



**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ  
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ  
ЖИЗЗАХ ДАВЛАТ ПЕДАГОГИКА ИНСТИТУТИ**

**International scientific-practical conference  
XXI CENTURY SKILLS IN LANGUAGE  
TEACHING AND LEARNING  
April 24, 2020**

**ТИЛНИ ЎҚИТИШ ВА ЎРГАНИШДА  
XXI АСР КЎНИКМАЛАРИ  
Халқаро илмий-амалий конференция  
2020 йил, 24 Апрель**

**Международная научно-практическая  
конференция  
НАВЫКИ XXI ВЕКА В ПРЕПОДАВАНИИ И  
ИЗУЧЕНИИ ЯЗЫКА  
24 Апреля, 2020 г**

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*Илмий-амалий конференция материалларига оид мазкур тўплам, аввало халқлараро алоқа воситаси сифатида эътироф этилаётган инглиз тилини ўргатишнинг энг замонавий методларини амалиётга тадбиқ этилишига бағишланганлиги билан аҳамиятлидир.*

*Шунингдек, тўпланда тилни ўқитиш ва ўрганишда XXI аср кўникмалари, тилишунослик, адабиётшунослик ва маданиятлараро мулоқот масалалари, тил тадқиқида замонавий йўналишлар, XXI асрда чет тилини ўқитиш методикаси, чет тилини ўрганишнинг психологик асослари каби йирик масалаларни ижобий ҳал этишнинг назарий жиҳатларига кенг ўрин берилган.*

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## STRUCTURE AND MECHANISM OF WRITING

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**Резюме:** *В результате этой статьи мы видим, что этот корпус представляет собой лабиринт. Путь, по которому мы идем, не является прямым, эти пути постоянно разветвляются, несмотря на наши попытки рисовать карты, эти, мы не можем скрыть, сами имеют тревожную тенденцию к размножению. Боржесская тема лабиринтного сада - это напоминание о проблеме симулякра, предложенной Жаном Бодрийяром - вторая, цитирующая первую (но если мы будем следовать Борхесу, обратное может быть так же верно). Ничего не следует извлекать из его амбивалентности: возможно, что множественные бифуркации, изобилие речи - это способ выйти за пределы линейной схемы обдумывания и принятия решений, но это также возможно, как и этот лабиринт либо тропь леопарда, театральный механизм, позволяющий публике появляться и скрываться.*

**Ключевые слова:** *морфология, пространство дискурса, эмпирический подход, тематическое структурирование*

The morphological perspective seeks to highlight the thematic structures of various buildings and their dynamics. We assume that the device - and, in particular, its phased design - creates problem maps and that they can only be represented in relational form. The definition of problems for Grenelle actors involves sorting the questions, first between those that concern or do not concern the Grenelle environment, and then between those that determine the various problems identified during the Grenelle. The metaphor of cartography indicates that we first highlight the synchronous properties, the thematic structure within the discursive space, determined by the state of the device (in particular, its various phases). However, the sequence of maps over time can also reveal the morphogenesis of problems by sequentially deforming structures. Methods for analyzing text data here will be privileged - in particular, those that are registered at the Benzecree branch, like the Alcest method developed by M. Reinert, turned to the empirical approach of structures.

The second perspective can be qualified as formal, since it concerns the influence of writing devices on the form of measures. It is a description of the formatting of measures, based on the assumption that, in addition to their content, they have their own linguistic characteristics that correspond to the grammar that defines their pragmatic properties. In fact, we assume that the "measure" of public action meets the rules of wording and acceptability related to the pragmatic



dimension of the language: it must be provided with technical content that is action-oriented and at the same time, increases the time as a whole, as this is a matter of common good. This second, more analytical approach favors diachronic studies depending on the phase of the device. This is a morphosyntactic analysis, which will be carried out here, in particular, using the Tropez software.

These analyzes were performed on cases constructed in accordance with different time parameters (matching phases), but also in speech spaces (various writing devices that belong to the Grenelle phases, but also to subspaces, for example, a confrontation between generalization and applications). Morphological approaches, since they are holistic, are global from the very beginning, but a certain set can be more or less extensive (one phase, several phases, the whole device, device and environment, etc.). Formal approaches are analytical and focus on one type of utterance — measures — but they can also be contrasting (for example, contrasting measures with measures of a sentence).

