

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 0.126
ESJI (KZ) = 8.997
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2021 Issue: 03 Volume: 95

Published: 17.03.2021 <http://T-Science.org>

QR – Issue



QR – Article



Mastura Ibodullaevna Khujanova
Uzbek State world languages university
Teacher

Sherali Baratovich Yuldashev
Uzbek State world languages university
Teacher, Uzbekistan, Tashkent

ENGLISH AS A COMPONENT OF THE SYSTEM OF BASIC ELEMENTS OF SCIENTIFIC KNOWLEDGE AT THE INITIAL STAGE OF EDUCATION

Abstract: *Teaching a foreign language is considered as one of the priority areas of modern education. The specificity of a foreign language as an educational subject lies in its integrative nature, i.e. in the combination of language / foreign language education with the elementary basics of literary education (familiarization with samples of foreign literature), as well as in its ability to act both as a goal and as a means of learning to familiarize oneself with another subject area (humanities, natural science, technology).*

Key words: *basic element, initial stage, foreign language, education, learning technology.*

Language: English

Citation: Khujanova, M. I., & Yuldashev, S. B. (2021). English as a component of the system of basic elements of scientific knowledge at the initial stage of education. *ISJ Theoretical & Applied Science*, 03 (95), 146-148.

Soi: <http://s-o-i.org/1.1/TAS-03-95-24> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.03.95.24>

Scopus ASCC: 3304.

Introduction

The main goal of learning foreign languages at education is to develop students' foreign language communicative competence, i.e. the ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers. Thus, it can be implemented in a wide variety of interdisciplinary connections (with the native language, literature, history, geography, etc.).

To achieve this goal, it is necessary to strengthen the socio-cultural orientation of teaching foreign languages, focus on strengthening the cultural aspect in the content of teaching, on the inclusion of education children in the dialogue of cultures, which contributes to the familiarization of students with the culture of the country of the language being studied, on the development of mutual understanding, a tolerant attitude to the manifestation of another culture, helps them to better understand the peculiarities of the culture of their country and develops their ability to represent it in the process of communication by means of a foreign language.

Foreign language communicative competence provides for the development of communication skills in the main types of speech activity: speaking, listening comprehension (listening), reading and writing.

The subject content of speech is determined on the basis of the spheres of communication (social and household, socio-cultural, educational and labor), communication situations and the topics of communication allocated on their basis. Thus, the components of the teaching content are: the subject content of speech and the emotional-value attitude to it (value orientations); communication skills in these types of speech activity; language knowledge and skills; socio-cultural knowledge and skills; educational and cognitive and compensatory skills (general educational skills and special / subject skills).

The study of a foreign language in primary education is aimed at achieving such goals as the development of foreign language communicative competence in the totality of its components and the development of the personality of students through the

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 0.126
ESJI (KZ) = 8.997
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

implementation of the educational potential of a foreign language. The components of foreign language communicative competence are: speech competence—the development of communication skills in the four main types of speech activity (speaking, listening, reading, writing); language competence—the acquisition of new language means (phonetic, spelling, lexical, grammatical) in accordance with the topics and situations of communication selected for the main education; the development of knowledge about the linguistic phenomena of the language being studied, different ways of expressing thoughts in the native and foreign languages; socio-cultural / intercultural competence — familiarization with the culture, traditions, and realities of the countries / countries of the language being studied within the framework of topics, areas, and situations of communication that meet the experience, interests, and psychological characteristics of primary education students at different stages; the formation of the ability to represent their country and its culture in the context of intercultural communication; compensatory competence—the development of skills to get out of the situation in the context of a shortage of language means when receiving and transmitting information; educational and cognitive competence — further development of general and special educational skills, universal ways of activity; familiarization with the methods and techniques available to students for self-study of languages and cultures, including the use of new information technologies.

The development of students' personality through the realization of the educational potential of a foreign language is realized through: the formation of students' needs for learning foreign languages and mastering them as a means of communication, cognition, self-realization and social adaptation in a multicultural, multi-ethnic world in the context of globalization on the basis of awareness of the importance of learning a foreign language and native language as a means of communication and cognition in the modern world; the formation of general cultural and ethnic identity as components of the civil identity of the individual; the education of the qualities of a citizen; the development of national identity, the desire for mutual understanding between people of different communities, a tolerant attitude to the manifestations of another culture; a better awareness of their own culture; the development of the desire to master the basics of world culture by means of a foreign language.

The planned results of mastering the basic educational program of primary education are important mechanisms for implementing the requirements of the standard for the results of students in a foreign language. As a result of studying a foreign language at the stage of primary general education, students will form initial ideas about the role and

importance of a foreign language in the life of a modern person and the multicultural world. Students will gain initial experience of using a foreign language as a means of intercultural communication, as a new tool for learning the world and culture of other peoples, and will realize the personal meaning of mastering a foreign language. Familiarity with the children's layer of the culture of the country of the language being studied will not only lay the foundations for a respectful attitude to another (other) culture, but will also contribute to a deeper awareness of the peculiarities of the culture of their people. Primary general foreign language education will allow students to develop the ability to represent their native culture in an elementary form in a foreign language in written and oral forms of communication with foreign peers, including using telecommunications. The parallel study of languages and cultures, generally accepted human and basic national values will lay the foundation for the formation of a civic identity, a sense of patriotism and pride in their people, their region, their country, and help to better understand their ethnic and national identity.

