

## THE BIBLE'S VIEWPOINT OF THE COMMUNICATION OF ENGLISH LANGUAGE CLASSES

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### ANNOTATION

This article provides recommendations for developing communication relationships using traditional methods in English courses. Several methods are also given as examples.

**Keywords:** kommunikation, linguistic materials, teaching methodology, attitude, nshame, speech mistakes, talaffuz.

The practical need to teach foreign languages determines whether it or this method prevails. Currently, in the methodology of teaching foreign languages:

- Structural and directional directions aimed at developing certain skills in pronunciation, wrapping linguistic materials, and correcting ideas grammatically;
- Communication-oriented methods aimed at developing the ability to express themselves in a particular language are also of great importance.

The main purpose of our work is to show you how important the non-communicative methods are in English. When it comes to communication, we understand, above all, the optimal level of teaching (the most acceptable) level of education from the point of view of influenceability to the learner. Communication (Lot. Communication is a relationship, a state of communication, i.e. a relationship based on understanding the unity between two or more individuals). Thus, in all the methods of communicative teaching lies the ability to communicate, the ability to find the resulting form of communication in any language. Achieving this, on the other hand, creates a number of challenges in learning the native language, where the opinions and actions of the students who have engaged in communication are understandable to each other. From this point of view, learning hori languages is more difficult because students do not always understand each other.

Speech activity is the basic principle of communication-oriented teaching. Participants in the speech will need to learn how to solve the real and hypocritical issues of joint work in a foreign language.

Teaching is carried out through methodological methodologies (technicus) and exercises (activities).

In this case, the following types of tasks can be examples of traditional methods of relationships:

- Communication games (communicative o'yinlar);
- Communicative stimulations in role plays and problem-solving (kommunikativ qiziqtirishlar);
- Socialization (free communication).
- (Matthew 24:14; 28:19, 20) Currently, three-part forms of work are being expanded. In practice, any task can be accomplished in three stages:

1) Pre-activity (tayyorlov);

2) While-activity (bajaruv);

3) Post- activity (yakuniy).

At the same time, it is necessary to create favorable conditions for an individual to operate freely. Such conditions include:

- Students should have the opportunity to express their thoughts and feelings freely in the communication process;
- That every participant and others in the group should also be at the center of their attention;
- The ability of an individual to express himself;
- that he is more important than demonstrating his knowledge of the language;
- Students' opposing, paradoxical, and even "incorrect" feedback should be encouraged only if they indicate that the reader is thinking independently and is in an active position;
- the use of language materials is aimed at individual speech;
- Language materials correspond to the speaker's ability to think in speech;
- Failure to evaluate, criticize relationships (understand the status of others and be kind to them).

At the same time, speech errors should not be considered normal, but rather than the likelihood of sharing. Oral grammar helps them to take a particular edge over written grammar. Informative components of students who include the following also play an important role in the introduction of traditional methods:

- Informative "freymlar" (frames);
- Egallagan bilimlari (schemata);
- Jahon tillarini o`z tiliga nisabatan tasavvur qilishi (language representation of the world);
- Knowledge of the general background (background knowledge);
- General level of consciousness (general knowledge).

Communication-oriented teaching into English can be carried out by using tasks of type such as students' "informative inequality" (information gap). Such tasks can be in unconventional forms as follows:

Picture statement (readers are given pictures that are almost identical but have some differences, and despite the picture in their partner, you need to find this difference through a question-and-answer period - matching tasks);

- Ext statement (readers have the same text, the fragment of the text in one reader is not in the second reader's text, you need to fill in this space- jig-saw reading);
- Knowledge gap (one reader doesn't have the information in the other, that information needs to be restored- complete-the-table tasks);
- Belief is a statement (the opinions of the students vary, they need to be put together);
- Easo's statement (readers have different arguments, all of which need to be collected and compared).

