

# The Technology of Development of a Culture of Students Communication (Based on Social Networks)



Shirmatov Sirojiddin Tadjidinovich

**Abstract:** *This article is written about the result of research on the improving the technology for the development of a culture of students' communication based on English in the context of the activation of ethnic-cultural relations. The tasks of the research consist of from study and theoretical understanding of philosophical, pedagogical, psychological and linguistic literature on the development of students' culture of communication in English in the context of intensification of ethno cultural relations; studying the experience of foreign countries (sites), improving the mechanism for developing a culture of student communication based on the creation of the "The art of communication" platform in social networks Facebook and Telegram in English; improving the culture of student communication in English based on an innovative approach to technology development ("Communication Clinic", "On-line communication environment", "On-line ambulance"); improving the criteria for assessing the degree of knowledge of students' communication culture in English and the development of scientific and methodological recommendations.. The article consists of from introduction, literature survey, methodology, recommendation, discussions, and conclusion.*

**Keywords:** *social networks, online learning systems, case study, communication, interactive ways.*

## I. INTRODUCTION

UN Millennium Declaration (2000), "European Standard for Languages: Reading, Learning, Evaluation" (2005), Incheon Declaration "Education - 2030: Ensuring Quality and Exclusive Learning and Education" (2015), as well as the ideas of the Bologna Declaration in the process of intensifying the conditions of ethno-cultural relations attach great importance to the qualification requirements for training specialists in CEFR (Common European Framework of Reference for Language). The Medium-Term Strategy for 2014-2021, which is aimed at 2014-2021, as part of the UN Millennium Declaration, currently sets tasks to enhance the learning process, improve education, and dynamically increase the professional competence of the future specialists based on the development of uniform requirements for professional training.

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In research works conducted in leading foreign countries of the world, the development of a culture of student communication in the context of the intensification of ethno-cultural relations based on the English language is relevant; the use of interpersonal communication opportunities, the development of tolerance in social actors through communication. In recent years, the republic has developed normative foundations for studying foreign languages, created the material and technical base, which makes it possible to introduce them into educational institutions; classrooms are equipped with modern technical facilities that contribute to the effective study of foreign languages. Hours of teaching foreign languages at universities doubled and amount to 208 hours. The quota of admission of students to universities has increased. In the process of preparing teachers of a foreign language, the introduction of international standards "Common European Competencies for Studying a Foreign Language: Studying, Learning and Evaluation" (CEFR - Common European Framework of Reference) helps to develop a language of communication among students and create the necessary conditions for the development of a culture of communication. Therefore, when entering a university, the degree of language proficiency at the level of CEFR and IELTS (International English Language Testing System) is taken into account.

## II. METHODOLOGY

The object of study is the process of developing a culture of student communication in English. The subject of the study is the content of the pedagogical activity, forms, methods and technologies aimed at developing a culture of student communication in English. Research methods - the study of pedagogical and psychological literature of a linguistic orientation (grammar and phonetics of the English language, literature published in England); comparative analysis; questioning; tests (psychological and educational tests); conversation; pedagogical observation; interview; pedagogical experience; experimental evaluation; mathematical and statistical method.

The scientific novelty of the study is as follows:

- on-line computer programs ("Abbyy lingvo Tutor", "Google translator", "Q Translate", "Socrat Personal"), Internet sites

[www.englishcentral.com](http://www.englishcentral.com), [www.usalearns.org](http://www.usalearns.org), [www.englishpage.com](http://www.englishpage.com), [www.eslcafe.com](http://www.eslcafe.com), [www.lets-talk-in-english.com](http://www.lets-talk-in-english.com), [www.englishclub.com](http://www.englishclub.com), [www.listen-and-write.com](http://www.listen-and-write.com), [www.menglishpages.com](http://www.menglishpages.com),

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[www.newslevels.com](http://www.newslevels.com), [www.languageguide.org](http://www.languageguide.org), [www.fraze.it](http://www.fraze.it), as well as the platform on the social networks Facebook and Telegram “The art of communication” (“The art of communication”) were created to develop a culture of communication between students in English and improved on the basis of targeted, active use and strength of acquired skills;

- active communication technologies “Communication clinic”, “On-line communication environment”, “On-line ambulance”, used in the development of students' communication culture in English, improved on the basis of Internet resources;
- assessment of the level of students' communication culture in English meets the criteria of CEFR (A1 - elementary level (Breakthrough); A2 - pre-threshold level (Waystage); B1 - independent knowledge (Threshold); B2 - advanced threshold level (Vantage); C1 - free level possession (Effective Operational User); C2 - mastery level in perfection (Mastery), improved on the basis of reproductive, partially search, creative and creative levels;
- the content of the development of the culture of student communication in English has been improved on the basis of the direction of “mobile-electronic communication”.