The process of mastering a foreign language at the stage of primary general education will contribute to the formation of an active life position of students. Familiarity with the available samples of foreign folklore in foreign language lessons, expression of their attitude to literary heroes, participation in role-playing games will contribute to the formation of students as members of civil society. As a result of learning a foreign language at the stage of primary general education, students: will form an elementary foreign language communicative competence, i.e. the ability and willingness to communicate with native speakers of the studied foreign language in oral (speaking and listening) and written (reading and writing) forms of communication, taking into account the speech capabilities and needs of the younger student; the linguistic horizon will expand; a general idea of the structure of the studied language and its some differences from the native language will be obtained; the foundations of a communicative culture, i.e. the ability to set and solve feasible communicative tasks, adequately use the available speech and non-speech means of communication, observe speech etiquette, be polite and friendly speech partners; positive motivation and a stable educational and cognitive interest in the subject will be formed, as well as the necessary universal educational actions and special educational skills, which will lay the foundation for successful educational activities for mastering a foreign language at the next stage of education.

Material and technical support is an integral part of a successful educational process aimed at achieving high results. Thanks to good material and technical support, an effective information and educational environment is created that ensures the

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 0.126
ESJI (KZ) = 8.997
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

implementation of the goals and objectives of the federal state educational standard of general education. As already mentioned, the standard assumes the priority of a personality-oriented approach to the learning process, the development of a wide range of general and special educational skills in students, the mastery of universal methods of activity that form cognitive and communicative competencies. They involve the creation of conditions for the use of independent, creative types of work, for the formation of a communicative culture of students and the development of skills to work with various sources and types of information. To create favorable conditions and high-quality teaching, the teacher must be equipped with printed books (library stock), demonstration printed manuals, computer and information and communication tools, technical teaching tools, screen and sound aids.

Speaking about the library fund, it is important to note the normative and methodological literature, which should contain sample programs of general education in a foreign language, methodological recommendations for the organization of educational activities, author's training programs for educational and methodological kits, the educational and

methodological kits themselves (textbooks, workbooks, audio and video applications, books for teachers, etc.). It is advisable to have a sufficient number of books to read in the language being studied, elective courses, manuals on country studies, control and measurement materials on the foreign language being studied, bilingual and explanatory (monolingual) dictionaries. Screen and sound aids, such as audio recordings, videos that correspond to the subject of training, and materials for interactive electronic whiteboards, are also important. These manuals can be used in the lesson in parallel with the textbook on paper.

In modern educations, the use of demonstration printed manuals has become widespread, providing visibility and creating motivation in the process of learning a foreign language. Also, in modern conditions, the content base of educational materials is significantly changing, fundamentally new information and communication tools are introduced into the wide practice of teaching: electronic textbooks, workshops and multimedia training programs in a foreign language, computer dictionaries, electronic libraries.

References:

1. Nigmatullina, A. S. (2016). *Effective methods and techniques of teaching reading in a foreign language*. Uchenyj XXI veka, p.92.
2. Farxodjonova, N. F. (2021). "Modernization Of Uzbek Language And National-Spiritual Heritage In National Culture." *The American Journal of Social Science and Education Innovations* 3.01 (2021): 585-594.
3. Farxodjonova, N. F. (2020). *Formation of national idea through factors of national culture*. Mirovaja nauka. Problemy i perspektivy, pp.3-6.
4. Golish, L.V. (2005). *Tehnologii obuchenija na leksijah i seminarah: Uchebnoe posobie*. Pod obshh. red. akad. S.S. Guljamova, Tashkent: TGEU.
5. Farxodjonova, N. F., & Pulatov, A. (2019). Modern methods of increasing student interest in social sciences. *Jekonomika i socium*, №. 4, pp. 38-40.
6. Isroilovich, I. M., et al. (2020). Philosophical ideas and views of national culture in the condition of globalization. *PalArch's Journal of Archaeology of Egypt/Egyptology*, T. 17, №. 7, pp.14289-14295.
7. Farxodjonova, N. F., & Abdurahimov, V. A. (2020). *Modern technologies of students training in higher education. nauka i tehnika*. Mirovye issledovanija, pp. 5-7.
8. Farxodjonova, N. F. (2018). Relation to national culture in the condition spiritual renew of society in the republic of uzbekistan. *Mirovaja nauka*, №. 6, pp. 14-17.
9. Numonjonov, S. D. (2020). Innovative methods of professional training. *ISJ Theoretical & Applied Science*, 01 (81), pp. 747-750.
10. Farxodjonova, N. F. (2016). *Problemi primeneniya innovatsionnix texnologiy v obrazovatel'nom protsesse na mejdunarodnom urovne*. Mejdunarodnaya konferentsiya. Innovatsionnie tendentsii, sotsial'no-ekonomicheskie i pravovie problemi vzaimodeystviya v mejdunarodnom prostranstve.
11. Shihalieva, I. V. (2018). Tendencii i perspektivy razvitija nauki i obrazovanija v uslovijah globalizacii. *Zbirnik naukovih prac` [Hersons`kogo derzhavnogo universitetu]. Pedagogichni nauki*, №. 81 (2), pp. 41-43.
12. Nigmatullina, A. Sh. (2016). *Problema povysheniya i razvitija jeffektivnosti kachestva chtenija na inostrannom jazyke*. Uchenyj XXI veka, p.95.