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Challenges and necessities of developing intercultural communicative competence in Azerbaijani EFL context: Teachers and learner's perspective

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ABSTRACT

The study aims to assess the communicative competence of students learning English in Azerbaijan. It focuses on investigating the application of new language teaching methods, analyzing the process of forming communicative competence, and evaluating the effectiveness of these methods in the current educational context. In the practical part of the research, a questionnaire was developed to gauge the students' level of awareness regarding communicative competence. The obtained results from the questionnaire were carefully examined and analyzed. It was observed that the students exhibited diverse reactions to the ideas presented to them, indicating variations in the conditions and tendencies of idea formation among individuals. Furthermore, the dissertation underwent a thorough analysis, and statistical techniques were employed to analyze the gathered data. These statistical analyses provided valuable insights into the students' communicative competence levels and shed light on the effectiveness of the new language teaching methods employed. To ensure the study's relevance, previous research works were extensively reviewed and referenced. This comprehensive review of related studies demonstrates the researcher's awareness of the existing knowledge in the field and highlights the significance of the topic under investigation. In conclusion, this study delves into the communicative competence of English language learners in Azerbaijan. By examining the application of new methods, exploring the formation process, and evaluating their effectiveness, the research contributes to the understanding of language teaching practices in Azerbaijan and provides valuable insights for language educators and policymakers.

Keywords: *translation, English, student, research, communicative competence.*

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INTRODUCTION

Actuality of investigation. Training of specialists who have the ability to use a foreign language for communication purposes is one of the main tasks facing higher schools, especially higher specialized schools. Therefore, the acquisition of high professional qualifications of foreign teachers, including English language teachers, translators and linguists in these higher education institutions, makes it necessary to build the training process on the basis of modern pedagogical views. On the other hand, in our globalized world, it is very important for our young people to know English, French and German, which are considered the leading world languages.

Today, the necessity of learning English as a means of communication in the international world is undeniable. English language learners are more inclined to use that language as a means of communication. The English language creates wide opportunities for benefiting from world experience, acquiring habits of using advanced technologies, and mastering the achievements of scientific and technical progress. This makes it necessary to acquire communicative competence in the specialized language.

However, experience shows that the communicative competence of students studying in language faculties in the specialized language, including English, is not at all satisfactory, and currently there is a shortage of highly qualified specialists who are communicatively competent. This is due to the use of traditional methods, textbooks and materials based on outdated materials, and non-application of methods and technologies that develop communicative skills and habits in the training process.

Of course, choosing such an actual topic for the purpose of research is not a coincidence. Thus, the importance of teaching foreign languages in the education system of Azerbaijan, which is gaining influence day by day in the international sphere, at the same time, the study of these relations is of special importance.

It is known that without deep mastering the internal structure of the language, i.e. the sound system, vocabulary and grammatical structure, it is impossible to master it as a comprehensive means of communication. Therefore, it is one of the most important conditions for students to acquire communicative competence skills. However, memorizing grammar and its rules does not give the desired results. This highlights the communication-oriented organization of the training process and determines the relevance of the topic of the research we will conduct.

The object and subject of the research. The object of the study is the analysis of the process of communicative competence of oral and written speech in the process of teaching a

foreign language (English) in all courses of higher specialized schools. The subject of the research is the possibilities and ways of communicative-oriented teaching of grammar for students during English language teaching.

The goals and objectives of the research. The purpose of the study is to determine the factors important for the implementation of English grammar in the communicative direction for the lower-year students of the language faculties, and to develop an effective training system that meets the requirements of the modern era and is based on the interests and needs of the students.

The working hypothesis of the study is formulated as follows:

- if the teaching of English in the lower courses of higher specialized schools is based on the mastery of linguistic rules reflecting its grammatical structure,
- if the system of modern methods and methods is consistently applied in the learning process based on the principles and requirements defined in relation to the problem,
- the mastered knowledge if it focuses on the formation of communicative skills covering various speech situations,
- if interactive learning methods that require cognitive activity are effectively used, students can acquire comprehensive oral and written speech skills.

Research methods. Survey, data collection, statistical analysis, calculation, etc. are used in the research work. methods were used.

The main clauses that are defended. The following provisions are submitted to the defense:

1. Deeper acquisition of English language by junior students of higher specialized schools is carried out with a special methodology that serves the communicative development of grammatical knowledge and stimulates them to creative activity.
2. Communicative-oriented training improves students' oral and written communication skills in English and provides a more interesting and lively organization of the learning process by performing work on studies reflecting speech situations related to various areas of social life.
3. Higher results in the formation of grammatical competences are provided by the realization of the system of communicative-oriented grammatical studies.

Scientific innovation of research. The scientific novelty of the research is that the main factors that enable the effective solution of the communicative-oriented teaching of grammar in the English lessons held in the language faculties were identified and the positive

role in the formation and development of the speech habits of the lower-year students was proven.

Theoretical and practical significance of the research. The theoretical importance of the research is that the principles and requirements that are important for the successful implementation of the communicative-oriented teaching of English language have been determined, the scientific-methodical approaches have been summarized and developed as a system. The practical significance of the research is that the psychological and pedagogical features of speech were taken into account in the teaching of the second language, and a complex of communicative-oriented studies of English grammar was developed based on the established principles.

The structure of the dissertation. Dissertation consists of two chapters: introduction, theoretical and practical part, survey, analysis, conclusion and list of used literature.

CHAPTER 1. REVIEW OF LITERATURE

1.1. Intercultural communicative competence in Azerbaijani EFL context

The study of phraseological units, idioms, phraseological combinations is very relevant in teaching foreign languages. Phraseological units form a special specific layer of the lexicon, perform separate functions in speech, have a different structure and a separate semantic integrity. The search for exact criteria that allow combining different types of phraseological units has always been a complex problem, and as a result, such phraseological criteria as repetition, stability, semantic uniqueness and others, known to phraseology, have arisen. The semantics of phraseological units is closely related to the context and, as a rule, has the function of an expressive component in expressing meaning. However, the expressiveness of phraseological units has not been sufficiently studied so far.

In the current period when languages are approaching and mutual relations are intensifying, the languages of the world are mutually benefiting from each other in the process of spreading socio-political, scientific and technical concepts. The language and its laws of internal development are affected by the political and social changes in the society, scientific and technical progress, economic and cultural life. innovations have a serious impact. These innovations create changes in the world, including in the vocabulary of the language, in various directions. Thus, the scientific and technical development, the innovations that have taken place cause the creation of many words. As in all languages of the world, in the lexical development and enrichment of modern British multiculturalism, along with the internal capabilities of languages, included words have played a very important role. At different stages of history, languages have borrowed words from other languages for different reasons. "Depending on the socio-political and economic conditions, sometimes it showed itself with a special wave, sometimes it retreated, and in a certain period of time it was met with jealousy in a good sense" (Hymes, 2016, 6-24). What does "medieval multiculturalism" mean? Rich ethnographic literature conveys to us a view of the multicultural world inhabited by the medieval population. In this context, multiculturalism for immigrants includes opportunities such as political power, economic opportunities, and citizenship. Public awareness focuses on the important issue of faster integration of immigrants into society and puts forward some basic principles. Integration makes it important to respect basic democratic values such as freedom, democracy, respect for human rights, equality and the rule of law. In this sense, there is a temporary immigrant model in some European countries. The permanent immigrant model is different. When talking about medieval British multiculturalism, we should also mention that in the Middle Ages, the English Parliament made concessions to immigrants and imposed a new tax. The only

difference was that "aliens" had a special fiscal category. The motivation here was to get new funds, taking into account the wars. In truth, the issue was about "regulation".

According to modern historians, for foreigners living and working in England in the Middle Ages, this meant geographical sharing, numbers, social status and settlement. It also meant human interaction. We should note that many researchers date the history of medieval Britain to 1066. This is considered to be the time when the French invaders invaded the British kingdom and took the country under their rule. It is easy to see in the language and rules used in the United Kingdom today. It was mentioned in the "parliamentary decree" in 1362. At the heart of the matter was the fact that the English language was a mixture of native and foreign dialects. This could also be seen in the official language of Britain. It was at this time that the writer C. Chaucer began to write his works in "vernacular" English.

It even got to the point where the language became popular in a large part of the country thanks to his writings. The roots of the English language used today go back a long way. And today, the process of giving and receiving promises continues. "Lingu-franca" has a leading role in the world from this point of view. It should also be noted that multiculturalism did not enter all western countries through the history of immigration. Sometimes this is the result of the official state policy, and sometimes it is related to the wishes and activities of the immigrants themselves. For example: immigrants in the United States have a high desire to become Americans. In contrast, French immigrants tend to force themselves to adopt the rules of their "new home". Speaking of medieval Britain, J. B. Priestley in his "English Journey" shows 3 types of "community": metropolitan, urban, rural. But let's also note that Britain has been the heart of the "rural" type. By the way, let's note that the traditional United Kingdoms have passed through "industrial", "imperial", "suburban", "metropolitan", "urban", "rural", "tourist", "multicultural" stages. All this in turn left certain traces. According to Derek McGhee, "the move away from the principles of multiculturalism in England shows that the country is increasingly moving away from the term multiculturalism. A person belonging to any religion and ethnic group can easily become a government official here. As we know, the concept of "multiculturalism" was formed relatively recently, and if we want to talk about this term, this phenomenon already existed in the long historical period before the emergence of this term. This is because the ancient philosophers, especially the Greek philosopher Plato, explained existence and perception of the world in an idealistic way. Plato had a single holistic approach that united all living things on earth. This was a great global approach, although it is perhaps considered quite controversial and some ways, archaic from today's scientific point of view. However, Plato already confirmed that this concept is characteristic

of human nature from the beginning, apart from mass consciousness. That is, it is also an unconscious factor. If we agree with this formula, it turns out that at all stages of the development of humanity, we will find many examples that multiculturalism, this term and phenomenon, in the sense we use now, belong to the objective world. And, so to speak, the world has never been isolated from this manifestation. If it were not as we think, then there would never be multi-ethnic cultures, there would never be great human cultures, because every culture that defines any boundaries for itself and operates only within its own boundaries is itself would condemn it to decline. However, despite the cataclysms, some social, domestic, political problems, humanity and the world are developing. We must agree that intellect, cognition, consciousness and culture as a whole are moving forward. Multiculturalism is one of the foundations of the development of the common human existence. Humanity has always set goals and objectives. Currently, the global goal is to create a multicultural society, a multicultural space. It is known that the field of research called ethnopsychology or ethnic psychology deals with the study of the psychology of nations, so the great interest in this field of science is related to political motives. Even in political science, there is a special section called "Ethnopolitology", which was created under the influence of ethnic psychology. Ethnopsychology is a field of psychology that studies the relationship between people's ethnic (cultural) affiliation and their psychology. This field of science allows determining how to influence whom. Fitzgerald Scott writes in an article: "It is necessary to understand long ago that everything in this world is hopeless, but it is necessary not to lose determination to change it." Among the scientific debates that lead to debates among authors working in the field of social sciences, the importance of the role of civilizations in the development of human consciousness, societies, as well as states. the topic has a special place. After Samuel Huntington's famous article "Clash of Civilizations", this theory became one of the priority issues in the agenda not only of scientists, but also of many influential politicians. Culture is an opportunity for nations to influence each other. Culture prevents confrontation between nations, creates a difference between nations and people. It turns out that this is one of the main challenges. Culture creates the basis for the exchange of all cultural opportunities and also for the creation of consensus among people, and eliminates the causes and bases of wars and conflicts. This is the most important and most realistic approach to controlling conflict resolution. Of course, this is not an easy task. So, all this requires a lot of preparation, great effort and patience. One of the ways to achieve good results is also to be aware of the benefits and advantages of cultural exchanges, and there are many ways to do this.

Literally translated from English, multiculturalism means "many cultures". Multiculturalism covers not only the fields of music and literature, but also politics, economy, public administration system, public life, science, etc., which affect all layers of society. It is a social phenomenon that affects its history and culture. Its clear examples of the mutual enrichment and deepening of cultures that took place a thousand years before the emergence of the term multiculturalism. It seems that in the era of globalization, no country can avoid the influence of multiculturalism. However, a developed society must adequately respond to the call of the era of great changes, protecting its cultural, national and spiritual values from possible deep deformations. Today, we live in a society based on the principles of tolerance and respect for cultural diversity. Such action is one of the best guarantees for the preservation of peace throughout the world. At the same time, we should not forget the unique responsibility of each person in the world for the construction of the world and the development of the cooperation of the nations that make up the world community. The main challenge for every state is to place this important issue in the minds of citizens, to educate the young generation in the spirit of tolerance and equality. Interethnic peace and harmony are not objects that will fall from the sky, but are the results of the state's daily policy and practice, and what we all strive to achieve. There have been times when the price of human life was neither high nor the highest. This was the case throughout the Middle Ages. For example, Descartes says that this is the relationship between man and nature. Descartes says: "Man is the owner of nature and the one who tames it." Bacon says differently: "Man is the slave of nature and the one who interprets it." Therefore, there were always two, three - different considerations with them. So, there are debates about values, and the period does not give the next period a ready-made set of values, just how many value projects, in modern terms, how many value discussions, etc. gives.

1.1.1. Emotionality of speech and emotional vocabulary

The preliminary analysis of the existing research experience in the study of comparative phraseological units shows that an important achievement of modern linguistic theories is the regular attention to the study of structural-semantic features of comparative phraseological units. However, the comparative phraseological unit phenomenon in science has not yet been fully studied in the direction of discursive analysis. The reason for the urgency of studying comparative phraseological units in the discourse system is that when analyzing them, a complex of interrelated theoretical questions is involved in scientific research, and each of these questions needs to be studied in depth.

Since English is the world's leading and international unified communication language, it is taught in most developed and developing countries starting from primary and secondary schools. Although there is no general regularity and standard of methods and methods in language teaching, in many of those countries, English is taught taking into account the innovative aspects of the new teaching method. The communicative goal is the main aspect that differentiates and makes foreign language teaching unique.

Accordingly, for the formation of communicative competence, language learners are usually instilled with the habits of writing, oral speech and reading, and by mastering the said habits, their practical mastery of the language is set as a goal. Unfortunately, we must note that the types of activities aimed at inculcating communicative competence, which mainly combine linguistic, discursive, sociolinguistic and strategic aspects, which serve to express opinions and attitudes in English, participate in conversations and approach the language creatively, are not effective in all cases, and as a result, different communication problems arise. In academic literature, the socio-cultural status of the language and difficulties in the intercultural transition, differences in the morphological and semantic structure of languages, including differences between language groups, "culture shock" caused by familiarity with a foreign culture when mastering foreign languages, interference and etc.