### III. LITERATURE SURVEY

Scientists of the Republic of Uzbekistan Zh. Zhalolov [13], A.T.Mahmudov [8], A.Nurmanov [9] in their scientific and methodological works investigated the problems of effective teaching of foreign languages, improving the professional qualities of teachers of the English language, improving the teaching methods of the English language, organizing interpersonal communication, manifesting a culture of communication in this process, compliance with the necessary rules in the communication process. The specifics of teaching foreign languages, effective teaching of the English language, psychological orientation, factors in organizing the process of communication in English, methodological support, and modern prerequisites for studying foreign languages are reflected in the studies of N.D. Galskova [4], N.I. Gez [4], E.G. Kashina [6], I.L. Kolesnikova [7]. The culture of personal communication, the importance of an innovative approach to the development of culture and the competence of communication between students and students, the tasks of increasing the effectiveness of teaching foreign languages using modern pedagogical technologies were studied by M.V. Andryunina [1], E.B. Batrakova [2], E. N. Voronova [12]. Stable trends in written and oral communication in English, web-quest technologies that serve the intensive study of the language are considered as the main direction in the research works of Maximilian Berlitz [3], Henry Sweet [11], Francois Guin [5], Harold Palmer [10] and others.

### IV. THEORY AND DISCUSSION

Language is the most important means of communication. In this regard, in the process of communication, the properties of a particular language and the cultural approach of a person are directly reflected. The basis of communication is of particular importance interpersonal language culture of communication, the organization of social education. By the

definition of M.V. Andryunina, in ensuring the effectiveness of communication and social education, one can expect results using the following modules: 1) a module based on strong factors of the need for encouragement (here, in the first place, are the need to learn a certain language and the desire of the person to learn this, and also encouragement); 2) a module that expresses the leading place of sensory-value factors (to feel the language, speech) that determine the content of interpersonal relationships and aimed at understanding the value of the process and the result of communication); 3) a significant place for factors enabling the enrichment of theoretical knowledge; 4) the module of perception (here, first of all, carefully acquired knowledge of the features of a particular language attracts attention); 5) a module expressing the practical side of the in-depth study of a particular language (the presence of moral and communicative qualities of speech, speaking skills, self-enrichment of the vocabulary of a particular language). Communication in English is the ability to successfully, efficiently organize a dialogue through information and communication tools (writing, home, and cell phone, computer, Internet) between two or more people in English in compliance with the rules of the language. Developing a culture of communication in English for students is a process aimed at developing the ability to master a successful, effective organization of a dialogue using two or more people in English using information and communication tools (writing, home, cell phone, computer, Internet) in compliance with the rules language pedagogical activity aimed at this stage. The development of a culture of communication in English as a process is organized on the basis of certain areas. These directions provide effective performance in the English language, the achievement of grammatically, syntactically, spelling and punctuation-correct communication and compliance with these standards in practice. For this reason, on the basis of the analysis of theoretical literature, observation of students' activities, study of the educational process at the university, obtaining research results related to this area, the following priority principles of the process of developing a culture of student communication in English were identified. (Table I):

**Table I. Priority principles for implementing the process of developing a culture of student communication in English**

Priority principles	
Focus, relevance	Compliance with the idea of national morality
Compliance with socio-cultural development	Compliance with Goals
Reliance on language standards	Communicativeness, interactivity
Expression of feelings	On-line communication
Volunteering	Reflection

Like any process, the development of a culture of student communication in English is carried out in certain steps. Familiarization with the existing literature makes it possible to conclude that the process of developing a culture of student communication in English goes through several stages:

