



### TEACHING ENGLISH TO STUDENTS IN THE AGRARIAN SPHERE

Djurayeva Xurshida Alisherovna

Tashkent State Agrarian University Provides Agricultural Products

Faculty of Processing and Storage Teacher of the Department of Languages

#### Abstract

An intellectually mature generation that satisfies the criteria for educated, spiritual, sustainable development, and cares for the future of our country must be educated in a modern, developed society. The major objective of teaching a foreign language in the Republic of Uzbekistan is to develop students' communicative skill in that language so they may engage in activities in the everyday, academic, and professional sectors in a multicultural society. This article provides feedback and feedback on teaching English to students in the agrarian sector.

**Keywords:** agrarian sphere, students, English language, competence, formation, communicativeness, mature specialist, professional activity.

The ability to use newly acquired information, abilities, and credentials in the studied foreign language in the course of communication is known as communicative competence of a foreign language. The development of linguistic competence entails the understanding of language content (phonetics, lexicon, grammar), as well as the various speech activities (listening, speaking, reading and writing). Given any oratory context, communication goal, and speaker's desire, sociolinguistic competency enables the choice of the desired linguistic form and technique of expression. Sociolinguistic competence involves socio-cultural competence and envisages the ability to present the national characteristics of authentic speech: knowledge of the customs, values, rituals and other national-cultural characteristics of the country in which it lives, and comparing the language with the country under study.

When misconceptions occur during a communicative situation in a foreign language being studied, pragmatic competence implies the capacity to navigate complicated situations by constantly inquiring, apologizing, etc. The pragmatic competence in this standard included the discourse competence. This competency entails the ability to communicate ideas in written or oral discourse using the proper linguistic tools. The ability to comprehend and analyze linguistic cues to ensure coherence in spoken or written language is referred to as discourse competency.

The growth of informatization procedures is mandated by the societal standards that now govern the educational system. It enables the development of abilities to adjust higher education to the demands of contemporary development, enhance the subject-specific electronic learning resources, ensure that students actively engage with these resources, assess the implementation of Independent Education na uz, find the necessary information quickly, and use it to address any issues that may arise.



Competence is one of the measures of the effectiveness of education in this regard. The English word "competence" communicates the definition of "capacity" straight from the dictionary. In essence, it refers to the capacity to exhibit a high degree of professional competence, skill, and talent in activities, as well as the efficient application of theoretical knowledge. Competence is the accumulation of skills and information necessary for carrying out successful tasks in a specific scientific sector.

In order to become a mature professional, professional speech competence needs to be improved in foreign languages, especially English. Therefore, in the educational process in higher education, a lot of attention is paid to the competency of professional speech of students. In the system of methodological training of a foreign language teacher, it is of great importance to adequately prepare this specialist, to give him a special form of Culture, a language that is taught, which is a medium of thought and is carried out by an individual, a country of o'r languages, knowledge about the principles, methods and means of teaching this language. Each of these components is accompanied by certain theoretical knowledge that justifies and regulates a certain variety of professional activities. Sufficient professional qualifications and professional culture are a prerequisite for the implementation of pedagogical activities. To improve the competence of professional speech, the student must have maximum knowledge of the language, be able to speak the language competently, have appropriate psychological-pedagogical and methodological knowledge, general cultural training.

However, a number of elements, the most significant of which is the teacher's proficiency in the language being taught while interacting with the pupils during the session, impact how effectively a foreign language is taught. The teacher's speech plays a big influence in the implementation of the communicative and educational function. Students' abilities are displayed when they connect with others in a communicative environment. Yet, practice reveals that students' speaking behavior in the class is still a weakness and makes it challenging to resolve communication issues.

As you can see, there is a certain content that a foreign language instructor uses in their communicative and educational activities. In our perspective, the key objective is to give students access to resources that can be utilized to teach speech communication, allowing them to take charge of their own education and select the speech units they want to learn.

**In conclusion,** it seems that students should be taught professional speech communication from the first year. Practical training in oral speech and phonetics provides great opportunities for the formation of such components of the "pedagogical technique", for example: voice, diction, intonation, etc. This is due to the fact that in the first year, great attention is paid to imitation, choral work, poetry reading. It helps to improve pronunciation, develops a sense of rhythm, clear diction and volume, that is, a technique that creates conditions for the successful functioning of a foreign language teacher. In subsequent courses, it is necessary to observe the continuity of work on the formation of professional speech communication skills in practical classes from the disciplines of phonetics, oral speech, methodology.



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