Speech culture is one of the components of general moral culture. In the present era, when our nation has gained independence and sovereignty, the demand for the education of fully developed individuals makes language culture an important issue. Currently, the Azerbaijani language is the official language of our state in the truest sense of the word, it is a wide and peerless means of social communication. All kinds of stationery, official documents, press, radio and television programs, etc. conducted in this language. In particular, in radio and television broadcasts, people belonging to different fields of specialization and different language skills share their wishes and desires, suggestions and recommendations, people's literature, history, culture, domestic and foreign policy of our state, etc. they interpret and say their conversations in their native language - Azerbaijani.

In such a situation, speakers, especially teachers, who are constantly in contact with the masses, have great responsibilities. By acquiring the skills and habits of using the language at a high level in their practical activities, they should instill this quality in the builders of the future - young people. Today's speaker should be able to speak in a fluent, clear and attractive, mobilizing language, in addition to having deep knowledge and comprehensive information. In the modern era, when the vast majority of the people are educated and a new way of thinking is formed, it is necessary to master the ability to speak well, this work is of

greater interest now in connection with the general harmony of our development. The way of life, consciousness, thinking, spiritual rapprochement, friendship, kindness, etc., which bind the members of the society together. such high national qualities make it more urgent than ever to remember the correctness and beauty of our speech. Every day we hear great examples of speech - from announcers, actors, doctors, teachers, politicians and others. Unfortunately, they are a minority, the current era requires the people to acquire a high speech culture as a whole. Therefore, a modern citizen should always be aware of the richness and beauty of his speech, his clothing, behavior, and speech should be in line with today's high level. When talking about human beauty, the complementarity of its inner and outer worlds is considered as the most necessary factor. The beauty of speech occupies the main place among other beauties characteristic of a person. Having a high speech culture is one of the factors that increase a person's glory, dignity, honor and respect.

Syntax is one of the sections of language related to style. There is no such syntactic unit, structure, which does not participate to one degree or another in the stylistic enrichment of speech. From this point of view, the possibilities of types of simple sentences according to purpose and intonation are wide. Among them, the interrogative sentence has more shades of meaning in the speech. Colorful synonyms are used in order to create stylistic effect and fluency, to avoid unnecessary repetitions, to express the idea more effectively, expressively and accurately, they increase the impact of speech, create emotionality and expressiveness, they are wide and colorful to express subtle points. has stylistic possibilities. In order to express his thoughts and feelings more precisely, the speaker uses the appropriate word belonging to the synonymous line in such a way that it creates accuracy in the speech and at the same time ensures harmony. In this regard, the speech of Great leader H. Aliyev was effective and rich. In his language, excitement-concern, wish-desire, help-care-spiritual support, knowledgeable-literate, respect-respect-gratitude, thought-emotional desire, etc.

It is possible to find expressions and synonyms often, which shows that his language is lexically rich. The use of lexical means, including synonyms, gives a kind of creative character to oral speech. Speakers, teachers, and others all try to use synonyms within their own skill, speaking ability, and level of vocabulary. The variety created through synonyms makes the speech interesting, and listeners appreciate this way of speaking. The lexicon of our language is quite rich in terms of synonyms: evasive, brave, brave, fearless, hero; power, force, strength; el, homeland, country, home, village, hearth; pass, transition; world, world, world, universe; face, face, beniz, jamal, surat; happiness, bliss; pride, pride; word, phrase; future, prospect; separation, hijran; delicate, elegant, elegant, graceful; alone; fire, fire; sound,

sound, sound, etc. As can be seen from the examples, the meaning of each of the components forming the synonymous lines is different from the others due to its semantic circle. Each of them clarifies and clarifies the main word in that line in a certain way.

The large number of students in the group, the lack of student-oriented teaching, and inconsistencies in the textbooks can be considered as factors that cause failure. The root of this failure lies in the ineffectiveness of the traditional didactic teaching method, which serves to master the language in one aspect and gives more importance to the linguistic aspect of the language.

Although the linguistic aspect, which is one of the components of communicative competence, is the initial stage, it should be focused on the development of oral and written speech, grammatical rules and new words should be taught in the context and situation, and should serve to form real communication habits.

Although emotion is a concept studied in various fields of science, it is primarily related to psychology. However, the first accounts of emotion were given in philosophy. In the works of Plato, Aristotle, Spinoza, Kant and other philosophers, the issue of emotion was raised. Emotion comes from the Latin word "emovere" and means "to be excited, excited". The definition of this concept is approached from different aspects. The reason for such a situation is, first of all, the issue is looked at from the prism of science. Emotion is a psychological state and is related to a short-term mood. Mood and emotion usually have a general character, appear as a result of evaluation, are a physiological state of the body, include all the feelings of a person, and are distinguished by their subjective shades. Subjective tone is based on a person's attitude to events and processes. Each individual differs from the other with different characteristics.

Those characteristics depend on the formation of a person as a physiological, biological and social being. A person's physical strength, body strength, level of consciousness, etc. affects his psyche. Due to his physical and willpower qualities, a strong person has little fear and anxiety and is not influenced by such feelings. The weak and coward cannot control their emotions.

The emotional state affects both the external appearance of a person and his inner world. Therefore, human emotions are manifested in different forms. The similarity of specific facial expressions for all people indicates the genetic similarity of the situation corresponding to different emotions. Emotion is one of the fundamental aspects of human experience. A person goes through various emotional states throughout his life. Emotion is one of the forms of perception, perception and evaluation of objective reality. In the

emotional process, a person is both the subject and the object of emotion. Emotion is closely related to the requirements underlying the motives of human activity.

A broader approach to the problem of emotion in linguistic research began after A.A. Leontiev's research on the emotional characteristics of speech. Emotional issues of language are generally raised in the works of Fomina and Vecbitska. Emotionality and expressiveness also found a place in J.Bally's research. He shows that "in live speech, the inner state of the speaker is revealed in different proportions depending on the specific circumstances and social environment".

At a time when Azerbaijan's multifaceted relations with different countries of the world are developing, the number of people learning foreign languages, especially English, which is the main means of communication at the global level, is increasing day by day in our country. However, when it comes to teaching English, which is a global language, it should be taken into account that people who use this language are divided into different groups, and those representing these groups use the language's capabilities in a unique way. For example, residents of Northern Ireland, Scotland, New Zealand, Australia, Kenya, India and other countries speak the same language in completely different ways. It should also be noted that in some cases, the fact that people communicating use the same language even complicates mutual understanding.

The basis of the student-oriented approach is the development of students' understanding skills, the independent linking of knowledge and skills, the development of the skills of integration into the information space, the independent analysis of the obtained data, the ability to make hypotheses independently, and the strengthening of the ability to make decisions regarding the determination of directions for solving existing problems. , factors such as development of critical thinking, creative, as well as research activities. In the absence of a real language environment, the teacher should be a kind of role model for students.

The teacher should be able to communicate with both native speakers and people who use the language as a means of communication, but are not native speakers, and talk about topics that are within their professional interests. The teacher's strategies for using language tools and discourse-regulating structures should correspond to the strategies of linguistically literate speakers as much as possible. To achieve this, serious reforms should be made in the current educational conditions. In my opinion, the introduction of a student-oriented approach to language teaching is the most important of these reforms.

When examining the history of the term "learner-centeredness", we should note that we have come across this term quite often in English recently. However, it should also be noted

that the term "learner-centeredness" is understood quite differently in different educational contexts. In such conditions, it is extremely important and urgent to put new ideas into practice. Foreign language teachers should consider that their role in the development of students is very important. However, it should also be taken into account that while it is possible to learn any subject independently without a teacher, it is impossible to teach without students. Teachers can teach students and prepare them, but teachers cannot develop students, they must develop independently. There is a difference of opinion about how to organize "student-centered" teaching.

The main essence of the student-oriented approach is to stimulate students' interest in solving certain problems, to apply the acquired knowledge to practice, to achieve the solution of one or a number of problems under the condition of maintaining the appropriate balance at each stage of education, in other words, to apply knowledge to practice, to maintain the appropriate balance at each stage of education. It is about combining academic and pragmatic knowledge with anticipation.

It should also be emphasized that the vast majority of experts working in the field of language teaching welcome the idea of student-orientation and see the importance of this idea in improving the quality of foreign language teaching. One of the advantages of learner-oriented language teaching (learner outcomes) is based on taking into account the achievements of students.

The language teaching process and acquisition methods should ensure that students achieve the intended achievements. The foreign language teaching system should be student-oriented as a whole, and accordingly, language teaching methods should be selected taking into account the interests and demands of students. One of the main factors that ensure success is the correct definition of the goal or goals. Objectives and expected results are clear and specific.

Both language teachers and students should be aware of what knowledge, habits and skills will be acquired as a result of the course. The level of professionalism of teachers is directly related to the quality of their work. Specialists working in the field of language teaching should be sufficiently trained and competent. The process of language teaching is a more dynamic and complex process than both teacher-oriented and student-oriented approaches, depending on a number of social, cultural, economic, educational and personal factors.

Foreign language teachers should have an understanding of what teaching that meets modern requirements means. It should also be taken into account that quality teaching is one

of the main conditions that can ensure quality learning. The role of a language teacher is to help learners reach their highest level of achievement in the language by providing comprehensive support.

As it is known, the most important of the interests that unite both teachers teaching foreign languages and students learning one or another foreign language is using the learned language as a means of communication. It should also be noted that while the opinions of teachers and students about the importance of communication coincide, at the same time, their opinions on the teaching and learning of grammar are often completely different. Language teachers who see the main goal of teaching any language in the inculcation of oral speech communication in that language emphasize the importance of teaching grammar at the same time. It should also be taken into account that the role, place and importance of grammar in language teaching is undeniable.

That is why it is very important to create a balance between grammar and communication in the language teaching process. Each grammatical structure to be mastered in each lesson should be communicatively significant. The main goal is to inculcate in the students oral communication habits and other adequate use strategies in the foreign language being studied and thus to develop a sense of confidence in language learners when using the foreign language. The next principle is the principle of creating suitable conditions for the pedagogical process. The teacher should remember that this principle is based on such a law: the pedagogical process taking place in a suitable material-technical and healthy spiritual-psychological environment increases the level of mastery and education in students. Heads of the educational institution referring to such a law, teachers should try to create the necessary conditions for the pedagogical process. For example, the classrooms should meet hygienic requirements, the number of students should be normal, and a healthy spiritual and psychological environment should be created in the educational institution. (Andreeva M.P, 2017, 104-131)

Of course, for the quality of foreign language lessons to be high, the number of students should be small, the necessary technical means should be used, for example, CD-player, tape recorder, laptops, videos. All these are reasons that increase the quality of language skills teaching and acquisition, and even ways to achieve success during testing. Another principle is the principle of goal-dependence of the content of the pedagogical process. This principle requires that the teacher clearly state the purpose of the pedagogical step he will take, the pedagogical work he will do. It is difficult to get the maximum effect from pedagogical work without a clear goal. That is, if the English language teacher has to explain the degrees of

adjectives from grammar to the students, he must prepare for that topic and prepare his examples.

Or, if the goal is to learn new words, it is necessary to prepare and present sentences or texts that reflect those words. Or if new sounds are to be taught or tested, listening and testing materials must be readily available. The lesson taught by the teacher should be colorful and full of variety. Therefore, the principle of using different methods requires that the teacher uses not one, but several methods that can serve to consciously understand the essence of the subject during the pedagogical process: sometimes he organizes the observation of the student, sometimes the student makes a judgment about it, sometimes the correctness of the result obtained. let him check and sometimes apply the knowledge he has learned in practice. In such conditions, not only the sensory organs of the students are activated as much as possible, but also their thinking is activated.

The principle of consolidation of knowledge and skills is based on such a law that when the thinking operations are activated and constantly reorganized during the assimilation of knowledge, the duration of solid memory of knowledge increases, the cases of forgetting decrease, and success is achieved during the examination. The principle arising from this regularity requires that the teacher ensures the conscious understanding of the meaning of every word, every phrase, every concept by the students and reveals the possibilities of its application during the activity in order to increase the duration of knowledge retention in the student's memory. (Orucov E.Q, 2010, 112) The principle of unity of respect and demands in the pedagogical process, the principle of uniformity in requirements during the pedagogical process, the principle of the unity of word and deed in the pedagogical process are the principles that lead to the quality organization of the educational process and obtaining successful results.

1.1.2. Foreign language teaching in the modern period problem and perspectives

In the globalizing world, foreign language teaching has become a necessity rather than an option. Contrary to the past years, when bilingualism was seen as an advantage, knowing three or more languages has become essential for individuals' career goals. In this sense, how to teach a foreign language in the best way or finding the best method has been a problem for educators for many years. Richards and Rodgers presented a triple step in explaining the concept of the method. He stated that the method is related to “approach theoretically” and “design as organizational”. The process at the bottom is a technique that cannot be considered apart from approach and design. For this reason, he called this triple-step method an

“umbrella term” that includes approach, design, and operation. The concept of the method was defined by Kumaravadivelu, one of the leading names of the post-method period in foreign language teaching, as "a set of theoretical rules and in-class practices expected to be carried out by teachers". Kumaravadivelu classified the methods as “language-centered, learner-centered, and learning-centered”. Learner-centered methods enable the comprehension of specific linguistic structures through exercises that emphasize form. In learner-centered methods, it is aimed not to make the learners comprehend the communicative aspect of the language with the exercises in which the function is emphasized. In learning-centered methods, it is to provide learners with meaningful communication opportunities through various language tasks. Bell explained the different definitions of the method concept in the literature. According to the first definition, a method is various class implementations.

In the context of globalization, the growth of competitiveness in the labor market, special importance in the education system is given to the study of a foreign language. Knowledge of a foreign language has a significant impact on the personal and professional spheres of a person, contributes to self-actualization and self-realization in society. The goals of education in higher education, as a rule, reflect the social order of society and directly depend on the quality of educational services, on the personality and professional competence of the teacher, on the motivational component of students, on the level of their pre-university training, and also determine the principles of foreign language training in higher education: introductions elements of professionalization in the educational process, taking into account interdisciplinary links in the selection and structuring of content, the orientation of the educational process towards the formation of a complex of communicative skills (Əyyubova N.S, 2014, 169-178).

