



Principles Of Competence and Practical Reflection

Ganieva Madina Ganiboy kizi

English teacher Tashkent State Transport University Department of Foreign Languages. Email: madinaganieva3013@gmail.com

ABSTRACT

The presented Graduation Project Work focuses on the deep understanding of CLT approach in the field of English Language Teaching field in the Uzbekistan context. The paper is written in good English and presents the views, analysis of teaching based on the experiences of the author. The project work consists of 20 homework tasks that come from the course book "Reconceptualizing Language Teaching: an In-service Teacher Education Course in Uzbekistan" written in collaboration with Uzbek and American educators. The content of the paper follows the order of the given homework tasks that illustrate the understanding of the author about the implementation of CLT in teacher's context.

Keywords:

Homework, traditional teaching, effective teaching.

Introduction.

Nowadays great attention is paid to teaching foreign languages in our country. And of course innovative methods are being used in the teaching process. Some of the educational institutions are using different technology and internet to teach language. English is as an international language. In Uzbekistan, English has been applied for any levels. It has been applied from kindergarten up to college. It means that, English is not something new in our country. Many people use it to communicate each other in daily life. It is known within institutions of higher education that English is taught as a separate subject matter in almost all university fields. Besides, teachers fulfilling this task design the content of language courses by themselves because administrative authorities do not provide them with syllabuses to guide them in what to teach and how. In this work, we are going to study learners' objectives and needs, and give the essential information for the design of planning of teaching English syllabus for students of ESP. Planning is an essential component of successful teaching, but when it comes to define it there is some confusion most of the

time because it is a traditional term that is used in industry. But, nowadays it is highly related to effective teaching in a way that a key aspect of effective teaching is having a plan for what will happen in the classroom. It is said that a great deal of the teacher effectiveness has to do with the ability to design Lesson Plans, since Preparation is the most important thing a teacher does '.

Aims of the study.

The target of this research is to assist teachers to plan their lessons with so much confidence because planning lessons give self-reliance to the teacher. It is of The Role of Lesson Planning in Classroom Management 8 great value for successful teaching. Furthermore, the study will shed light on the role of lesson planning in maintaining discipline, and to assist teachers with their job as lesson planners and classroom managers to avoid any kind of distortions the teacher may face when planning and managing his classroom. One of the most important reasons to plan is that the teacher needs to identify his or her aims for the lesson. Teachers need to know what it is they want their students to be

able to do at the end of the lesson that they couldn't do before. Here are some more reasons planning is important:

- gives the teacher the opportunity to predict possible problems and therefore consider solutions
- makes sure that lesson is balanced and appropriate for class
- gives teacher confidence
- planning is generally good practice and a sign of professionalism

Theoretical and practical significance of the project work is teachers and students of higher educational establishments, teachers of lyceums and colleges, teachers of secondary schools can use this project work as a guide in organizing their classes. As well as, students who want to do research work can use information given in this project work as a source for their work. The brief overview of used literature: In this work we investigated the book written by U.B.Azizov, David Cheisa, Svetlana Xan "Reconceptualizing language teaching : An In service teacher Education course in Uzbekistan".

Results.

Communicative competence, as it has been outlined so far, has recently been criticized by a number of writers because it models itself on educated native speakers and takes their communicative competence as the ultimate goal of foreign language learning. This is problematic for a number of reasons. Firstly, there is the difficulty of defining native speaker norms 'in a time of large-scale migrations, cross-national and cross-cultural encounters, and increasing linguistic and pragmatic differences among speakers of the same language'. Even if we are able to agree on what constitutes native speaker competence, many question how appropriate this model is to learners, both because it sets the impossible target of becoming like a native speaker, something which could potentially de-motivate learners and which devalues the social identity and competences they have developed within their own culture, and because the communicative needs of non-native speakers are very different from native speakers existing

in a particular speech community and vary according to the social context in which they wish to operate. The example given in vignette just proves that such non-linguistic factors as mentality norms, speech etiquette, history, culture impact on the speech greatly. One should take into consideration the above mentioned factors if he do wants to make his utterance clear and up to his expectations.

Homework Task Three.

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 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. Pragmatics is the competence that interprets the content in a social way. Looking at pictures where people are making a conversation on can only guess or predict what they are uttering. Or let's take a track where a conversation is heard. The hearer will interpret it the way he/she understands it. However the dialogue can comprise totally different content. In my opinion pragmatics teaches to analyze and understand people's speeches better by using one's outlook.

In Home task, I wrote about how I began my class with my residents. The topic I chose for that lesson was about Americanism and Discovery of America. I brought some jam with me and suggested my 14 residents to taste it. Then I asked to give a guess what kind of signs or some types of traffic jam is made. My ss supposed different variants and named all signs which they knew: stop, turn and drive, speed limits and etc. And of course we were able to pin the compound of sign. By this way we refreshed last lesson's material, but it wasn't the main purpose of the activity. I showed signs to them again and asked what the lesson's theme was. There were different predictions. Everybody interpreted it in his own way. Of course there were similar responses but they were not exactly the same. But anyway some of the students understood that the topic discussed further will explain something that describes the mixture of various items.

These kinds of pre activities, while activities or post activities involves the learners attention to the topic and will surely help to increase the efficiency of classes. When something is learned with desire and enthusiasm, it remains in brain forever and will be of great help in a future career.

Homework Task Four.

Please refer to the lesson you chose for Homework Task. 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 can be organized so that sociolinguistic competence is the focus. When interpreting something everybody gives his/her own opinions/ideas about a word.

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. 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.

The next step taken by the teacher was to explain why the students' interpretations and the vocabulary denotations differed from each other. As if a teacher gives a task to students, he/she should accomplish it by commenting or giving a feedback.

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.

In homework task I have given one of my lessons in institute as an example where I had a class with my residents of Master's degree on the theme "Americanism and the

discovery of America". When I had that lesson with my students I made a presentation with slides about how America was discovered by Ch. Columbus; how different cultures made up today's America; what inventions were made there. So as the country itself rich in cultures, I could have given different utterances used in different cultures, societies and we together with the students, would discuss those utterances by pointing out the similarities or differences. How the culture, social status, mentality, morals affect the speeches. In this case my class would have been full of authenticity. But I have to take into consideration such factors as time management as well. As that class was enriched with different activities after the presentation and discussion. As I am learning different competences as pragmatic, socio linguistic competences deeply only now I am sure that in my further classes I will take the competences given in the book into account.

Conclusion.

This project work is focused on the importance of the communicative skills in improving speaking skills of B1/B2 level learners. Being a teacher of English, one must know every discipline of English language and methods of how to teach effectively. High quality of teaching plays an important role in students' success. It is strongly believed that teaching is successful only if we cause learning related to purpose and important task of the teacher, should not be just fulfillment of his/her profession, but it should exceed it and become a realization of his/her mission as a distributor of knowledge and education of new generations. The research work is about teaching vocabulary through ESA method. The author tries to analyze the ESA method of teaching foreign language and its importance and role in teaching foreign language. 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. Throughout the paper she 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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