deciding on and structuring progression and possible remedial action, selection of type of texts, etc. It will be seen that generally speaking the notion of partial competence has been primarily introduced and used in respect of some of these choices (e.g. insistence on learning that emphasises in its objectives receptive activities and written and/or oral comprehension). But what is proposed here is an extension of this use: • on the one hand by intimating that other partial competence-related objectives may be identified (as has been referred to in a or b or d) in relation to the reference framework; • on the other hand by pointing out that this same reference framework allows for any so-called 'partial' competence to be incorporated within a more general series of communicative and learning competences. d) In terms of optimal functional operation in a given domain (see section 4.1.1) and thus concerns the public domain, the occupational domain, the educational domain or the personal domain. The main aim of learning a foreign language may be to perform a job better, or to help with studies or to facilitate life in a foreign country. As with the other Common European Framework of Reference for Languages: learning, teaching, assessment 136 major components of the model proposed, such aims are explicitly reflected in course descriptions, in proposals and requests for language services, and learning/teaching materials. It is in this area that it has been possible to

speak of ‘specific objectives’, ‘specialised courses’, ‘vocational language’, ‘preparation for a period of residence abroad’, ‘linguistic reception of migrant workers’. This does not mean that consideration given to the specific needs of a particular target group which has to adapt its plurilingual and pluricultural competence to a particular social field of activity must always require an educational approach appropriate to this aim. But, as with the other components, formulating an objective under this heading and with this focus normally has consequences for other aspects and stages of curriculum design and the provision of teaching and learning. It should be noted that this type of objective involving functional adaptation for a given domain also corresponds to situations of bilingual education, immersion (as understood by the experiments carried out in Canada) and schooling where the language of tuition is different from that spoken in the family environment (e.g. an education exclusively in French in some multilingual former colonies in Africa). From this point of view, and this is not incompatible with the main thrust of this analysis, these situations of immersion, whatever the linguistic results they may lead to, are aimed at developing partial competences: those relating to the educational domain and the acquisition of knowledge other than linguistic. It will be recalled that in many experiments of total immersion at a young age in Canada, despite the fact that the language of education was French, initially no specific provision was made in the timetable for teaching French to the English-speaking children concerned. e) In terms of the enrichment or diversification of strategies or in terms of the fulfilment of tasks (see sections 4.5 and Chapter 7) and thus relates to the management of actions linked to the learning and use of one or more languages, and the discovery or experience of other cultures. In many learning experiences it may seem preferable, at one time or another, to focus attention on the development of strategies that will enable one or other type of task having a linguistic dimension to be carried out. Accordingly, the objective is to improve the strategies traditionally used by the learner by rendering them more sophisticated, more extensive and more conscious, by seeking to adapt them to tasks for which they had not originally been used. Whether these are communication or learning strategies, if one takes the view that they enable an individual to mobilise his or her own competences in order to implement and possibly improve or extend them, it is worthwhile ensuring that such strategies are indeed cultivated as an objective, even though they may not form an end in themselves. Tasks are normally focused within a given domain and considered as objectives to be achieved in relation to that domain, fitting in with point d above. But there are cases where the learning objective is limited to the more or less stereotyped carrying out of certain tasks that may involve limited linguistic elements in one or more foreign languages: an often quoted example is that of a switchboard operator where the ‘plurilingual’ performance expected, based on a decision taken locally in a given company, is limited to the production of a few fixed formulations relating to routine operations. Such Language learning and teaching examples are more a case of semi-automated behaviour than partial competences but there can be no denying that the carrying out of well-defined repetitive tasks in such cases can also constitute the primary focus of a learning objective.

RESULTS AND CONCLUSION

More generally, formulating objectives in terms of tasks has the advantage, for the learner too, of identifying in practical terms what the expected results are, and can also play a short-term motivating role throughout the learning process. To quote a simple example, telling children that

the activity they are about to undertake will enable them to play 'Happy Families' in the foreign language (the objective being the possible carrying out of a 'task') can also be a motivating way of learning the vocabulary for the various family members (part of the linguistic component of a broader communicative objective). In this sense, too, the so-called project-based approach, global simulations and various role-playing games establish what are basically transitory objectives defined in terms of tasks to be carried out but the major interest of which as far as learning is concerned resides either in the language resources and activities that such a task (or sequence of tasks) requires or in the strategies employed or applied. In other terms, although in the rationale adopted for the conception of the framework of reference plurilingual and pluricultural competence becomes apparent and is developed through the carrying out of tasks, in the approach to learning adapted, these tasks are only presented as apparent objectives or as a step towards the achievement of other objectives.

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