The problem of education has always been widely discussed and studied by the pedagogical community. There were especially many publications on this topic at the end of the 20th - beginning of the 21st centuries: Yu.K. Babansky, N.V. Bordovskaya, O.S. Grebenyuk, T.B. Grebenyuk, M.I. Makhmutov, V.A. Slastenin, etc. Learning is seen as a process of forming knowledge, skills, abilities, acquiring some practical experience, as well as developing personal qualities. At the same time, it should be noted that if in the first part of the definition we meant an increase in the volume of knowledge, an increase in the level of foreign language proficiency (transition, for example, from intermediate to upper-intermediate level), the acquisition of communication skills, then the second part implies a movement to a different style functioning - from a primitive presentation of speech in a foreign language to intellectual skills (discussing, defending one's point of view with arguments, annotating and

summarizing in a foreign language, etc.), to the development of cognitive activity, increasing the motivation for learning. The purpose of the article is to identify effective means and methods for solving the problems of teaching a foreign language. The methodological main research was the personality-oriented and activity approaches. The main methods were the analysis of psychological and pedagogical literature, their own long-term experience, the method of participant observation, the analysis of expert assessments, a longitudinal experiment, and surveys.

In other words, it is the situations where programs, tools, and interaction types are also involved. In this sense, the term has an emphasis on diversity. According to the second definition, the method can be defined as the situations in which teachers apply the rules presented to them as a "prescription" in the teaching process in the classroom, do not try to adapt to various contexts and local environments, and use them as an in-class practice without changing the uniform rules dictated to them. Considering the second definition, it may be natural to take a stance against the method, because it presents a very unhelpful picture for the teacher to reveal his interpretation in the teaching process and to reflect on the practices that he or she finds useful. According to Brown, "the method is to format the classroom practices of the instructors to fit each context". All these different method definitions are the product of different attitudes toward the method. In the subtext of these attitudes, against those who adopted the methods suggested by theorists in foreign language teaching, those who thought that the methods lost their function in the 1990s, and who argued that the teachers could come up with methods suitable for various contexts and their minds came to the fore in the post-method period. In this period, the effects of educational, social, and ideological variables on learning in language teaching were mentioned.

This view has undoubtedly led to the questioning of the roles of teachers and teacher trainers. In the recent past, in addition to the latest technological developments, the pandemic, which affected the world in the first half of 2020, gave clues about the future radical changes in foreign language teaching, as in all fields of education. In this article, a small reflection of the perspectives adopted in foreign language teaching from the past to the present will be presented, and then, taking into account today's conditions, what kind of changes can be made in foreign language teaching for the future will be mentioned.

When we look at the history of the method, it is possible to say that the Grammar Translation Method, which was introduced in the 19th century and was known as the Classical Method, has wide dominance in the field and is still used. In this method, the aim of which is to translate literary works, the focus is on grammatical accuracy and written

language in the target language. The focus of examining written texts in the Grammar Translation Method has changed with the promotion of oral communication in the Pronunciation Method. As can be understood from the name of the method, the main purpose is to give meaning to a foreign language using the target language. In the 20th century, the Language Hearing Method, which will be widely used in foreign language teaching for many years, has been put forward.

This method, which was basically created by the development of the Direct Method and also called the Army Method, is based on the behaviorist teaching theory. Since learning is seen as habit-forming, the instructor must explicitly direct the learner to develop the desired language behaviors. Listening and speaking skills are given priority in this method. By the 1970s, the Silent Method, which is a part of the emotional-humanistic approaches known as designer methods, then the Suggestion Method, the Whole Physical Response Method, and the Group Language Teaching were put forward. The point where these four methods meet at the common denominator is that the emotional states of the learners and instructors should be taken into consideration, the classroom environment should be made suitable for the moods of the learners, the personal participation of the students and their learning experiences have an important place in the classroom interaction.

Designer methods have not been very effective, and the Communicative Language Approach, which was introduced in the 1970s, has had wide repercussions in foreign language teaching around the world. There has been an explosion in the textbooks prepared with this approach, and the curricula have been shaped according to this approach. "Providing effective communication in the language, using original texts in language teaching, enabling the learner to establish a connection between the language learned in the classroom and the language spoken outside the classroom, giving importance to the learners' individual language acquisition experiences in classroom learning are the main features of communicative language teaching".

They were criticized with the view that the existing colonial policies and the textbooks that were quickly printed and marketed all over the world were very effective in making this approach so popular. In addition, the perspective of the communicative approach to different cultures was found to be artificial, and they were criticized for reasons such as real-life situations sometimes creating strange language teaching environments. Task-Based Language Teaching and Content-Based Language Teaching were introduced in the 1980s as a result of this approach. It was emphasized that the learning autonomy and individual differences of the learner should be considered in language teaching by focusing entirely on the learner. By the

end of the 1980s, the eclecticism that the instructors created by blending the methods they liked came to the fore. The reason behind the emergence of this method is that no method is perfect with all its features. However, the Selective Method has also been criticized for being “irregular, inconsistent and messy” with the activities brought together without a theoretical framework.

Unfortunately, we have to state the fact that, despite the social order of society and the focus of most of the young students on mastering a foreign language, there is a problem of a lack of interest in a certain category of students in this subject. This is explained, according to the results of the study, by poor school preparation in a foreign language, the absence of any incentives for students to study it, and inertia in their life position. As experience shows, it can be very difficult to reverse the current situation, to involve such a category of students in an active cognitive process. Another problem, directly related to the previous one, is the role of the family in guiding children to learn a foreign language. If this idea is supported and cultivated by parents, then most often the children will maintain and develop interest in the subject "English". Therefore, the family is called upon to generate and support in their children the desire to learn foreign languages. The successive continuation of the role of the family in the process of increasing the motivational activity of students is the role of the educational environment of the educational institution. Based on the analysis of psychological and pedagogical literature, we came to the conclusion that training will be effective if it is complex and diverse, that is, it includes not only the process of mastering knowledge, developing skills and competencies, but also focusing on value indicators - the desire to self-actualization, to cognition, cooperation, respect for the teacher and classmates, adherence to the traditions of the educational institution. Of particular importance in this context is the problem of creating an educational foreign language environment. Students should learn a foreign language by the type of "immersion" in the atmosphere of foreign language communication. To this end, the KFU Institute of Management, Economics and Finance has created such a foreign language climate that helps students get an emotional charge, a mood for learning a foreign language. It is known that "emotions organize human activity, stimulating and directing it" (Orucov E.Q., 2010, 28-46).

This environment includes the following elements: – Modern classroom design, computer labs and language labs, audiences for presentations and defense of projects, immersion classes in the language environment (watching videos and video clips), audiences for round tables. – Active extracurricular work – olympiads in English, forums, English language weeks, quizzes, poster and video competitions, conferences and round tables with

the invitation of expert teachers from specialized departments who speak a foreign language, as well as representatives of foreign companies, etc. – APE system: language courses in various areas, professional retraining program “Translator in the field of professional communication”. It is FVE programs and language courses that can restore the interrupted chain in learning a foreign language after the second year, which we talked about above, and thus recreate the vertical continuity of the process of teaching a foreign language (3). Such training, as our ten-year experience in FVE programs shows, allows students not only to constantly develop their cognitive activity, achieve a high level of foreign language proficiency in their specialty, but also receive another diploma of professional retraining, in accordance with which the student is awarded an additional qualification - "Interpreter in the field of professional communication". Depending on the form of students' participation in the cognitive process, learning can be considered from three angles - zero, passive and active. The zero form of participation is characterized by the so-called "presence" or sometimes absence of students in the classroom. With this form, students do not fully assimilate the proposed material and, as a rule, belong to the group of conventionally named "debtors". The passive form is when students are simply “accumulators” of information in the process of perceiving educational material, working with authentic sources, during the demonstration of audiovisual teaching aids, they perform the proposed types of work without enthusiasm, in order to receive a positive assessment. The third form of participation in training is associated with active cognitive activity - active participation in the discussion of topics, articles and texts of a specialized nature, in role-playing games, presentations, defense of projects, presentations, participation in round tables and discussions, etc. with this, it is the active form of participation in training that should be actualized in order to solve the above problems.

Based on the experimental data obtained, as well as on the basis of many years of experience at the university, we classified the identified types of students' attitudes towards learning a foreign language: high communicative ability in a foreign language, students with a "sparkle". - Accommodators - students who take the process of learning a foreign language for granted, striving to get a high mark, but not having high cognitive activity, conscientiously fulfilling all the proposed tasks. - Pragmatists - students who understand that a foreign language can be useful in future activities, but not necessarily for career aspirations, conscientious enough, but without much learning zeal, content with General English more than ESP. - Indifferent - this group includes students who are absolutely indifferent to learning in general. They are satisfied with a low score in the rating system, relying entirely on the capabilities of their parents in choosing a future place of work. When organizing the

process of teaching a foreign language, one should also pay attention to the accompanying mandatory aspects: - Content aspect - the discipline "English" should be based on interdisciplinary connections, have its own specific conceptual and categorical apparatus corresponding to the specialty of the department or faculty to which it is attached. Strictly speaking, in the concept of "the content of teaching a foreign language" we include textual and informational material of a professional orientation, lexical and grammatical content (vocabulary, rules and exercises), linguistic and cultural material. - Methodological aspect - a complex of educational technologies, a combination of traditional and innovative teaching methods. - The psychological aspect - the creation of a positive emotional background for learning, increasing the motivational component of the educational process, updating the cognitive interest of students. - Diagnostic aspect - monitoring of level indicators of proficiency in communicative means of communication in a foreign language, monitoring of a value attitude to learning a foreign language and to cognition in general, which is an important point in the learning process. The Department of Foreign Languages in the field of Business Economics and Finance, IUEIF KFU strives to adhere to all of the above aspects of the process of teaching a foreign language. The content aspect is the publication of textbooks with the UMO stamp on linguistics in the field of education Learningenglish1.ru, Learningenglish2.ru, which are based on the principles of continuity and professionally oriented learning, as well as audio courses, a number of electronic educational resources and educational methodological developments that provide all types of foreign language training of students - reading and translation, grammar and vocabulary, listening, speaking (6).

The methodological aspect is represented by various forms and types of work: from traditional methods - reading and translating authentic texts, doing exercises to consolidate the material covered, to innovative ones - presentations, debates, role-playing games, forums, project defenses, online work. The psychological aspect is mainly associated with the personality of the teacher, his attitude to the learning process, pedagogy of cooperation, high qualifications, and interest in the high results of students. The diagnostic aspect is based on a system of tests designed to identify the initial, intermediate and final levels of students' knowledge. Turning to online testing for various programs allows you to prepare students for the subsequent "painless" passing of tests, for example, when applying for a job.

Thus, giving a diverse character to the process of teaching a foreign language, creating a foreign language educational environment and updating a number of its elements (design and technical content of classrooms, diverse extracurricular work, activation of the APE system), taking into account the forms of participation in the cognitive process (active, passive, zero) ,

reliance on the classification of types of students' attitudes to learning (accommodators, pragmatists, indifferents) and compliance with such aspects of learning as content, methodological, psychological and diagnostic, constitute a promising set of tools for optimizing students' foreign language learning.

Critical thinking, as one of the main components of modern life and way of thinking, is an issue that always sounds relevant, as an important skill of the training and education process in educational institutions, which must be developed. At every step of their lives, especially when acquiring knowledge at school and university, the correct and efficient formation and development of critical thinking skills in students, to convey their ideas and positions to the other party in a fluent, clear, logical sequence, to correctly analyze the information they receive or the knowledge they have absorbed from books, allows them to pass through the filter of critical thinking and evaluate and determine how important they are. This case shows that just being aware of the rules is not enough for fluency, students had to be able to follow these rules while still in school. And this task also falls on teachers. That is, the teachers themselves should understand that pronunciation is of great importance. If until the 70s and 80s of the last century, reading and writing habits were important, today speech activities such as listening and speaking take the main place in an era dominated by communicative competence. And in such a situation, a person with a wrong pronunciation in English, which consists of distortions, will express his opinion by pronouncing it with mistakes in his speech and will be misunderstood by the listeners.

Therefore, it would be good if the teachers seriously deal with this issue while the students are still in school, constantly make the students practice the difficult sounds, give various oral exercises, tasks, teach poetry, riddles, etc. Or teachers can prepare small texts containing problematic sounds for learners and devote a certain time each lesson to reading these texts orally, aloud, and in this way correcting the mistakes made. It is possible to face a number of problems when teaching, learning and checking pronunciation. For example, hearing problems – some students have difficulties in pronouncing what they hear. The reason is that some of the sounds that are present in the foreign language that the learners are learning do not exist in their mother tongue, or are pronounced differently. For example, [w], [ʃ], [ŋ], [ð], [ə], etc. If learners cannot distinguish between sounds, it will be difficult for them to hear and pronounce those sounds. There are two ways to overcome this problem: firstly, by showing the transcriptions to the students and explaining them, explaining the functioning of the organs involved in the formation of any sound, or secondly, by listening to ready-made dialogues during the test or when encountering those sounds during a live conversation, the

students' attention is drawn to them. guide and train. And in this way, students' listening ability is developed. Another problem is the problem of intonation. And this is a problem that worries many teachers. So, distinguishing between rising and falling tones and choosing them hinders most learners. Because depending on the situation of the speaker while listening, he can express his opinion with the participation of different tones. For example, when asking a question - with a rising tone when asking a general question, with a falling tone when asking a specific question, etc. issues like these make educators to be more careful in this area. So, when teachers are going over and checking the topic of intonation to the students, it is better to use the CDs on which ready dialogues are copied, and then the students repeat what they heard and analyze it. (Amonashvili S.A, 2018, 25-54)

In general, while teaching phonetic rules to students, it would be good to expand their knowledge by touching on complex and problematic topics. Later, that knowledge should be reflected as a skill, and finally, after continuous exercises, the ability to hear and understand the pronunciation and express it in oral speech should become a habit. Most of the programmers and teachers think that pronunciation is not very important in teaching a foreign language (English). Therefore, they consider it more important to devote that time to teaching grammar and vocabulary of the language. However, it should not be forgotten that when teaching any language, one aspect of it is important and the other is unimportant. So, it would be good if the program developers and teachers in schools or universities where the English language is taught make changes regarding this issue. (Baryshnikov N.V, 2014, 15-23)

Mastering the grammar of the language ensures expressing ideas orally or in writing, which facilitates listening and reading comprehension. And thus, those who participate in these processes will be aware of new facts, information, linguistic meanings and grammatical categories that do not belong to their mother tongue. For example, here are the definite and indefinite articles in English, the sixteen tenses of the verb, etc. an example can be given. Studying the grammar of a foreign language helps students to see the differences between their own language and a foreign language, to make comparisons, analyzes and syntheses, in short, to approach languages from a typological perspective. The purpose of teaching the grammar of a foreign language (English) in educational institutions is to create grammatical habits in that language in students. Of course, grammar knowledge should be given first. Then that knowledge should be reflected in writing and speaking in the form of skills and become a habit after long practice.