**Table II. The main stages in the development of a culture of student communication in English**

<b>Main steps</b>	<b>Positive attitude</b>
	<b>Expression of interest and need</b>
	<b>Striving to satisfy interest and needs</b>
	<b>Organization of practical actions to satisfy interest and needs</b>
	<b>Reflective assessment of the results of practical actions towards satisfying interest and needs</b>

In the process of developing a culture of student communication in English, foreign experience has important practical value. Therefore, the views of foreign scientific practitioners, their methods and techniques, which are of great importance in the development of speech of students in a foreign language, were studied. The results showed that the non-translational method, as well as interactive and innovative approaches, reflected in the works of famous scientists and teachers G. Suite, M. Berlitz, F. Guen, G. Palmer, G. Lozanov, M. Walter, F. Kloss, M. Westa's, are important in developing a culture of communication among the judges in English. It was revealed that it is possible to provide practical assistance in various conditions of such Internet sites as [www.englishcentral.com](http://www.englishcentral.com), [www.englishpage.com](http://www.englishpage.com), [www.eslcafe.com](http://www.eslcafe.com), [www.lets-talk-in-english.com](http://www.lets-talk-in-english.com), [www.englishclub.com](http://www.englishclub.com), [www.menglishpages.com](http://www.menglishpages.com), [www.languageguide.org/english](http://www.languageguide.org/english), [www.fraze.it](http://www.fraze.it) with independent study or study with the help of an English teacher.

Pedagogical activity aimed at enhancing students' English proficiency in the process of conducting a training experiment was carried out in two directions: 1) a theoretical analysis of English language teaching at a university; 2) assessment of the degree of knowledge of the culture of communication in English by determining the quality of mastering by the respondent students the basics of the English language.

When conducting pedagogical research, methodological recommendations were developed for developing a culture of student communication in English:

- achieving the formation of a group of volunteers consisting of students who are able to speak in compliance with the rules of the English language, in order to achieve the effectiveness of developing a culture of student communication in English;
- the organization in universities of "Youth Communication Clubs", formed with the help of groups of volunteers and carrying out their activities in various directions;
- creating, with the help of a group of volunteers, the organization of communication in English among university students on the basis of separate networks in the social sites Telegram, Facebook;
- playing out materials with the rules of active communication, effective formation of communication in English on social networks Telegram, Facebook;

- organization of a group of volunteers on an ongoing basis of role-playing games, "Mastery Lessons", training aimed at disseminating knowledge, an effective, active process of students' communication in English.

It becomes possible to determine ways to ensure the effectiveness of the process of researching the general pedagogical foundations of the formation of certain knowledge, abilities, qualifications and qualities in a person. The following ways are considered effective in developing a culture of student communication in English (Table III):

**Table III. Ways to develop a culture of student communication in English**

<b>The main ways of developing a culture of communication</b>	
<b>Work on yourself</b>	<b>Selfeducation</b>
<b>Targeted and systemic training</b>	<b>Electronic communication (mail-communication)</b>
<b>Online Communication</b>	<b>Participation in cultural events</b>
<b>Active participation in scientific events</b>	<b>Experience exchange</b>

**Table IV. The most important factors affecting the development of students' communication culture**

<b>The most important factors</b>	
<b>Foreign language teaching experience</b>	<b>University Place</b>
<b>The importance of state policy</b>	<b>International educational ties</b>
<b>Media role</b>	<b>Activities of the centers of information resources of the university</b>
<b>Training Contribution</b>	<b>On-line environment</b>
<b>The personal (subjective) approach, the degree of knowledge of students</b>	

In the course of the study, it was concluded that in the life and educational activities of students it is necessary to purposefully and effectively use such information and communication tools as a mobile phone, computer, laptop, netbook and the Internet in the development of a culture of students' communication in English. In this regard, in order to form communication skills and a culture of students' speech in English, the site "The art of communication" has been created on Facebook and Telegram social networks. With the widespread use of social networks by students in the existing conditions, the pedagogical, practical and methodological effectiveness of the formation of this site is confirmed in the process of conducting multi-stage experimental work. The main goal of creating the "The art of communication" site on social networks involves not only expanding the range of knowledge in English but also developing oral and written speech skills. In order to create favorable conditions for users of not only the above social networks but also of other Internet networks for the development of students' speech culture, several materials are posted on the Google Drive platform. The Google Drive platform enables you to download and save training materials, books, articles, presentations, audio, and video materials in Doc and PDF formats.

