

FEATURES OF CREATION OF CONVERSATIONAL SITUATION IN THE PROCESS OF STUDENTS' MULTILATERAL COMMUNICATION

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Abstract: In this article features of creation of conversational situation in the process of students' multilateral communication are described. The main characteristics of motivated basis of organization of students' multilateral communication when learning a foreign language are given.

Key words: multilateral communication, multilateral communication organization, motivated basis, conversational situation, educational environment.

Currently, studies of multilateral communication in the educational process of higher education institutions remain few, however, this type of communication has a number of unique features and deserves attention, since it expands the possibilities of interaction between subjects in the study of a foreign language on the basis of sensory-object activity and language practice. In this regard, multilateral communication began to take an increasingly strong position in higher education institutions.

Multilateral communication in the educational process of higher education institutions is a selectively included form of interaction, serving in various positional statuses, such as the exchange of actions between teachers and students, the way of implementing social and educational ties, a system of interdependent social actions of the subjects of interaction, the process of influencing the subjects of the educational process on each other. friend, and is also based on the relationship between learners and learners or on the behavior of the individual [1].

The organization of multilateral communication of students in the study of a foreign language is considered as the unification of all its participants into a single whole and their involvement in joint activities, when communicants act on the basis of common goals, interests and carry out actions that lead partners to the emergence and improvement of communicative relations between them. [2]

One of the necessary conditions for organizing multilateral communication is the formation of a motivational basis by modeling the three main types of communication needs (contact-establishing, informational and influencing).

To establish contact, knowledge of the etiquette characteristics of the native country and the country of the target language is required, as well as knowledge of the appropriate language and speech means of communication. Insufficient knowledge of the sociocultural and behavioral specifics of a communication partner can lead to discomfort in communication and cause psychological difficulties.

Information exchange between partners requires knowledge of conversation scenarios, speech models and clichéd formulas, as well as possession of the skills and abilities of receiving information, transmitting it, clarifying, confirming, etc.

The influence of communication partners is manifested in the initiative, prompting the interlocutors to verbal and communicative actions.

The motivational basis of multilateral communication can be formed with the help of a speech situation, which is considered as a variable exercise that allows you to repeat speech patterns many times, to work out communicative-behavioral stereotypes in conditions close to real communication.

When studying a foreign language in conditions of multilateral communication, the speech situation is focused on the development of attention, emotional, figurative and operative memory, the ability to imitate, speed of reaction, a sense of rhythm, inner composure and organization, overcoming stiffness and tension.

The speech situation, as an incentive to communication, is realized in two aspects: linguistic (language skills) and social (knowledge of social experience).

The speech situation creates an opportunity for students to learn correctly and automatically, in a communicatively oriented way to use lexical and grammatical means in oral speech.

In any speech situation, communicants do not just participate in it, but perform various social roles that determine their status relations and allow them to acquire social experience of participation in communication. Social roles and the emergence of status relations of communicants are necessary for the formation of the motivational basis of communication. Thanks to the system of roles, the speech of the communicants acquires a proactive, emotional, inactive character.

When studying a foreign language in conditions of multilateral communication, students are offered educational free and standard speech situations. In free learning situations, students are not constrained by role requirements. They act on their own behalf, freely expressing their own opinion or impression about something. In a standard educational situation, the student has to play the roles of participants in everyday life (buyer, patient, passenger, etc.) or roles that require special professional knowledge (salesman, engineer, mechanic, teacher, etc.).

The speech situation is characterized by spatial relationships (the location of the communicants in the audience: in a semicircle, facing each other, giving them freedom of movement in the audience, etc.), which affect the intensity of contact (the degree of participation of each participant in multilateral communication in establishing and maintaining contact), as well as the nature of the exchange of information. A closer distance between participants in multilateral communication, the possibility of their free movement in space, as well as control over personal territory, contribute to the emergence of deep communicative relations between communicants, dense information exchange.

Under the conditions of a speech situation, students develop an interest in foreign language communication, a foreign language information base is created (vocabulary, phrases), speech mechanisms are formed, difficulties in understanding lexical and grammatical phenomena are removed, work is carried

out on pronunciation and intonation, the level of communicative activity increases, there is a need for communication in a foreign language. Students demonstrate the ability to initiate, maintain and end a conversation, establish contact, build relationships with partners. Having mastered the communicative situation, the participants in multilateral communication actively interact with each other.

The speech situation develops the students' ability to perceive foreign language speech by ear and adequately respond to it, helps to overcome the communication barrier. The distribution of roles allows taking into account the individual capabilities of each and varying the pace of student involvement in communication processes. The participation of students in speech situations gives them confidence in communicating with partners in a foreign language, while the skills of immediate inclusion in the communication processes are formed.

Thus, the speech situation serves as a support for multilateral communication and contributes to strengthening the motivation of students to participate in communication in a foreign language.

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