Based on the methodology of teaching English grammar to students, teachers can be divided into the following groups: 1) those who choose forms and rules as the center when

teaching grammar. They teach grammar by explaining forms and rules, and then test it by doing drill exercises. This option makes the learners bored and bored quickly. Although students do not make mistakes while doing their studies and tests, they make grammatical mistakes in live communication. This means that it is not enough to know the rule by heart, but to be able to apply it when and where. 2) teachers belonging to this group are not in favor of teaching grammar in full depth based on the theory of language learning and language acquisition. They say that if children can learn their mother tongue without passing any grammatical rules, why should this process not be reflected in learning a foreign language. They try to confirm that by using the second language in communication and reading, they will master the grammatical rules of that language. Students should be taught the language in such a way that they can freely apply what they have learned in any situation and test. In our modern era, there are two approaches to teaching the grammar of a foreign language: deductive and inductive approaches. The deductive approach begins with the presentation of the rule and continues with studies in which the rule is applied. On the contrary, in the inductive approach, first of all, studies are shown in the form of examples, and as a result, the rule is demonstrated. Inductive learning differs from deductive learning in that, based on examples, learners come to any conclusion by themselves, suggest the rule themselves. Both of these approaches have their respective advantages. For example, the deductive approach helps to save time and frees the teacher from having to stand in front of the blackboard for a long time and give examples to attract students' attention and develop their creative activities.

The inductive approach has the following advantages: learners are involved in intellectual activity, creative abilities are developed, students join the teaching activity as active learners rather than as passive learners. This approach has some disadvantages, the most important of which is the loss of time and additional energy consumption. Also, the time spent on creative activity can be devoted to performing a number of productive tasks. Or wrong conclusions drawn by students may hinder the understanding of the main rule, etc. The teacher has many responsibilities when choosing grammar materials. Thus, the teacher should expect a certain consistency, but sometimes it is natural that the principles of consistency and systematicity in the compilation and presentation of grammatical material are partially violated depending on the topic. It is possible to advance grammatical topics orally by providing grammatical materials in functional language materials. This principle is of practical importance and has been tested in practice. A learner who accepts grammar as part of models has no difficulty in preparing texts and dialogues. Grammar in the composition of communicative and functional language materials serves the formation of automatic speech

mechanism. Thus, to achieve the activation of the speech mechanism, giving grammar with models (in the functional language materials) is the most convenient option. (4, p. 11)

1.1.3. Methods of organizing discussion in English classes

Throughout the history of foreign language teaching, how to teach a language has always been a matter of debate. Foreign language teaching methods, beyond being a means of learning a foreign language and gaining knowledge, are systems that try to show the way to make the student a more competent learner in teaching studies. The method in language teaching is a teaching element that will enable the student to reach the aims of education in the fastest and most reliable way. Although many teaching and learning methods have been developed to date, it is not possible to talk about the existence of an adequate and ideal method on its own.

The methods used in foreign language teaching have generally emerged to close the deficiencies or inadequacies of a method in use, these efforts have contributed to the better teaching of the foreign language and brought alternative methods to this field. The foreign language teaching methods accepted and widely used by the Council of Europe's Department of Modern Languages are as follows:

Grammar-Translation Method

Direct Method

Natural Method

Audio-Lingual Method

Cognitive-Code Method

Communicative Method

Elective Method

Apart from these methods, other methods that have become less common in foreign language teaching and are used as alternatives are as follows:

Suggestion Method

Counselor

Language Teaching Method

The Silent Way

Total Physical Response Method

Audio-Visual Method

Task-Based Method

Content-Based Method

Grammar-Translation Method The emergence of the method dates back to the Middle Ages, the teaching of Latin in the west and Arabic in the east. However, it was Karl Plötz (1819-1881) who developed his general principles by bringing them together. There is no

specific learning theory on which the method is based. It focuses more on rational analysis, rule learning, and comparative studies. “Until 1970, all the books on teaching Turkish to foreigners were written with the Grammar-Translation Method, and the majority of the books written from 1970 to the present were also prepared according to this method”.

In order to ensure the practical acquisition of a foreign language, the teacher should try to communicate in the learned language from the first days of teaching. Researches of psychologists show that the wide use of role-playing games in classes creates conditions for revealing the possibilities and abilities of students. To further develop the communication skills of young children, it is more appropriate to use small texts, dialogues, and plays. Each role-playing game allows the student to choose a certain character. These selection conditions can be different: real human life or characters of various works, heroes of fairy tales, etc. In this regard, role-playing games have a wide range of language teaching possibilities. Children are always interested in game forms of work, they like to play the roles of different people, and make animal characters.

Role-playing games can be played with the whole class or in groups. During the presentation of any scene with roles, the participating students help each other create ample opportunities for cooperation.

The use of role-playing games in the course of the lesson is aimed at developing students' position and oral speech. At this time, students have to remember not only their role, but also the replicas of their counterparts. They have a need to say something, ask, clarify, prove, share their thoughts with their interlocutor. An interesting course of the lesson motivates not only the role-players, but also the listeners to actively participate. This also strengthens their speech activity.

Role-playing games must meet all educational requirements. In the educational process, the role-playing game should create motivation for learning, so that the lesson is interesting for the students and they willingly perform the tasks. In a role-playing game, everyone plays a role, and at this time they have the ability to listen to the interlocutor until the end.

Role-playing games activate children's attempts to communicate with each other and remove the barrier between them. While directly participating in the distribution of roles, the teacher should take into account the individual characteristics of the students in the class. The teacher's role is to set up and control the lesson. The teacher can either take a role or be an observer. The teacher leads the lesson at the beginning, takes a close interest in their difficulties, does not correct their mistakes, only guides them. The teacher notes the mistakes

and brings them to the attention of the students very carefully and professionally in accordance with the psychology of the students when they are discussed.

While going through the topic about animals in the first-grade textbook, students try to make masks of those animals and bring them with them. At this time, they try to give the character of that animal and talk about their love for them. So, this reflects their interest in every living thing. They try to give the size, smallness, sounds and movements of animals. Role-playing games not only serve educational purposes, but also help to solve educational issues. These lessons are lively, emotional and with high student activity.

Usage Characteristics of Grammar-Translation Method Induction is used in grammar teaching, and grammatical patterns in the texts taught to students are given priority at the beginning. As teaching progresses, more complex grammatical structures are introduced with extensive grammatical explanations. The main purpose of this method is to teach the rules of the language and to be able to translate correctly through these rules. The language used in the teaching environment where the method is applied is usually the native language of the student. However, the mother tongue and foreign language are used together during teaching. By comparing the two languages, information at all levels is translated from the source language to the target language and from the target language to the source language. To give students a vocabulary of important words, they are asked to learn all the new words in the reading passages studied. The exercises are mostly focused on translating unrelated sentences from the target language to the mother tongue. This method does not care much about pronunciation. The main goal is the accuracy of the translation between languages.

The person who learns a language with the Grammar-Translation method makes progress in terms of writing and reading skills. However, the student has problems in terms of speaking and listening skills. This method first requires a detailed analysis of the grammar rules of the source language and target language. It is assumed that the student has a good command of the grammar rules of the mother tongue. If a person lack of knowledge about the grammar of his mother tongue, it is not possible to learn the target language. Since there is not enough focus on the subject of pronunciation, the language learned by this method leads to inadequacies in providing oral communication. The student has problems understanding and speaking what he hears. The authoritarian attitude of the teacher is also incompatible with the student-centered teaching approach that is accepted today. Since the vocabulary is limited to the texts used, the student's vocabulary cannot develop sufficiently.

An interesting dialogue, short story, or anecdote is usually told to attract students' attention at the beginning of the lessons. Since the direct method suggests that learning a

foreign language is the same as learning a mother tongue, oral teaching is done first. Usually, things found or encountered in the classroom and the environment are taught verbally and by showing. The skills targeted by the method are listening, speaking, writing, and reading. There is no use of books in the first six weeks. The reason for this is the concern that the differences between the pronunciation and writing of the taught language will lead to complexity.

The target language is used as the language of instruction, and no translation into the mother tongue is allowed during vocabulary teaching. In teaching words, visual tools, drama, and definitions in the target language are used. The most used of these tools are the definitions made in the target language. Application; It is done in the form of trying to explain new words using the words learned until then. Grammar rules are taught inductively.

Contrary to the grammar-translation method, it is given importance to give in a context while teaching the rules. Teaching the pronunciation features of the language starts from the first weeks to ensure both correct communication and permanence. Care is taken to ensure that the texts used in reading passages and reading exercises reflect the culture and daily life of the country speaking the target language. The teacher who will use the method should either be a native speaker of the target language or know the target language very well. Teaching usually takes place on the axis of the instructor.

The direct method argues that learning a foreign language occurs in the same way as learning a mother tongue. However, it is not possible to re-enact mother tongue learning conditions in the classroom with adult students under the conditions that a child learns their mother tongue. The biggest disadvantage of this method is that it is teacher-centered. The success of the method depends on the teacher's abilities and language skills. While the language being taught is taught in a place outside the spoken area, the instructor must be someone who can use this language competently at the native language level. It is not always possible to find such a tutorial.

At the beginning of the teaching, no books are used, but only the spoken language and the use of the learned language causes a student who does not know the rules of grammar or who does not have a full command of the language to form sentences according to the logic of his mother tongue. "Since students are always expected to make a direct connection between the sentence in the foreign language and a certain situation, those who will benefit most from this method will be students with advanced induction skills. On the other hand, this method is discouraging and surprising for less talented students. As a result, individuals of the average class will differ greatly in their acquisition of the second language after a short time." Since

the student is expected to communicate without adequately teaching the grammar rules of the learned language, the student gains the ability to speak faster. However, it causes grammatical and semantic problems because it adapts the words learned in the target language to the logic of their native language. The strict adherence of the method to its principles often has the opposite effect on teaching, leading to students' failure.

1.2. Prospects of English language teaching in Azerbaijan in the conditions of globalization

In terms of the fate of the national existence of nations in the conditions of globalization, the main aspects of language development prospects and the factors affecting this development are defined as follows. The process of globalization penetrates all areas of society and human activity. This continuous process is different in countries at different levels of development, having both positive and negative effects. Due to its large-scale, comprehensive, and contradictory nature, globalization creates the danger of loss of language and culture, customs and traditions in the peoples of the world.

1.2.1. The problem of interference in teaching foreign languages

Modern information and communication tools, especially the Internet, widely intervene in the mutual relations of the subjects of globalization. Globalization is also the convergence of nations and their imitation of each other's lifestyles. At this time, the development of national cultures and the preservation of their specificity should be the focus of special attention. Global communication systems also show themselves as a transmitter of language expansion in several countries of the world. Therefore, to minimize the negative effects of global trends on the language, there is a need for comprehensive measures of a conceptual nature. According to the prediction of scientists, as a result of the "pollution" of national languages and penetration of each other with the help of global communication systems, rude behavior, forms of communication, ignorance, bad habits, and foreign fashion elements are instilled into the culture. Behind every living language is a culture that reflects its expressive richness. In the modern era, we are faced with a huge problem of both general scientific, generally social, and philosophical importance. Thus, in the last decade, under the influence of global communication systems, many Azerbaijani words appeared in mass media, colloquial language, state documents, etc. replaced by foreign words.

In the era of globalization, the science of terminology is experiencing a period of rapid development. First of all, this is since now scientific and technical progress is one of the driving forces of modern society. Therefore, every event and scientific innovation in society,

social life, and scientific and technical progress is reflected in the language. Thus, language, which acts as the main form of communication between people in society, is enriched by being influenced by different social groups of this society. At the same time, the terminology, which is the most flexible part of the vocabulary of the language, is constantly developing. It should be noted that each field of science consists of three basic conceptual systems:

- from the set of many facts that make up its content and reflect it; - from the ideas that appeared as a result of it;

- consists of terms that express these ideas. In the development of scientific knowledge and separate fields of science, language does not play a random role, language appears as one of the structural elements of every science. Therefore, scientific language units enter science precisely through terminology. The extreme speed of the current information exchange process prevents language units from entering science through terminology. Therefore, the most important of the processes taking place in terminology is the creation of new terms and their inclusion in world languages. In the terminology of modern times, the term creativity is characterized by its development in the direction of international language. For example, it is undeniable that the English language has a leading position in the creation of new terms. The main factor determining the dominance of the language is the writing and dissemination of scientific ideas and information in this language. The use of the Internet service makes it possible to obtain new terms from the English language through the Internet. Researchers approach the use of new terms differently. So, some try to find the equivalent of the terms in their language, try to create a new term by using the language's means, others prefer borrowed terms, and some prefer terms created by the method of copying (copying, the process of translating from other languages). These problems necessitate the creation of terminological centers related to separate fields of science. Currently, in the conditions of the new challenges of the globalized world, the rapid development of scientific and technical progress and term creation is of particular importance. Azerbaijan also tries to protect the purity of the national language by preventing certain negative effects of this process. Currently, there are more than 20 thousand terminological standards in the world. The main part of them is national standards created in developed industrial countries. A purposeful state policy has been implemented in the direction of the development of the functional capabilities of the Azerbaijani language, this language is widely used in all spheres of state and social life. In the lexical system of the Azerbaijani language, terms are of special importance and in many cases, they are needed more than common words. In all fields of science and technology, terms are of special importance for obtaining information and knowledge. It is impossible to

achieve success in any field of science without a deep mastery of terminology. It should be noted that in the conditions of globalization, terminology plays an important role in the development of the country, being a strategic resource. Effective economic, technical, and scientific communication skills of the country's citizens are developed through the use of correct and standardized terminology. Any country's terminology experience expands communication in various fields and expands the functional language capabilities of the official language.