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Materials for developing a culture of communication in English can be found through this link: <https://drive.google.com/drive/folders/1n9n8GIU-no8S2IKlrC35aVt1Rc47-Qcd>. The advantage of the platform is that downloaded materials can be easily downloaded to a personal computer, used and introduced changes. By accessing this platform through the link above, you can see the “Culture of Communication” folder with files created based on the theme. Entering this site through the application, you can see the folders on the topic: 1. “English for customs” (“English for customs”). 2. “The art of communication” (“The art of communication”). 3. Scientific work of the dissertation. 4. The culture of communication in English. 5. The culture of communication in English. 6. “For teachers.” In the process of conducting the study, the “On-line communication environment” technology was justified in order to familiarize students with the materials formed on social Internet networks - Facebook and Telegram - the site “The art of communication” (“The art of communication”), as well as to orient students on fulfillment of tasks proposed by the teacher. This technology not only serves to develop a culture of communication among students in English but also provides the possession of social networking skills in future professional activities. The goal of the “Online Communication Environment” technology, which consists of developing a culture of student communication in English through the use of the capabilities of social Internet networks, is to assist in the following tasks: 1. Consolidation of theoretical knowledge on the functional capabilities of Facebook and Telegram social networks. 2. The development of the students-respondents the skill of self-creation of a group in the social networks Telegram, Facebook. 3. Familiarization of students with the materials of the site “The art of communication” (“The art of communication”) formed on Facebook and Telegram on the social networks of the Internet. 4. Determining the knowledge of student respondents in their work on the site “The art of communication” (“The art of communication”). 5. Definition of understanding of the techniques and skills of students on the site “The art of communication” (“The art of communication”). 6. Assessment of the degree of knowledge and skills of student respondents formed in the course of their work on the website “The art of communication” of the social networks of the Internet. The “On-line Ambulance” technology, when using the functionality of Facebook’s social Internet networks, Telegram consists of the operational determination of difficulties encountered by students in organizing the communication process and their preliminary elimination. It aims to solve the following problems: 1. Using the site “The art of communication” (“The art of communication”) to quickly determine the difficulties that students face. 2. Outline measures to address the difficulties faced by student respondents. 3. Providing practical assistance in addressing the shortcomings encountered by students in the process of organizing communication through the Internet site “The art of communication” (“The art of communication”). Practical measures (clinical treatment) in order to eliminate the difficulties that students encounter in the process of communication and using oral and written speech in English find their solution when

applying the “Communication Clinic” technology, which performs the following tasks: 1. Theoretical study (diagnosis) question-answer method of searching for factors that cause difficulties in the process of using oral and written speech in direct communication of students in English. 2. Possession of a complete picture of the factors that cause difficulties for student respondents (prescribing the type of treatment according to the diagnostic results). 3. Determining ways to eliminate factors that negatively affect the process of communication in English (immersion in clinical treatment). 4. Posting certain measures (project) on the page “The art of communication”.

### V. EXPERIMENTAL RESULTS

An experimental pedagogical program based on the essence of the problem in the framework of the study was developed. The program entitled “Development of the culture of students' communication in English” clearly shows the general value of experimental work (table V):