In this work, we alternate morphological and formal analysis, in particular, because we will sequentially go through various spaces of discourse, which are Grenelle phases. This is partly due to the central role that we attach to the design of the device and its effect on speech. Then, because we suspect that there is a connection between the morphology of the problems and the formulation of the measures: but in the end it is just a renewal of the Grenelle slogan: move from proposals to measures. Various focal length options (from global to local) also explain the multiplication of the analysis. The whole can give a feeling of relative instability of interpretations, which is associated, in particular, with the problem of not too early closing of the analysis area. Finally, this feeling is emphasized even more sharply, since it is characterized by just the multiplication of votes (the opinions of interested parties and speakers who synthesize the words of the former), as well as the opposite will to create and guide these words. It may happen that the analysis made can be perceived as a new level of meaning, synthesis of syntheses, a text that is added to numerous texts, and that this raises the suspicion of a futile realization of the abyss.

The main interest of Alcest analysis is to cover the main topics in work in the corps. Undoubtedly, it would be better to talk elsewhere about “theming,” thus emphasizing the meaning created by the game and the juxtaposition of joint phenomena in discourse. A downward hierarchical classification implies a strong homogeneity of the corpus: it relies on a consistent and diminishing opposition of diverging theming, starting with general theming. Thus, the use of Alcest implies some assumptions in this area of the corpus: the specifics of each group can be read by difference from the others from the general matrix, which belongs to the

working group, scriptorium, regulated writing processes, which are supposed to be partially codified.

The tree shows the first slice, which contrasts the two themes with all the rest, management and GMOs, the corresponding two working groups (working group V “Building environmental democracy” and the intergroup group “GMO”). ) The possible differences in the meaning of the effects due to the characteristics associated with the design of the devices (between work groups and intergroup groups) are difficult to understand in this analysis. The specifics of the Climate Change / Energy Working Group (Group I) is emerging rapidly. This topic is closely related to the topic of waste. The proposals of this working group are actually divided into a sectoral approach (transport, housing, energy, waste, etc.), which encourages it to some consideration of this topic - from the point of view of industry, for example, nuclear waste, or household goods. This is a vocabulary of these topics (energy, electricity, housing, construction, heating, transport, railways, rivers, vehicles and, of course, waste) related to the vocabulary to combat climate change (climate change, gas, impact, greenhouse, carbon, struggle , control), which allows this class to stand out.

Then the theme of biodiversity arises, which is obviously very characteristic of Group II, its terminology (biodiversity, ecosystem) and its main object - wildlife, which can be detailed in different spaces. areas, zones, territories, landscapes, habitats, whether it be the sea, marine environment or even forest and soil. The modalities of actions are very characteristic of this class of discourse and borrow from the classic vocabulary of ecologists who are faced with a threat that affects this heritage or these resources, it is about conservation, protection, conservation and even management. In addition, the group is called “Conservation of Biodiversity and Natural Resources”.

Finally, the three classes of statements seem close: they combine the statements of working group III “Creating an environment that respects health” and the statements of group IV “Sustainable production and consumption methods” and VI “Methods”. environmental development. ” In contrast to reasoning about nature, health claims describe primarily contaminated environments or populations exposed as a result of using phytosanitary products, phytopharmaceuticals, pesticides or chemicals. Faced with these risks or these dangers, creating an environment that respects health is tantamount to monitoring compliance with rules and prohibitions.

The last class of statements, very close to the previous one, contains a significant part of the statements of the Working Group on “Promoting Environmental Development Methods”, but it is also part of the verbatim expressions of Group V on environmental democracy and the intergroup group. “Waste.” It is curious that

this class characterizes not so much the economic dictionary, how many topics of information (through analysis of indicators) and especially education (education, school, primary or vocational training)., continue) are presented in various action programs This is the most hybrid class of statements from the point of view of the working group.

Thus, the thematic structuring of the working group is very strong: it seems that only the inter-group group “Waste” does not appear to be a class of certain statements, but several.

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### **COMMUNICATIVE LANGUAGE TEACHING (CLT) AND ITS INDISPENSABILITY IN A TEACHING PROCESS**

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Human communication fulfills many different goals at the personal and social levels. We communicate ideas, beliefs, emotions and attitudes to one another in our daily interactions and we construct and maintain our positions within various social contexts by employing appropriate language forms. From that, we can notice that communicative competence is very indispensable not only in human speech but also in education. While we make aim for ourselves to learn somehow foreign language and accomplish the degree of a good elocution, we need communicative competence.

We know that there are some methodical programs for teaching and learning foreign languages. In today’s modern education development process communicative language teaching (CLT) or communicative approach is very essential. Besides that it would be fear to say that if there is any one “umbrella” approach to language teaching that has become the accepted “norm” in this field , it would have to be the communicative language teaching approach. It is an approach to language teaching that emphasizes interaction as the both the means and the ultimate goal of study.

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