If we do not appreciate globalization from any national position, including from the national language position, even if we start to declare war on it, this natural-historical process-movement will destroy all the obstacles that stand in front of it and, to put it in a quite popular expression, which humanity has long dreamed of. , will realize the "borderless world". Capitalism aspired to it, and so did communism... With modernism, as they say, the ideal of postmodernism also consists of this... That is why the "State Program on the use of the Azerbaijani language in accordance with the requirements of the time and the development of linguistics in the country" was prepared by the President of Azerbaijan in 2013. Its approval by the decree dated April 9 is a very important historical event. The purpose of the State Program, which takes into account the requirements of the modern era, specifically the philosophy of the globalization process, is "increasing the state care for the use and study of the Azerbaijani language, the use of the Azerbaijani language in accordance with the requirements of the time in the conditions of globalization, the substantial improvement of linguistic research in the country, and the development of fundamental and applied research in the leading directions of linguistics" is to ensure the unification of creative efforts and the connection of linguistics with the current problems of modern society".

In the State Program, a broad explanation of the concept of "globalization", quite correctly, and an overview of opinions about it, one of which often contradicts the other, was not given, but the historical reason for the emergence of this important state (and nation!) important document is globalization (its inevitability). was reflected in almost every provision, and as a result, a global process - a process that makes all mankind think - expressed a rather deep (analytical) attitude to the event:

"Today, a favorable ground has been created for the use of the Azerbaijani language as the main symbol of national statehood and for fundamental research, for improving the situation in the field of linguistic science in the country. At the same time, the current era of globalization, in which science and technology are developing rapidly, requires raising the

work carried out in the direction of the enrichment of the Azerbaijani language and the expansion of its application possibilities to a new level.

Here, two issues that are closely related to each other from the most different aspects, one following the other, and facing each other, draw attention:

1) after gaining state independence (and consistently strengthening that independence), the Republic of Azerbaijan created all kinds of political-ideological conditions and opportunities for expanding the use of the state language both in the country and outside the country and developing the science of linguistics;

2) the modern era, i.e. the process of globalization, requires taking advantage of those conditions and opportunities to take measures to ensure wider use of the Azerbaijani language both in the country and abroad, and to ensure its social, political and cultural-intellectual influence.

This means that the Azerbaijani language, as a historical asset of the Republic of Azerbaijan (the state!) and the world's Azerbaijanis (the nation!), has stood up to global processes in the modern world, specifically globalization. And in addition to having strong enough defense capabilities, it must also meet the demands and challenges of the time.

Professor F. Veysalli writes: "The future of the Azerbaijani language depends on the extent of globalization. No matter how hard we try, we are powerless to prevent the influence of the economic, cultural and geopolitical concentration in the world on the language. Today, non-Azeris in the world are not very interested in learning our language and using it everywhere. Azerbaijanis themselves do not make that much effort."

Of course, we are far from immediately questioning the position of an outstanding specialist in general linguistics or language theory, but we would like to clarify a number of issues... First of all, "the scope of globalization" is not only for the "tomorrow of the Azerbaijani language", but also for the Azerbaijani of the modern world. more widespread, more authoritative than the language, for example, German, French, Russian, Arabic, etc. will have a significant impact on the future of their languages, even the English language. Therefore, there is no serious reason to worry "prematurely" about the fate of the Azerbaijani language, to be pessimistic.

The role of the "oil factor" in the strengthening of the international reputation of the Azerbaijani language attracts attention. However, this role is not as direct as F. Veysalli assumed from the position of extreme national patriotism. That's why the scientist said, "even in the oil industry itself, it is impossible to find a word or sentence type that originated in our language and was later used by others. Today, we take the word "Pipeline" from English and

translate it into our language as "pipeline". However, the words "belt" and "pipe" are synonyms used in our language, etc. are controversial, so the oil industry (and its terminology) Its emergence and formation is a large-scale phenomenon in the world and is not limited only to Azerbaijan's successes in this field. However, it is not correct to talk about the synonymy of the word "pipe" and the word "belt" in the Azerbaijani language... "If, when we signed the agreement of the century, we included one of these words in the text of the agreement and the whole world used it in this way, then we could say that our language participates in globalization" does not sound very logical from the point of view of the technology of drafting international agreements. And it is not correct to draw the conclusion from here that "therefore, it is meaningless to talk about the sphere of influence of the Azerbaijani language in the international world." However, the following views of the professor are completely true, that the Azerbaijani language "lives today thanks to the great Azerbaijani people." The shortest way to do this is through a powerful economy. If we can produce it ourselves and give it a name, that name can spread to the world together with our product."

In terms of naming various fields of economy, especially modern technologies, the English language, which has long penetrated not only ahead of all languages, claims to express almost all concepts (names) except ethnographically important names.

This raises the question of globalization experts: "What language will Homo Postindustriens speak?" Is it really only in English?" . And such an "unusual" answer is given to that question: "Actually, it is not so important to be stuck on this question. The main thing is that Homo Postindustriens is becoming a new brand of globalization. This transformation can also change the views on many global problems of the world. I wonder if there will be territorial conflicts, religious wars - a clash of civilizations between the people of the new age who are similar to each other, think alike, and pursue the same goals? If all this is going to happen, what's the point of who speaks what language? Or indeed, if it doesn't happen, it won't matter what language Homo Postindustriens speaks!"

It is true that the author looks at the issue of language outside the issue of territory or religion, because the future fate of the language or languages, which is a means of communication, cannot directly depend on those institutions. In the 50s of the last century, the Soviet discussions about whether language is a "base" or a "superstructure" also showed that language is a special phenomenon; it cannot be attributed to either "basic", i.e. economic-material institutions, or "superstructure", i.e. spiritual-ethnographic institutions. However, the language of misconceptions, which is common and universal for the whole world, has always

become a dead end by including it among spiritual-ethnographic (cultural!) phenomena. Globalization, regardless of what its supporters or opponents think, requires an analytical explanation of existing concepts; an explanation that has only one source of methodological reference, and that is human destiny. Regardless of nationality, religion and geography, the fate of the language will be the same as the fate of the person (society!). This creates fear... "The global language issue in the world is accompanied by two important objections. On the one hand, this creates the fear of language imperialism... The second objection is related to the opposition of national minorities to the global language policy.

1.2.2. On the formation of communicative competence in English language teaching

Communicative competence consists of four main components: grammatical (linguistic), discursive, sociocultural, and strategic competence. It should also be noted that there are two main directions in teaching foreign languages, including English: communicative-oriented training and grammar-oriented training. The principles of communicativeness, student orientation, and functionality are the basis of the training, which provides for the communicatively oriented mastering of lexical units, grammatical and intonation structures, as well as speech models to be mastered by lower-year students. The main goal put forward in communicative-oriented training is to instill in language learners the ability to use the acquired linguistic units and speech models flawlessly, freely, creatively, and adequately to the situation in which communication occurs. Linguistic knowledge by students of the language taught as a specialized language, which is focused on grammar-oriented teaching, which prefers the isolated presentation and acquisition of words and word combinations, grammatical units and intonation structures, sound and sound combinations, and speech patterns in the communication process, not within the context. is appropriation. The main task here is not to use a foreign language as a means of communication, but rather to master theoretical knowledge and rules. It should also be noted that the fundamentally different approaches differ both in terms of their underlying pedagogical principles and the priority goals set here. Thus, while in communication-oriented training, the focus is on imparting qualities such as freedom, functionality, creativity, and fluency of speech to students, in grammar-oriented training, the priority goal is to learn and follow grammatical rules. In modern times, the communicative approach, which has been accepted as a priority direction in the teaching of foreign languages, especially English, requires the organization of the learning process in a way that is as close as possible to the communication process that occurs in real life.

The principles of communicativeness, functionality, interactivity, and student orientation, which are the basis of the communicative approach, make quite high demands on the teachers who teach English as a specialized language. Communicative language training involves the acquisition of linguistic, discursive, sociocultural, and strategic competencies, which are the main components of communicative competence, at a level corresponding to the requirements of the modern era.

Here, the priority goal is to put the acquired linguistic knowledge into practice, to form the skills to actively participate in the communication process taking place in the taught foreign language, including the ability to use the acquired lexical units at the level of current requirements.

When lexical units are presented by the teacher, it should be clear to the students what their meaning is. Students should have a clear idea of when and how to use the units presented to them. However, the use of units in different types of speech activities can ensure the formation of "correct" and "flexible" lexical habits in lower-year students. This does not ensure the creation of a base for the development and improvement of lexical skills in the creative speech activity and the spontaneous communication process at the next stages of language training. As a result, the majority of students studying in language faculties refuse to participate in the communication process that occurs in real life, using their limited vocabulary and acquired lexical units correctly, freely, creatively, and under the audience where the communication takes place, and their ability to achieve their communicative intentions both quantitatively and qualitatively, as well as the lack of quality at the level proposed by the modern era, leads to communication disruption. Teaching vocabulary, which is one of the most important aspects of language, cannot be set as a goal in isolation from communication.

Vocabulary teaching in isolation is completely contrary to the principles underlying the communicative approach, which meets the requirements of the time and has been accepted as a priority. At the same time, the perfect acquisition of the lexicon, the formation of a student's ability to use lexical units communicatively oriented, and functionally oriented, the successful study of the English language taught as a specialized language can provide the linguistic base, the foundation of the acquisition of communicative competence in the studied language. A student who does not master lexical skills perfectly can never acquire communicative competence in a foreign language. It is possible to group the problems and difficulties encountered by students in the following way:

1. Establishing the training process, including the vocabulary teaching process, without taking into account the needs and requirements, inclinations and interests of students, their age and individual characteristics, the level of knowledge, habits, and skills in the language field;

2. Teaching the lexical aspect of the language in isolation;

3. Intralingual and interlingual interference, which complicates the process of mastering the language, including the lexicon, and harms this process;

4. Failure to use authentic materials at an appropriate level in the teaching process in the lower courses of language faculties where English is taught as a specialty language;

5. Improper use of information and communication technologies in the process of teaching English as a foreign language;

6. Failure to organize student-teacher relations in the classroom at the level of current requirements, and failure to observe the principle of student orientation; It should also be noted that despite the use of various methods and methods to achieve the goals set in different learning contexts in the era of globalization, those that are in line with the requirements of the modern era, are considered as a priority, create ample opportunities for teachers and students, and take into account the needs and requirements of language learners. It is the communicative approach, which is considered one of the most important requirements in the acquisition, based on the principles of communicativeness, interactivity, and student orientation which is put forward by the era and meets the requirements.

Communicative-oriented oral speech training involves active interaction that ensures students' successful learning of a foreign language in the learning process, creates special confidence, and creates didactic relationships. Oral speech, as well as correct and accurate transmission of content; to create emotional excitement from the content of the discussed topic - the problem; to encourage individual and collective communication with people who know a foreign language; spiritual and intellectual enrichment of the persons involved in the oral speech process; formation of personal, public and mass communication; should contribute to the formation of paralinguistic knowledge and skills related to pauses, facial expressions and hand movements. The analysis of theoretical studies allows to list the following features of oral speech in cultural communication: bilateral and multilateral forms of dialogue; the variety of topics and the rapid change of the object of conversation; focusing on the solution of any practical task (buying a ticket, making an appointment, clarifying the way to go, etc.); natural transition from one topic to another; the absolute presence of a common socio-cultural object for speech partners; comparison with informal speech style, which has specific stylistic

and linguistic features. In the communicative methodology, which accepts foreign language learning as a natural communication process, the purpose of training is to use different forms of oral speech. The training tool of each of these forms is a certain system of studies. General didactic, psychological and methodical requirements related to the preparation of work were developed in the works of Methodist scientists such as N.I.Gež, B.A.Lapidus, A.A.Mirolyubov, I.V.Rahmanov, V.A.Salkin. Let's pay attention to the requirements, which are scientifically justified and explained in detail by researchers, which are suitable for using strategic competences during oral speech training: directing students to achieve the set goal; prepare students to use strategic competence when communicating with a foreign language communicator; in order to increase the intellectual activity of students and to have a positive effect on their training, to create communication situations in a foreign language that are important in terms of personality in various forms; to accelerate the active mental activity of students; determine the appropriate direction of strategic competence in each developed and improved form; to ensure the use of types of tasks that allow students to realize the methodical goal by spending little time and effort; The effectiveness of the mentioned requirements to a greater or lesser degree is determined primarily by the degree of intellectual activity of its fulfillment. This is especially important in the higher school setting, where the time allocated for the formation of communicative competence is limited.

After the independence of Azerbaijan, the increase in the tendencies of integration into the world community, the expansion of international cooperation made it more necessary to form a young generation with relevant competencies in the field of foreign languages. This factor has made the improvement of teaching of foreign languages and the application of the methods successfully used in international practice in our country much more urgent. Nowadays, knowing one or more foreign languages is considered a vital requirement.

Minister of Education Misir Mardanov says that in accordance with the training tradition of the Soviet era, the teaching of foreign languages during the years of independence served to master the grammar rules rather than the formation of speech skills. For this reason, it is not a secret that in most cases, students learn a foreign language not at school, but rather in communication with people who are speakers of that language. The analysis showed that the existing problems in the field of teaching foreign languages in general education schools in the country are mainly related to the fact that the program, textbooks, and teaching methodology do not meet modern requirements and are not student-oriented, the level of professionalism of many teachers, and the existing professional development system do not meet modern requirements: In order to raise foreign languages, it was necessary to teach them

intensively, for this, priority should be given to the communication-based (communicative) approach methodology, and a modern and effective professional development and improvement system should be applied in the field of increasing the level of professionalism of teachers. In this regard, we applied to the "British Council" and agreed on the realization of a joint project. Initially, we identified 7 pilot schools in the city of Baku for the implementation of the project from the 2008-2009 school year. Baku schools No. 7, 23, 27, "Intellect" high school No. 6, Ankara school-high school, "Istedad" International Education Complex (school No. 134) and Humanities Gymnasium named after S.Pishavari. These schools were not chosen by chance, because foreign languages, including English, were taught in depth in those schools for a long time and they had the necessary staff potential. At the initial stage, the project included 1085 first-grade students in 41 classes, 1077 fifth-grade students in 37 schools, and a total of 78 classes, 2162 students. Numerous meetings were held with principals of schools and English language teachers identified together with the "British Council". In order to start intensive teaching of the English language in I and V classes of schools, new curricula were drawn up, programs were prepared and approved, and textbooks were determined. After discussions with advanced English language teachers and the British Council, along with the national textbooks to be used in the teaching process in those classes, textbook sets published by Cambridge University and successfully applied in Great Britain, which are acceptable for Azerbaijan, were determined. Currently, teachers and students are provided with those textbook sets. One of the most important issues at this stage was the selection of teachers to teach in the pilot classes. 55 teachers were selected to teach English language intensively together with school leaders. A program of training seminars was prepared by experienced and competent trainers of the British Council. Three training seminars were held for those teachers by inviting experts from Great Britain, and they were presented with relevant certificates from the British Council and the Ministry of Education. According to the minister of education, the project of intensive teaching of English language is constantly monitored by "British Council" specialists. Wider monitoring was carried out in November 2009. During the monitoring process, the lessons of all the teachers of the pilot schools who teach English were listened to and extensively analyzed. Based on the monitoring results, a comprehensive report containing the analysis of each teacher's activity and relevant recommendations was prepared and submitted to the Ministry of Education. These reports were discussed with the principals and teachers of the pilot schools and presented to the respective schools for consideration in the action. At the same time, the monitoring results were the basis for holding another training seminar for teachers who teach

English intensively. M. Mardanov emphasized that from the 2009-2010 school year, the scope of the project has been further expanded, English language has been intensively taught in grades I, V, II, VI of 7 pilot schools. Currently, 1063 students in 35 I classes, 1056 students in 39 II classes, 817 students in 31 V classes, and 924 students in 34 VI classes of pilot schools are studying English intensively. 100 teachers teach English in those classes: "British Council" provides other services related to English language teaching in Azerbaijan. English language training courses for all skill levels at the Institute's Learning Center for those who wish to study English in the UK placement services, providing information about opportunities to study in Great Britain by supporting English language learning and teaching and organizing exams in this direction, etc.