**Table V. The content of the program of pedagogical experience**

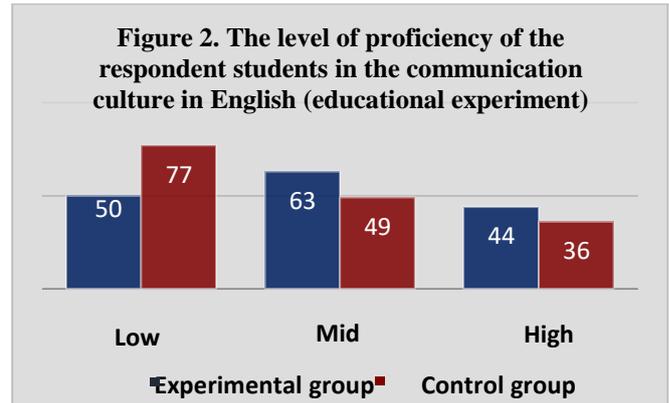
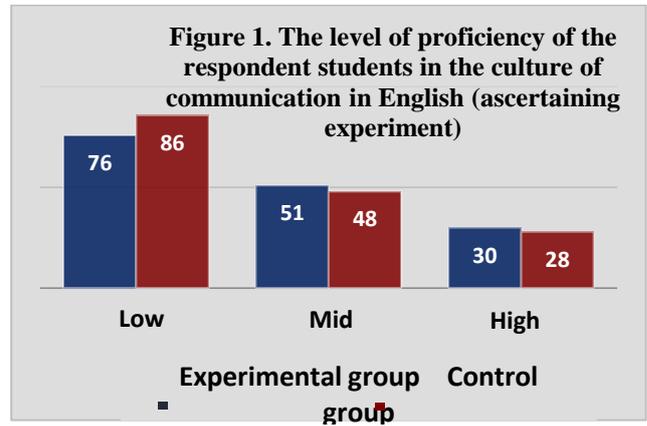
№	Themes	theory	practice
1.	The place of the English language in the context of intensification of ethno-cultural ties	Round table discussion	Video lesson
2.	The conditions for the proper organization of communication in English	lecture	Mastery lessons
3.	Ways of learning to effectively organize student communication in English	Workshop	Training
4.	International and domestic experience in organizing effective communication in English	The conference	Online chat
5.	Forms, methods, means, and technologies of teaching effective organization of student communication in English	Workshop	Workshop

A mechanism has been developed to put into practice the ideas of the experimental work program in the research process (Table VI). The following criteria have been developed aimed at the efficiency of the process of developing a culture of communication in English in the context of intensification of ethno-cultural ties: 1. Aware of the theoretical foundations of the effective organization of the process of communication in English. 2. Able from a practical point of view to effectively create a process of communication in English. 3. Works on himself in the process of sequential organization of the process of communication in English. 4. Possession of the culture of communication in the corresponding process is fully manifested.

**Table V. The mechanism of the practical application of the ideas of the experimental experimental program**

Activity during the experiment				
No	Ideas	Forms	Methods	Facilities
1.	The place of the English language in the context of intensification of ethno-cultural ties	Conversations at the round table.	Case study.	Electronic board
2.	The conditions for the proper organization of communication in English	Video lesson	Virtual display	Demonstration Mobile Phone
3.	Ways of learning to effectively organize student communication in English	Lecture	Lecture.	Electronic board.
4.	International and domestic experience in organizing effective communication in English	Mastery lesson	Demonstration.	Poster.
5.	Forms, methods, means, and technologies of teaching effective organization of student communication in English	Workshop.	Imitation.	Marker

Based on the criteria, the following indicators are determined: 1. High - the student is sufficiently knowledgeable about the theoretical foundations of the effective organization of the process of communication in English, tries to effectively organize the process of communication in English, pays attention to self-education in order to organize the process of communication in English, in this process, ownership of the culture of communication is fully manifested. 2. Middle - to the necessary extent aware of the theoretical foundations of the effective organization of the process of communication in English, try to effectively organize the process of communication in English and constantly works on himself, however, there are some difficulties, knowledge of the culture of communication in English is partially manifested in this process. 3. Low - to a small extent aware of the theoretical foundations of the effective organization of the process of communication in English, does not seek to effectively organize the process of practical communication in English, does not seek to work on oneself, does not take initiative in the process of communication. Theoretical concepts, practical abilities, and skills aimed at developing a culture of communication in English among student respondents in the context of intensifying ethno-cultural relations during the period of the establishing experiment were studied. The results obtained are summarized by reasonable and confirmed experimental results. Summarized information is reflected in the following diagrams (Figure 1 and 2):



As can be seen from figure 2, the effectiveness of knowledge of the students' communication culture in English in the experimental groups is significantly higher than in the control groups. The validity of the results is confirmed by mathematical and statistical processing of experimental data. In accordance with tradition, during the period of the establishing experiment, the state of training, knowledge, abilities, and skills at the beginning of the study is established and the feasibility of a qualitative assessment of the differences in the obtained indicators by the control group is determined. For this reason, mathematical-statistical analysis is carried out in order to compare the results of the two groups. For mathematical and statistical analysis, the Student-Fisher method is adopted. The reason for choosing this method is that it helps to find a coefficient among the obtained indicators of the results of the experimental and control groups. For the samples, we took the corresponding indicators indicated in figure 2, which are presented in the form of a table (table VII):

