

THE ROLE AND SIGNIFICANCE OF FACILITATION IN THE PEDAGOGICAL ORGANIZATION OF LANGUAGE LEARNING PROCESSES

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Abstract: *The first component of the educational environment is the concept of age characteristics and general level of students. This scientific article provides information about this.*

Key words: *lexicon, grammar, discourse content, speech development, interference, transposition/facilitation*

In the process of education, the activity, independence, meaningfulness, and productivity of students' thinking increases due to the assimilation of a large-scale system of knowledge (information) due to the teaching of foreign languages in particular. Logical thinking develops in them. The desire to understand oneself, to know the general laws of the development of society and nature, raises the desire for science in students to a higher level.

The second component of the educational environment is the concept of language experience. In this place, the term is interpreted in a narrow linguodidactic sense. The student's experience consists of general awareness (knowing information about objective existence), tools such as vocabulary, grammar, pronunciation of the language reserve, the ability to give and receive information within a specific topic [1: 5960].

Regardless of learning one or more languages, a student (anyone) has a certain language experience. In language teaching, they are interpreted in the form of speech, linguistic and linguistic content. Speech content refers to communication skills, i.e. information delivery and perceptive understanding of others' thoughts, and on the linguistic side, the use of language phenomena for the purpose of receiving and giving information, and, finally, knowledge of language phenomena from the "linguistic aspect". All three parts form a whole concept of "language knowledge" [1].

Language experience, first of all, is formed under the influence of the mother tongue, and in the case of speakers of two or more languages, its corresponding layers increase. As a result, it leads to the development of speech, linguistic and linguistic content in memory and thinking. Different language tools and methods are used to express an idea. Due to this, the problem of differentiating the internal and interlinguistic negative (interference) or positive influence

(transposition/facilitation) features within one language in the educational process arises.

Facilitation is a management style. Facilitation differs from ordinary management in that its method is non-directive, that is, it does not go beyond the self-organization of the managed system. If in traditional forms of management (for example, in a group) the subject encourages him to carry out his instructions and orders, when helping, his subject should combine not only the functions of the leader and the leader.

Teaching itself should be organized not as an information broadcast, but as a facilitation (facilitate from the English language – to facilitate, to facilitate, to facilitate, to create favorable conditions).

The founder of the concept of facilitation is K. Rodgers, a representative of humanistic pedagogy

Facilitation is a method of training-discussion or corporate training, where the trainer-teacher takes an equal position with the team members and helps them independently find answers to questions and / or master some skills .

The language experience of students is a set of knowledge, skills and competencies collected from three languages, and the issues of its volume, scope of application, and interdependence constitute the principle of taking into account the language experience of the methodology. It is observed that students' language experience hinders (negative effect – interference) or helps (positive effect – transposition/facilitation) in foreign language learning.

Psycholinguistic phenomena that occur in students' language experience (TT) are discussed in scientific research: (a) from mother tongue to second language (from TT1 to TT2), (b) from mother tongue to foreign language (from TT1 to TT3), (c) second language (Russian language) from to foreign language (TT2 to TT3), (s) mother tongue and second language to foreign language (TT1-TT2 to TT3) positive and negative effects were studied [4].

The students' language experience consists of three components, namely TT1 (mother tongue), TT2 (second language) and TT3 (foreign language).

The problems of interference and positive transfer in the teaching of a foreign language in the higher school were solved experimentally in the methodology. B.A., who conducted experimental research. Lapidus discovered the following laws of interference: - during the reception (comprehension) of the text of the second foreign language, each of the first two languages comes into play; - the difference between previously learned languages and the language that has just begun to be acquired is that there is a high probability of interference at this time. In this case, not only negative cross-linguistic influence is considered, but also which language is the source of interference;

- if students know a certain correlate (correspondent) of the second language phenomenon in the first language, the first foreign language will have a strong negative effect on the mother tongue;

- during the acquisition of the second language, it is permissible to recognize the cases where the stronger negative influence of the first foreign language is contrary to the methodological reality [2:8].

For example, the presence of articles, conjunctions, sentence order, prepositions, multiple tenses, and multiple genders interferes with Uzbek students. But for Russian students, most of these situations are facilitated by the fact that they have the same grammar and the same mother tongue.

To conclude, it is related to the facilitating or interfering nature of the second language in the process of teaching students a foreign language, the mutual grammatical structure of the two languages, and ethnic origin.

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