M. Mardanov, who gave more detailed information about the work done within the project of intensive teaching of the English language, said that together with the British Council, numerous meetings were held with the principals of the identified schools, English teachers, and a new curriculum for the start of intensive teaching of the English language in grades I and V of the schools. plans were drawn up, programs were prepared and approved. In addition to national textbooks, textbook sets published by Cambridge University and acceptable for Azerbaijan were determined, and teachers and students were provided with those textbook sets. The minister noted that the scope of the project was further expanded in the 2009-2010 and 2010-2011 school years. English has been intensively taught in classes I, II, III and V, VI, VII of 7 pilot schools: "Currently, there are 1013 students in 34 I classes, 972 students in 32 II classes, 876 students in 33 III classes, 874 students in 28 V classes, 717 students in 31 VI classes and 900 students in 31 VII classes are learning English with an intensive program. 120 teachers teach English in those classes."

1.2.3. Inculcation of pronunciation features in English and Azerbaijani languages

One of the important issues in teaching English is the inculcation of pronunciation habits in oral speech. Thus, the speech of a student or a language learner who does not master the rules of pronouncing speech sounds well may be incomprehensible to a person who has a sufficient vocabulary and knows the rules of grammar. Therefore, every language learner must master the pronunciation mechanism of English sounds correct. To pronounce speech sounds correctly, a language learner must know the mechanism of sound generation. There are quite different aspects between the mechanism of English sounds and the rules of Azerbaijani sounds.

For example, when pronouncing thin consonants in the Azerbaijani language, the tip of the tongue creates an obstacle with the teeth, while in pronouncing thin consonants in English, the tip of the tongue creates an obstacle with grooves, as a result, an accent is created when pronouncing consonants [d, t, l, n]. It is necessary to use special methods and studies for the correct pronunciation of English consonant sounds, which have no equivalent in the Azerbaijani language.

Cultivating English pronunciation habits is not limited to mastering the pronunciation rules of speech sounds. Factors that create an accent are also manifested in the phenomena of emphasis, assimilation, reduction, and the intonation structure of speech units. In the formation of correct pronunciation habits, the accent has a great role during pronunciation, as in Azerbaijani, in English, so when the place of the accent changes, the meaning of the word also changes.

One of the phenomena that create an accent in English is the occurrence of cases of assimilation and reduction in oral speech. The rules should be explained and correct pronunciation habits should be inculcated by giving enough examples of the occurrence of these events. To form correct pronunciation habits, the student needs to have detailed information about the mechanism of speech sounds and pronunciation norms, as there are differences in the speech mechanism of English and Azerbaijani languages. It is very important to master the features of pronunciation of speech sounds. Speech sounds are divided into two groups: vowels and consonants. When pronouncing vowel sounds, the speech organs do not create any obstacles, and the sound is released freely from the oral cavity. In pronouncing consonant sounds, the speech organs create a complete or incomplete barrier, and the sound overcomes the created barrier and exits the mouth or nasal cavity.

It is advisable to start with the pronunciation of vowel sounds - [e] sound to learn the correct pronunciation norms in teaching English. Then it is recommended to pronounce [I, b, s, I:] and other sounds, letters, and monosyllabic words.

While introducing students to the culture of the country where the language is being studied, we pay attention to the daily life, traditions, norms of behavior and even other signs of those peoples. The characteristics that reflect the experience and way of thinking of other people often do not correspond to the characteristics that belong to our people. In this case, the process of memorization becomes difficult. Therefore, if there are differences in the signs, it is necessary to analyze them. For example, it is interesting for students to compare the "good" and "bad" characteristics of the norms of behavior in Great Britain, the United States, and Azerbaijan. Educators get acquainted with the list provided for this purpose and evaluate

which of them is a manifestation of courtesy, compliment and surprising behavior according to moral principles. Then the results of the work are discussed in the audience, and if necessary, the teacher can give his comments.

To identify the difference in the culture of two countries, for example, a teacher presents students with a restaurant or cafe menu and asks them to find a type of food on the menu that is not available in their country. Another example is the comparison of the school schedule in Great Britain with the school schedule in Azerbaijan, which is effective in the development of students' oral speech from a cultural aspect. It is known that in foreign language teaching, along with communicative, understanding and aesthetic motives, the game motive is also used. There are also many interesting ways of conveying information about cultural topics that develop students' oral speech. Examples include newspaper and internet materials, video and radio materials, various projects, etc. can be shown. If internet access is not available, students can conduct research in libraries or by interviewing local residents from the UK.

Although most of the stages of role-playing games are useful for improving the quality of training, their duration is very short compared to more complex tasks (when performing these tasks, students can develop their dialogue and describe their character more fully). If necessary, in an improvised role-play in which students use their language resources to escape the situation, learners who have taken the same role can prepare together (by reminding each other of useful language expressions and helping each other with ideas) to ensure more fluent speech. However, most of the time will be spent on the presentation of the dialogue and the analysis based on the comments of the observers. Therefore, there should be plenty of time left for analysis to evaluate the game and the dialogue.

1.3. Communicative in a foreign language in high school Students importance of competence formation

Azerbaijan is already a country that effectively cooperates with the countries of the world community in all spheres of public life. Therefore, along with other activities, one of the important tasks of the modern school is to inform the person who can communicate and maintain contact in one or two foreign languages. The importance of a second foreign language subject is to acquire language skills, develop communicative habits, effectively organize leisure time, meet social needs, achieve personal and intellectual development, learn throughout life, and join the intercultural dialogue and the process of globalization. Taking all

this into account, the main goal of foreign language training in secondary schools is defined as the formation of speech, language, and communicative skills and habits.

1.3.1. Modern problems of teacher professionalism and pedagogical competence

In recent years, the professionalism and competence of teachers have been brought up frequently. The concentration on professionalism and competence in the teacher is noted as the main signs of his pedagogical mastery and teacher innovation. It is no coincidence that the State Strategy for the development of education in the Republic of Azerbaijan adopted in 2013, which envisages a long period until 2020, repeatedly emphasizes this issue and attaches great importance to it. The effect depends greatly on the teacher's academic skills, teaching experience, and professional level. There is a close correlation between these qualities of the teacher and the achievements of the students."

The teaching of foreign languages at the higher school level in Azerbaijan began in the 20s of the 20th century. Although the German language is in the lead in the statistical data on the foreign language admission plan and specialist training taught in these times, the defeat of the Germans in World War II and the above-mentioned Bretton Woods agreement strengthened the position of the United States and its state language, English, globally in Azerbaijan as well. According to the decree of the national leader Heydar Aliyev in 2000, the university - ASU, which conducts training of foreign languages in an organized form, was established. The attention given to the activities of ASU on specialist training has been increased year by year, making the teaching of new languages relevant at the university. In addition to the basic languages English, French, German, Spanish, Italian, Korean, Hindi, Chinese, Indonesian and other languages, as well as the Serbian language, have been organized.

The importance of teaching English, which has become a global language, can be highlighted in many ways. We can show some of them as follows:

- Diplomatic: representation in the international world;
- Political: Using the working language of political organizations;
- Cultural: organization of international contests, competitions, festivals in the fields of sports and art;
- Scientific: representation in prestigious scientific associations, publication of scientific results in journals; participation in conferences;
- Technical: Use of modern technologies, discoveries.

N. Valiyeva notes that "In the modern era, the rapid increase in the prestige of the English language is observed in the modern world, as well as in Azerbaijan, and there are at least two reasons for this. First: there is a need for universal means of communication, a common language for all humanity. Second: the advantages of English compared to other international languages to satisfy this need". In this sense, the prospects of his current teaching are quite high.

Professionalism and competence form the basis of the teacher's activity structure. This problem, which occupies one of the main places in the education policy of our republic, is one of the issues that are emphasized in teacher training and the teacher's professional activity. Cultivation of these qualities is relevant as one of the factors that ensure the efficiency, personality orientation, and result orientation of pedagogical activity. The teacher's professionalism and competence make the teaching profession more prestigious, and the teacher's work more interesting, more content, and more efficient. It's no secret that the low level of professionalism and competence of some teachers plays no small role in the decline of the teaching profession and teacher reputation. The teacher's professionalism and competence in his profession help students to read better, acquire deeper and more comprehensive knowledge, skills, and habits in the educational process, acquire more perfect moral and ethical values, become competitive specialists, educate every citizen as a worthy member of society, national and universal creates a favorable ground for the acquisition of values.

In recent years, many successful works have been carried out and are being carried out in the field of development of education, strengthening of its material and technical base, application of new information-communication and training technologies, increasing the qualifications and professionalism of teachers in our republic. In addition to these, "in the rapidly modernizing Republic of Azerbaijan, there is a need to take new steps in the direction of meeting the challenges of the development of human capital in the education system and align the quality indicators of general education with European standards." In Azerbaijan, there is a great demand for competent and professional teachers, teachers who deeply master new technologies, use them successfully in teaching, apply innovations and innovations to their activities, are attached to a school and their profession, consider teaching as their life credo, literally breathe it.

The educational reforms carried out in our republic, in addition to opening a wide path for pedagogical innovations, make it necessary to carry out innovations corresponding to European educational standards and apply innovations. Due to this necessity, increasing the

level of professionalism and competence of teachers becomes one of the priority tasks of today. Mastering the pedagogical innovations happening in the world, using them, and deepening the content of the pedagogical activity by creating innovations is an urgent problem facing our education. Studying and applying pedagogical innovations existing in world education systems, as well as creating innovations by creative pedagogues, and teachers, and applying them requires creative pedagogical thinking and initiative from teachers, so it is important to increase their level of professionalism and competence and bring innovations to their activities.

Improving the professional and professional training of teachers, their interest in innovation, constantly increasing their professional and professional knowledge, skills, and habits, and engaging in self-education, self-education, and pedagogical creativity are the basis of his formation as a professional and competent teacher. A teacher can become a professional teacher by not being satisfied with the knowledge he got at the university, and the methodology he acquired and by constantly working on himself. Increasing the level of professionalism and competence of a teacher is a process directly related to his pedagogical activity. First of all, this is related to the fact that pedagogical activity itself is constantly in need of innovations. Pedagogical activity is a job that requires innovation. Its absence makes the pedagogical activity monotonous, reduces its attractiveness and variety, slows down the development of students, and reduces the effectiveness of the teacher's activity. The speed of development of society, the tendency of students to be more innovative, and the training and educational activities conducted in the school require reconciliation with the growing demands of society. Schools, lessons, and teachers should attract students.

Pupils should look forward to encountering something new every day, gaining new knowledge, and being interested in going to school and interacting with teachers. It is the teachers who create it. Those teachers who are familiar with all the intricacies of the pedagogical process, not only do not get tired of working with students, but also enjoy this work, they live with school, lessons, and teaching. The work and lessons of such highly professional and competent teachers are interesting and meaningful. Students love them, respect them, and are enthusiastic about their lessons. All this requires the teacher to constantly work on himself, improve his professionalism, expand his creative possibilities, and seek innovations.

1.3.2. Standards of ethical behavior of teachers

The Rules of Ethical Behavior of Teachers define and regulate the principles of ethical behavior of teachers and the requirements corresponding to them, as the characteristics of the mutual relations of the participants of the educational process.

However, the effectiveness of a teacher's professional activity does not depend only on the abundance of knowledge and skills. The main issue is to use acquired skills correctly and effectively in certain pedagogical situations, to convey information and knowledge to students in various and optimal ways, flexibly. It is true that pedagogical knowledge helps the teacher and it serves to train and educate students. In addition to these, high sensitivity necessary for professional activity, humanism, professional culture, correct direction of the development of pedagogical activity, etc. such features are also among the features that characterize the teacher's professionalism.

While having pedagogical knowledge and skills is the main factor in a teacher's pedagogical mastery, being able to use them in a timely, appropriate and creative manner in various pedagogical situations is a sign of pedagogical professionalism. Preparation for pedagogical activity (during specialized education) and being able to use skills acquired during pedagogical activity are very important issues in this regard. These are accompanied by the emergence of professional qualities such as initiative, independence, creativity, responsibility, self-activation, self-improvement from the teacher. These, as the main components of the teacher's professional pedagogical culture, occupy a key place in the teacher's creativity.

The teacher's professional attitude to his work encourages him to enjoy his work and work with children, to act with great enthusiasm and to work productively, and inspires him to new achievements. Such teachers never complain about lessons, work, or students. On the contrary, they are in a great emotional mood in class and in communication with students. It is interesting that the students participate enthusiastically in the classes of such teachers, and are interested in learning and acquiring new knowledge, while being away from tension. The teaching profession has a very complex structure as a social event and art. In this structure, the subject of labor, labor tools, labor conditions, certain laws, principles, rules, norms, methods, requirements, values, etc. shows itself. Although future teachers are familiar with certain information and knowledge about each of them during their student years, in the process of pedagogical activity, these become deeper and take on an important character.

The main goal of applying these Rules is to establish a healthy business situation in educational institutions, to increase citizens' trust in educational institutions and teachers, to ensure closer participation of parents and society in the management of educational

institutions, to increase efficiency and transparency in the activities of educational institutions, and to prevent corruption and conflicts of interest in educational institutions. is to achieve and increase the reputation of the teacher.