**Table 3. Mathematical and statistical derivatives of the analysis (Comparative characteristics of the results in the control and experimental groups)**

Experimental group	X	X <sup>2</sup>	X	S <sup>2</sup>	S <sup>2</sup> /n
	4	16	16,29	0,29	0,002
Control group	Y	Y <sup>2</sup>	Y	S <sup>2</sup>	S <sup>2</sup> /n
	3,7	13,69	14,67	0,98	0,007

$$X - Y = 0.29 - 0.98 = - 0.69.$$

The resulting derivative does not fall into the middle of confidence.

This in turn, according to the results obtained, rejects the initial (H0), assumes a constant (H1) that is,  $x > y$ . This means that the qualitative indicator in the experimental group is higher than in the control group and mathematical-statistical analysis confirms the effectiveness of the results of the experimental work. During the experiment on teaching students to communicate in English, the difference in the quality of derivatives in the control and experimental groups was 16.4 percent. This proves that the study was organized efficiently.

### VI. RECOMMENDATION AND CONCLUSION

The study of the English language, which is the “core” of interethnic communication in the context of globalization, in Uzbekistan is gaining a gradual spread, social need and need for it. Requirements for the need, as well as to meet the needs of youth and university students in learning English, practical actions are being taken (learning the language independently, with the help of tutors, through participation in small groups for active communication in English). As a result of theoretical analysis, studying the practice of the university, monitoring students' activities, there is confidence in ensuring the expected results based on factors such as the provision of pedagogical activities aimed at socio-cultural development, compliance with the ideas of national education based on the norms of the language, compliance with the goal, orientation, relevance, communicativeness, interactivity, expressiveness, on-line communication, volunteering and reflection. The development of the culture of students' communication in English does not appear by itself, it develops on the basis of several steps (the formation of positive relationships; the emergence of interest and needs; the desire to satisfy interest and needs; the organization of practical actions to meet the interest and needs; reflective assessment of the results of practical actions towards satisfying interest and needs). The study of the activities of the university, a practical analysis of the development of the culture of students' communication in English in the context of the intensification of ethno-cultural relations showed the existing tasks that need to be addressed. Although some students have theoretical knowledge of the effective organization of communication in English, they do not use them in speech activities. This phenomenon gives an understanding of the fact that at the basic levels of experimental work with the help of a special technique, it is necessary, in the conditions of intensification of ethno-cultural ties, to develop a culture of students' communication in English. Purposeful and systematic training, self-education (self-study), work on oneself, participation in scientific conferences, as well as ways of exchanging experience provide an effective assimilation of the students' communication culture in English. The factors that effectively affect the degree of knowledge in the development of students' communication culture in English are identified, namely: the importance of state policy, the place of the university, the role of the media, international educational relations, foreign experience, the activities of information and library centers, the role of training courses, on-line environment, as well as the personal (subjective)

approach of students to language learning. When organizing the experimental work, relying on these factors has proved the effectiveness of developing a culture of student communication in English. When students develop a culture of communication, the following methods are effective: lecture, practical lesson, seminars, laboratory work, competitions, training, games, educational game classes. Therefore, in the process of developing a culture of student communication, it is advisable to actively and effectively use the above methods. Interactive methods are also considered effective in building a culture of student communication in English. Especially their use in small groups and the organization of active communication in society make it possible to develop skills. Moreover, interactive methods create the necessary conditions for the development of students' mental activity. An on-line environment has been created that enables the development of a culture of communication in English using the functionality of information and communication technologies. She is one of the active factors. The created page “The art of communication” and the electronic materials presented on the social networks Telegram, Facebook, quite well help to develop the culture of students' communication in English. This thought is confirmed by the results of a training experiment. The organization of experimental work in a certain order and on the basis of the developed program not only ensures the effectiveness of this process but at the same time helps to master theoretical knowledge, practical skills in mastering the culture of communication in English in the context of enhancing students' ethno-cultural relations. A specially recommended methodology for practicing makes it possible to find new approaches to actively mastering the language and to develop more deeply the skills of students while actively mastering the culture of communication in English.

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