As an example of the task of the type "I nformation talk", you can cite any communicative game, such as the Game of Treasures Island. Two participants in the game ("treasure seekers") also have a map depicting an uninhabitable island. The information available on one reader's map is not on the second reader's map; by asking each other questions, students try to beware of the

risks that await them and put conditional signs that indicate danger on the empty squares of their maps.

Based on the reader's potential, some such games can be thought out. It is also possible for students themselves to offer to find similar games and even conduct a "games" and "tasks" contest. Similar activities can help identify students who "may have" english for thinking, speaking and speaking. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. "What is the problem with this situation?" "What efforts are effective to solve the problem?" and other similar questions will help ensure students' active participation in solving the problem.

Role communication performed in role-playing games can also be interpreted as an unconventional method. Perhaps role-playing communication is based on a pre-made system and requires perfect social skills. That is why English-language role-playing games in classrooms often include social training.

To illustrate: Imagine that a man who is watchful of a road suddenly finds that it is two diverging paths.

- Line-up (readers try to line up as soon as possible by the proposed characters);
- Strip-story (learners get their own sentences and try to take their place in the "story" faster);
- Smile (readers come to each other and throw a luqma with a smile);
- Merry-go-round (students move by forming an inner and outer circle and throw luqma at each other);
- Contact (readers come close to each other and start a conversation);
- King words (readers say any pleasant words in the name of the interlocutor);
- Reflection (students try to find out how other schoolmates think about them);
- The list (readers listen carefully to their partners and confirm by refusing to agree and approve of their opinions) and hakoza.

To implement traditional methods of communication in classrooms, you need to have a clear idea of communicative organization of English lessons. To implement it in practice, students need to identify the work of communication, the purpose and form of communication, the effective way to organize the material, and regularly encourage students to think. Communicative organization of the lesson is not just a superficial sight, it is also an expression of the cultivator and the reader's inner feelings. In some cases, they can actively communicate with the teacher in such forms as "teacher-student," "teacher-class," "student-student," and so on.

In English, there should be a special emphasis on communication skills when using traditional methods of communication. Students' analysis of communication skills shows that they are made up of the following blocks:

- A. Requirements for teaching speech. The scope and topic of communication (the skills to interact with peers).
- B. Dialogue speech (different types of dialogue, including query inquiries, exchange of ideas and information, and hakoza.).
- C. Monologue speech (re-reporting what they hear, see and read, and hakoza.).

The above-mentioned skills of communication are intended to be introduced both in basic courses of communication-oriented teaching and in intensive teaching of English with the use of non-traditional methods of communication.

Examples of traditional teaching methods include "sketch," "role game," "group table," "controversy," and hakoza.

Sketch is a small scene in terms of the previously given problematic situation, showing participants, their social status and behavior in the role. Sketch differs from a role-playing game in its simplicity and characters in the freedom of speech. As a sketch, you can organize small scenes on topics such as "feeding," "buying," and "City and its attractions".

The role game allows you to model a real situation and differs in the free, spontaneity of characters' speech and behavior. The role-playing game eliminates the presence of a certain number of characters as well as a playful problem. Each participant manages his or her actions during the game based on his or her communicative intent and the actions of his partners. The game will end with the resolution of the conflict.

Some question that interests the participants of the group's table talks represents an exchange of views on the problem. As the group attends the table, the reader comments on his behalf. The problems being discussed around the "table" may vary: social, local, ethical, and hakoza. Participation in a group table requires a student to know the language in high school and to have certain knowledge of the problem, so it can be used at a certain stage of teaching the "group table" as a control method, at the end of working on a particular topic.

Controversy is a view of the debate as a more personal battle. This represents an exchange of views in order to come up with a single opinion on a subject. There must be some kind of problematic question for debate. To successfully conduct the debate, participants should be able to gain knowledge of the subject being thought of, to have their own opinions on this problem, and to master ways to manage the discussion and influence their partners.

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