1.3.3. Raising the professional level of educators: realities, opportunities, perspectives

They don't call a teacher an architect for anything. His work is like that of an architect. An architect's work includes not only building, but also pre-designing the building to be built, planning how to build it, adding new shades to give it strength and beauty, doing interior design work, etc. as well as such factors, the teacher also becomes a true master and architect of his work by bringing innovations to his daily activities, introducing new shades to his activities to make the "building he built" strong and beautiful, and taking a creative approach to his profession. Therefore, the teacher should regularly increase and enrich his professionalism to be formed as a professional educator, to become an architect of his work.

In solving the fateful problems facing the education of Azerbaijan, educators have very important tasks: to master the educational programs for the students, to form a civic position in them, to cultivate a citizen-personality, to help them acquire life skills, to prepare the growing generation for an active life position, to be an example to the younger generation with their personality and activity to be, to show an example of intelligence, to constantly work on oneself to improve one's qualifications and knowledge, professionalism and pedagogical competence, etc.

Globalization is such a universal process that covers the most diverse areas of life, that isolated, fragmented, differentiated phenomena - national or regional characteristics, habits, complexes, separated from each other to one degree or another for hundreds or even thousands of years - are under the strong influence of modern technologies. brings them together at an unprecedented speed, brings them together and, as a result, creates an economic, social-political and spiritual-ideological whole characterized by multifaceted relations, restricting individuality and bringing the events and ongoing processes in the world into a single channel. In fact, the main indicator or attribute of globalization, which began at the beginning of the new era, but became more extensive (accelerated) from the middle of the 20th century, is the need for large-scale integration or international communication that covers the whole world.

Today, it is difficult to imagine such a corner of the world where the responsibility for any event happening there is only local and the world (humanity) as a whole refuses or

ignores that responsibility for any reason. Of course, material or moral-ideological goals, conjunctures, and interests may be deeply involved in the interpretation of this or that event, in the broadest sense of the word, but this does not change the essence; So, the integration and international communication that characterizes globalization does not always mean reaching objective results, and one of its interesting and attractive features is that it brings together diversities and differences, but also opens up a wide opportunity for discussions, self-defense of various interests and conjunctures.

Globalization, above all, requires the constant scaling of international communication, which significantly affects the nature of language (in fact, languages!), which is "the most important means of communication between people" (V. I. Lenin). Of the hundreds of languages that exist in the world today, only a few have international status or prestige, including English, French, German, Spanish, Chinese, Arabic, Russian, etc. are languages. Among those languages, English has a special position. In the modern world, including in Azerbaijan (the Republic of Azerbaijan), the influence of the English language is rapidly increasing, and there are at least two reasons for this (Andreeva M.P, 2017,78-84):

1) the growing need of the world (mankind) for a common (universal) means of communication (language);

2) the advantages of English over other authoritative languages in meeting such a need.

Modern society expects a lot from educators, the younger generation trusts them, trusts them, and believes that children's future is in safe hands. To justify this trust, to be worthy of this trust, and to carry the great burden of responsibility with honor depends directly on the level of training of educators, their correct attitude to their work and profession, and the level of professionalism and competence. These, in turn, lead to a high learning level of the students as a professional, as well as a high interest and motivation in learning, which, as a result, ends with the realization of the important goals and tasks facing our modern education.

Although a lot of research and work has been carried out in each of these directions in our republic and abroad, in our opinion, it is impossible to achieve the solution to the globally important and fateful tasks facing pedagogical education in any of them separately. Therefore, they should be approached comprehensively and the concept of teacher training should be improved. Since each level and level of education has its curriculum, state standards, goals, and objectives, it is difficult to talk about the level of professionalism of educators in general. Therefore, it is necessary to start with the issues of professionalism of educators, first of all, how they are prepared in higher and secondary educational institutions.

It is a well-known fact that the basis of teacher professionalism is laid precisely in the process of personnel training in higher and secondary educational institutions. The fact that it is strong and comprehensive is very important in the future development of teachers. As one famous saying says: "Those who can teach well are those who have been well taught." This suggests that if we want the level of professionalism of educators to be high, it is necessary to start with teacher training first. The national leader of our people, Heydar Aliyev, said this: "The future of the people of Azerbaijan, the future of independent Azerbaijan depends on the knowledge, education, and upbringing of the youth today. In particular, the leading force, the leading force of every country, every nation is its knowledgeable representatives. Its people have high thinking, high knowledge, and high qualifications. Universities have huge tasks to train them."

The preparation of highly qualified, professional, and competent teaching staff occupies a special place among these tasks. Since the basis of all development and progress is the teacher, the education and upbringing he provides, the skills and habits he teaches, special importance, and attention to teacher training in the country come from these important tasks.

The formation of future teachers as professionals is a very important pedagogical problem. This is one of the main directions to be paid attention to in the process of teacher training. The high level of professionalism of a young specialist who starts working as a teacher in an educational institution, on the one hand, creates a favorable basis for more comprehensive training of students, on the other hand, for his self-affirmation as a teacher, self-motivation for greater success, and pedagogical professional adaptation.

A professional teacher loves his profession and specialty and makes his students love it, creates interest and motives for the teaching profession in students, and can contribute to shaping their personality with his example. From this point of view, raising the professional level of students in the process of pedagogical education should be taken seriously. For this, we consider it necessary to consider the following issues: 1. Not being satisfied with the internal level of pedagogical experience, achieving the connection of students with general education schools in the II-III academic year. In the future, the organization of students' pedagogical experience in an internship type based on the existing experience in medical education creates great hopes that it will bring innovations to the content and essence of teacher training.

This innovation creates confidence in the authenticity of such a possibility that those who pass the pedagogical internship will be able to be practically more prepared and more fully formed than the previous graduates. The students of the last year will be able to learn

practical pedagogical technologies and effective methods from the advanced teachers and innovative pedagogues here by working in the pedagogical team. The atmosphere in the pedagogical collective, the pedagogical environment, and the good advice and pedagogical support from the innovative teacher to whom the student is assigned as a patron teacher will have a positive effect on his future activity and will lead to a successful solution to the pedagogical professional adaptation.

However, it seems to us that it is very important for students to keep in touch with the school during the three years before the internship, both as a preparation for the internship and for familiarization with practical pedagogical activities. For this, it would be convenient for them to be in a general education school one day a week, to act as school friends, and teacher's assistants, and to be in close contact with the school's pedagogical activities. Providing these will cause students to interact with students, school, teachers, and parents during their educational years, to cooperate, and to adapt to the teaching profession, as a result of which important achievements can be achieved in their acquisition of practical skills and habits. In the pedagogical internship, students will work with certain practical pedagogical training.

About ten out of twenty-five Turkic languages, including the Azerbaijani language, belong to the group of state languages or national languages and have signs characteristic of those languages. More than fifty million people speak this language (and its dialects). Although the Azerbaijani language, or Azerbaijani Turkish, which has a fairly ancient (and rich) oral and written culture, has been the state language since the beginning of the 20th century (since 1918), the history of its formation as a national language or the language of an independent nation dates back to the end of the Middle Ages. It starts from the beginning of the new era. From the same period, a number of neighboring peoples - Armenians, Georgians, peoples of Dagestan, etc. they used Azerbaijani Turkish as a means of international communication in the region. However, as a result of the division of the country into various khanates, the inclusion of the North into Russia and the South into Iran at the beginning of the 19th century, the Russian language spread in the North and the Persian language in the South, the language of the nation was suppressed, and the alphabet was changed several times. However, the Azerbaijani language has been formed as a state language and has developed as a means of universality for the world's Azerbaijanis.

The fate of the Azerbaijani language in the globalized modern world is, quite naturally, an issue that deeply concerns every Azerbaijani from the point of view of national bigotry. In

general, if we take into account that the languages belonging to the III group or level of the classification-"hierarchy" presented above have the same fate, it is necessary to make approximately the same assumptions or conclusions in predicting their future.

Professor Fakhreddin Veysalli evaluates the hegemony of the English language in the world in this way: "... the domination of the English language in the conditions of globalization leads to the adoption of that language by using the economic, political and military means of the United States and Great Britain, which are considered the mother of this language, and thereby other nations their languages and cultures are dealt a fatal blow." The prominent linguist is pessimistic about the future fate of "the languages written and created by some of the world's geniuses", including the Azerbaijani language. He notes that "young people now do not pay attention to grammar and pronunciation rules. When they talk, they seem to be chewing gum. Hundreds of words such as sms, top, hot, super, handi, mobile, chat, download, portal, website is used in their language, which they do not even notice. These words are the attack of the global language, and the cry of the languages that take them."

It is not so difficult to understand the excitement of Professor Fakhreddin Veysalli... The English language, which has become the universal tool of the globalized world, has not produced as many language-thinking geniuses as Arabic, German or French. However, it should be taken into account that the "polyphony" and "diplomacy" of the English language, which is very flexible, business-like and captures the pulse of the modern world, cannot be found in any international language that can compete with it.

Ferdinand de Saussure once compared language to fashion. And indeed, language as a means of communication is not devoid of various idioms (even idioms!), "stylizations" to look modern. Therefore, no matter how "destructive" it is, the second, third, etc. in any case, it should be considered natural that certain "anomalies" are more or less included in the language of the level. And also, because that "anomaly" - neologisms is not a historical event for the English language itself, but is completely new... And it would not be correct to assume that the speech features that have a "destructive" effect on other languages come only from the nature of the English language, because Any language that becomes a means of international communication gradually acquires transnational characteristics by going beyond the geography of the mental powers of the people or nation to which it belongs.

Professor Fakhreddin Veysalli correctly observed that the tendency to use simple and even short sentences has increased in recent years in the modern Azerbaijani language, but we do not think that "using short sentences everywhere is a sign of illiteracy and language

incompetence". In today's world, long sentences of M. Fuzuli cannot be demanded not only from the spoken language, but also from the written language; first of all, because the syntax of both the Middle Ages and later periods is completely unnatural for today's world, where events are moving fast, consciousness must react immediately, and the pace of thinking has increased in an unprecedented way. It was similar to the way a surgeon calls his assistants during an operation, for example, "Scalpel!", "Scissors!", "Bandage!" instead of "Give me the scalpel, please!" or "Now, please bring the scissors!" he used to apply.

If a large modern store is opened in a village far from the center (Baku, Nakhchivan, Ganja, etc.) of the Republic of Azerbaijan and "supermarket" is written on it, it will be considered completely natural. Even if the especially elderly population of that village calls it "shop" for a while with an old custom... Because globalization enters national languages and cultures in general, first of all, with paradoxes, creates contradictions, visible or invisible conflicts. The essence is that global (common for the whole world, universal) event is as interesting or attractive to people as national (regional). Even in the Middle Ages (as well as in ancient times), did not different peoples and ethnic groups with their own mythologies and religious beliefs (for example, Turks, Iranians, Caucasians) gladly accept the Islamic religion, worldview, or culture and create a common supernational or superethnic world? However, didn't a Turk remain in his Turkishness, an Iranian in his Iranianness, a Caucasian in his Caucasianness?... Therefore, to immediately announce that "thus, a monoculture is formed on our planet, which leads the whole world to destruction", it is still too early, in other words, it is an insufficiently justified opinion. .

In our opinion, avoiding globalization, which is a natural-historical process, or immediately condemning it, is not the way out.

From this point of view, the position of the "Globalizing Azerbaijan" Civil Development Center seems more interesting (and correct) to us. In the book "Toward Globalization" published by the Center, it is stated that "the undeniable benefits of globalization are acceptable to countries that are not afraid of this process and are able to manage it in the best way. It is important that Azerbaijan does not remain outside of globalization and pays attention to the minimum damage and maximum benefit in this process. Such a consideration, which is reflected in the book, is also noteworthy: "We need to seriously prepare for it, realizing that globalization is a process that develops outside of our will and that we cannot control. In our opinion, our country should start preparing for the globalization process from education."

It is commendable that English is taught in lower grades in Azerbaijani schools. This is a good opportunity for students to speak English fluently in the future. If a student is able to speak English at a normal level in high school, it means that great success lies ahead for him. For this reason, young children have a great need to learn English. From the outside, it seems easy to teach children. But on the contrary, teaching English to adults is easier than teaching it to children. There are several reasons for this. In the first grade, acquisition occurs only through listening and comprehension. In primary classes, the main issue is to arouse the student's interest and desire to learn a foreign language. In general, the learning style of young children is somewhat difficult. Therefore, a great responsibility falls on the teacher who teaches in these classes. First of all, the teacher must know child psychology well and pay special attention to his behavior with children. The teacher who teaches in these classes should try to explain the works that are difficult for children to understand in the textbooks. It plays an important role in students' mastery of the lesson. The students acquired certain knowledge about different countries, knew their names and were able to describe their flags. I also integrated the subject with a number of subjects - fine arts, technology, mother tongue and life sciences. I used group work, collective work forms and methods such as cluster, brainstorming, venn diagram. Flags of different countries, world map, worksheets were prepared as resources. During the research, I helped students express what they know about their countries. The students divided into groups and worked on the worksheets that I presented. Using a Venn diagram, they wrote and presented the similarities and differences between the flags of the countries.

During the exchange of information, students showed the countries on the map, said their names and capitals, and determined which country the indicated flags belonged to. At the stage of creative application, the groups made a dialogue and presented with role-playing games. As a result, the students described the flags of some countries and read their names and the text in their textbooks correctly.

CHAPTER 2. METHODS

The goal of communication-oriented training is to form communication competencies in students using relevant studies. At the same time, this kind of training serves to prepare students to participate in various situations created in the process of communication in a foreign language. In the process of learning a foreign language, communication-oriented training creates interest in the language in students by providing full motivation, they feel an internal need to speak this language, and thus their knowledge and experience increase. Those who receive such training are prepared to use the language taught for real communication outside of the classroom, when they are in other countries, when receiving guests from abroad, during correspondence and in various situations.

The main participants of communicative training are teachers and students. A communicative approach draws language learners' attention to topics of interest and provides ample opportunity for text and study selection to achieve program objectives. Communicative ability is formed in the process of performing important, real, developmental work, and its successful conclusion creates self-confidence in students and increases self-confidence. Approaching from the perspective of communicative training, it is noted that linguistic or grammatical competence is the basis of communicative competence, it is an important component, preference is given to communicatively oriented learning of grammar.

For this purpose, it is very important to look at the teaching of grammar from the perspective of communicativeness, to introduce serious and radical changes to this field. Thus, the communicative approach, taking into account the requirements of the modern era, creates an agreement between the supporters of the teaching of grammar in the teaching of a foreign language and the supporters of its reduction, and also provides an opportunity to ensure communicative activity by giving preference to personality-oriented technologies that increase motivation and stimulate creative activity.

The teaching of foreign languages in primary and secondary schools in Azerbaijan dates back to the 1950s. Thus, in 1848, the four-class "Saint Nina" School for girls was opened. In this school, French was not included in the curriculum, like music and dance, but was taught at the request of the parents. For the first time, in 1849, a foreign language was included in the curriculum in the city of Shamakhi. In Baku, foreign language teaching started in 1867. Starting from 1870, in addition to the French language, for the first time German language was also taught. English was taught in Azerbaijan for the first time for only two years, i.e. in 1914-1916. The six-month courses opened in Baku in 1936 can be mentioned as a turning point in this field. French, German and English languages were taught in these courses.

Taking into account the importance of learning foreign languages, the People's Commissariat of Education of the Republic considered it important to learn one of the European languages in the educational process and decided to allocate hours to these subjects in the revised curriculum of higher schools. English, German, French, Greek, and Italian languages were already taught at Azerbaijan State University and Azerbaijan Pedagogical Institute in 1925/26 academic years. After six-month courses, nine-month and two-year courses were opened.

In 1937, a separate faculty of foreign languages was opened at the Azerbaijan Pedagogical Institute named after V. I. Lenin. English, French and German languages were taught in this faculty. For the first time, in 1941, national personnel for foreign languages (400 people) were sent to different regions of the republic. Only one department (consisting of 12 people) operated under this faculty. Starting from 1939, the teaching staff was somewhat strengthened due to graduates from Moscow and Leningrad.

In September 1948, the Azerbaijan State Pedagogical Institute of Foreign Languages was opened on the basis of the faculty of foreign languages operating under the Azerbaijan Pedagogical Institute. Full-time and part-time departments of English, French and German languages began to operate. The existence of this institute was important in terms of both learning and teaching of foreign languages in the republic.

In 1958, the Institute of Foreign Languages was merged with the Institute of the Russian Language. These institutes, which worked together and merged and separated several times, finally separated again in 1973, and the Azerbaijan Pedagogical Foreign Languages Institute was established on the basis of the Faculty of Western European Languages of the M.F. Akhundov Azerbaijan Pedagogical Institute named after Heydar Aliyev, the national leader of our people. Named the Azerbaijan University of Languages by the decree of the national leader Heydar Aliyev on June 13, 2000, this higher education institution currently operates with 6 faculties, namely the Faculty of Education, Regional Studies and International Relations, Philology and Journalism, Translation, Additional Education, Master's and Doctorate.

ESLI International Organization (USA), Florida International University, University of California at Berkeley (USA), State University of New York (USA), University of North Carolina (USA), University of Strasbourg (France), Cluj State University (Romania), Belarus State University, Upsala University (Sweden), Uludag University, Hacettepe (Turkey), etc. signed memorandums of intent and bilateral agreements with the world's leading universities. In addition, within the framework of the TEMPUS program, relations and experience

exchange with the Universities of Strasbourg (France), Leipzig (Germany), Milan (Italy) have a positive effect on the training of highly qualified teachers.

The graduates of the university include members of parliament, diplomats, officials and businessmen holding various positions in state structures. Providing high-quality education, contributing to science and culture with their scientific researches thanks to their deep knowledge and skills, constantly working on themselves in the professional sphere, and able to train morally, culturally and ideologically perfect creative personalities, Azerbaijan University of Languages has been an educational institution that has always maintained its elite. The absolute majority of university employees have always been selected in the scientific environment with their valuable research works, dissertations, textbooks and teaching aids, monographs, books, and scientific articles.

The 80-year development path of the Azerbaijan University of Languages, which is one of the leading educational institutions of our republic, is one of the real indicators of Azerbaijan's higher education as a whole. Azerbaijan University of Languages, which has made significant contributions to Azerbaijan's science and national higher education, has played a strong role in the teaching and research of foreign languages and training of foreign language specialists in the regions.

In parallel with the theoretical methodology investigated in the research work, a survey form consisting of 15 questions was created using a questionnaire in the practical section. This survey was conducted among 50 people of different age groups. At the same time, the respondents were made up of people who studied (or graduated) at different levels of education.

The results obtained from the survey were statistically analyzed and the results obtained were included in the study. It is noted in the dissertation that the communicative function of speech activity becomes a leading factor in training. In this work, it is necessary to artificially organize the conditions (situation) that give rise to the need for communication in the audience for the creation and use of speech.

The said survey consists of the following questions:

1. Age
 - a) 18-23
 - b) 23-28
 - c) 28-35
 - d) 35+

2. Gender

a) Female

b) Male

3. Education

a) Bachelor

b) Master

c) PhD

4. Do you live in abroad?

a) Yes

b) No

5. Do you plan to study abroad in the near future?

a) yes

b) no

6. Do you have friend(s) from countries other than your home country?

a) yes

b) no

7. I feel that teachers usually prepare the lectures taking in consideration the cultural diversity of the students.

a) Strongly disagree

b) Disagree

c) Uncertain

d) Agree

e) Strongly agree

8. Teachers encourage foreign students to express and present examples from their home cultures, and cases modeled by their cultural settings.

a) Strongly disagree

b) Disagree

- c) Uncertain
- d) Agree
- e) Strongly agree

9. I feel that the courses encourage an atmosphere of respect towards cultural differences.

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

10. Student support personnel speak English well

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

11. I enjoy interacting with people from different cultures.

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

12. I am pretty sure of myself in interacting with people from different cultures.

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

13. I often get discouraged when I am with people from different cultures.

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

14. I often show my culturally-distinct counterpart my understanding through (non-)verbal cues.

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

15. I think my culture is better than other cultures.

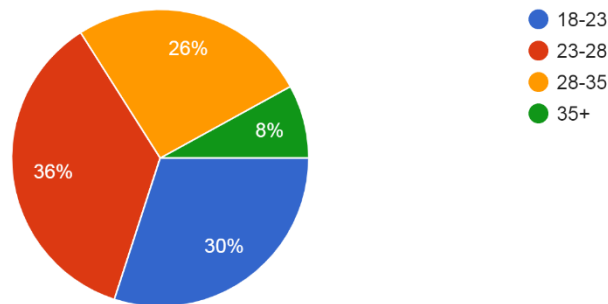
- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

CHAPTER 3. RESULTS AND DISCUSSION

Now let's look at the overall response rates to these questions. Our first question was designed to identify the age groups of the respondents as we saw above. A visual indication of the answers to this question is given below:

1. Age

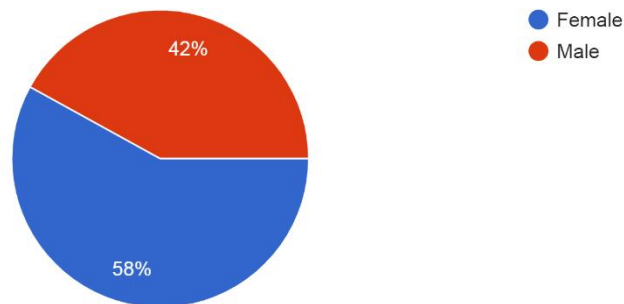
50 responses



The second question was formulated in order to determine the gender diversity of the respondents. The general results of this question are presented below. As we can see, 56% of the respondents are women and 42% are men.

2. Gender

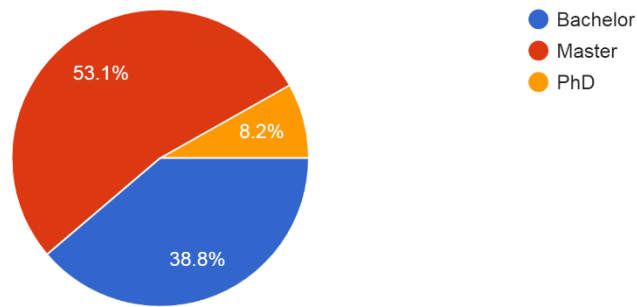
50 responses



Survey participants consist of people belonging to all three levels of education.

3. Education

49 responses

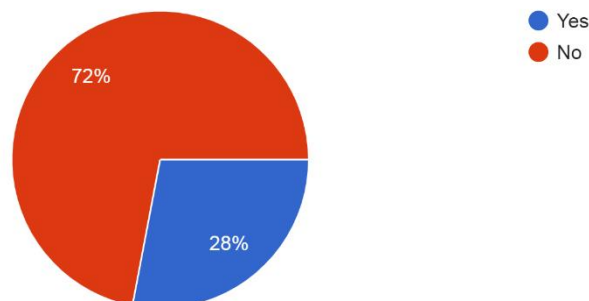


Econometrics is a set of methods for analyzing the dependence between various economic indicators (factors) and quantitative assessment of economic manifestations, economic processes, and their interrelationships using probability theory and mathematical statistical apparatus based on real statistical data. With the help of these methods, new relationships that were not previously known can be revealed, the hypotheses put forward in economic theory about the existence of certain dependence between economic indicators are either clarified or rejected. The practical importance of econometrics lies in the fact that the application of its methods allows to reveal the real existing relationships between phenomena, to make reasonable predictions of the development of phenomena and processes under given conditions, to verify and numerically evaluate the economic results of the management decisions made.

28% of those who participated in the survey are outside the country, and the remaining 72% are people living inside the country.

4. Do you live in abroad?

50 responses



Dependent y_i in certain econometric studies variable and it x_t , $t=1,2,\dots,T$, $i=1,2,\dots,n$ values characterize the distribution of their levels in a set of homogeneous objects. In this case, the

index t describes the serial number of the object, and the model describes how the variable y is distributed in that set under the influence of factors characterizing their specific properties.

Calculations		
<i>b1, b0 Coefficients</i>	0,7827	6,4699
<i>b1, b0 Standard Error</i>	0,1912	6,4656
R Square, Standard Error	0,7702	7,4673
<i>F, Residual df</i>	16,7617	5,0000
Regression SS, Residual SS	934,6292	278,7993
Confidence level	93%	
<i>t Critical Value</i>	2,2974	
Half Width <i>b0</i>	14,8541	
Half Width <i>b1</i>	0,4392	

In classical regression models, model error and independent factors are used in most cases. In this case, it is assumed that the random composition (error) of the model has the property of "white noise". Here, "white noise" means zero mathematical expectation, constant dispersion, and correlations between values at different moments of time a process that is zero is understood.

The main issue in the formation of primary information for econometric modeling is the selection of indicators adequate to the nature of the studied phenomena, where in the 1st stage of the construction of the econometric model, it is necessary to pay attention to changing certain concepts during the transition from the analysis of the content of the phenomena to the formation of their quantitative characteristics (indicators). At the stage of analysis of the content of manifestations, they are considered at qualitative levels. At this time, operations are carried out with fairly general concepts, for example, diseases, the level of medical services, the standard and quality of life, the quality of the workforce, weather conditions, etc. In this regard, in most cases, the econometric model is built to express existing regularities between phenomena. However, in the construction of the econometric model, a set of information and indicators expressing the properties and trends of these manifestations in the form of quantitative characteristics is taken as initial information. The issue of justifying the composition of indicators for traditional research areas is considered to be resolved. For example, in the study of labor productivity, macroeconomic analyzes mainly look at a set of

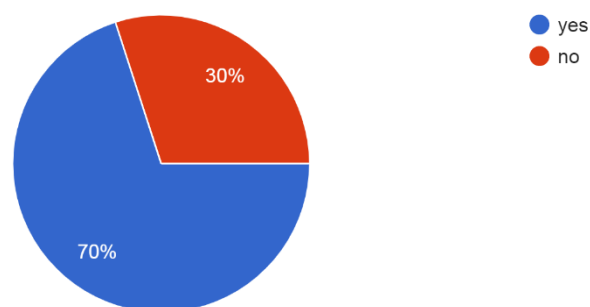
outdated (previous) indicators, whose values can be found in statistical collections, scientific reports, etc. is given.

Observation	35	Predicted Y	45	Residuals
1	24	25,25421348	73	47,74578652
2	11	15,07940075	82	66,92059925
3	22	23,68885768	91	67,31114232
4	50	45,60383895	88	42,39616105
5	55	49,51722846	76	26,48277154
6	26	26,81956929	76	49,18043071
7	25	26,03689139	34	7,963108614

The survey is aimed at evaluating the attitudes of the participants with the general sequence of questions. The answers are shown in several options. As can be seen from the figure below, this question focuses on the future plans of the respondents. 30% of respondents do not plan to go abroad in the future. But 70% of the majority are planning to go abroad.

5. Do you plan to study abroad in the near future?

50 responses

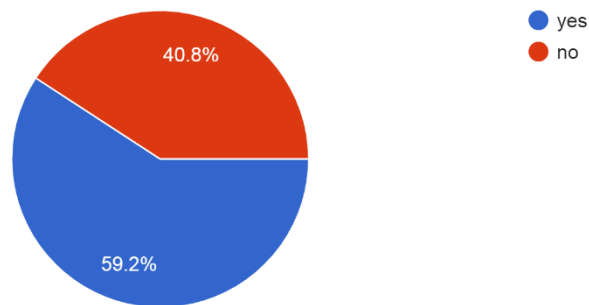


An important component of the process of building an econometric model is the selection of factors that seriously affect the studied indicator and are intended to be included in the developed model. The optimal selection of factors is determined on the basis of quantitative and qualitative analysis. Factors taken into account in the construction of the model are selected at the stage of economic analysis. In a number of cases, the factors are determined to be single-valued, and this determination is highly probable. For example, the demand for a good is mainly determined by its price and the consumer's income. In more complex cases, at the next stage, the expediency of including each factor in the model is studied by formal statistical methods. Only 49 out of 50 respondents answered the above

question. 1 respondent left this question blank.

6. Do you have friend(s) from countries other than your home country?

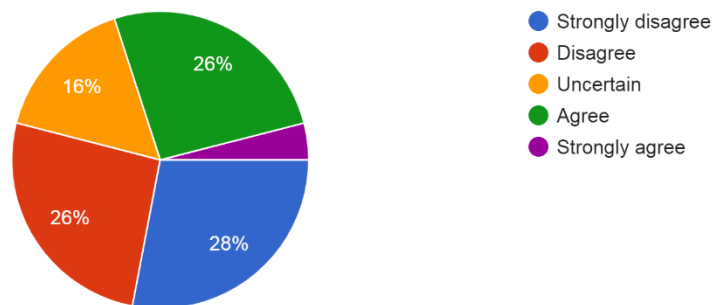
49 responses



In questions 7-15, students were asked to indicate how satisfied they were with the given idea. Let's take a look at the overall results of this range of questions in pictures:

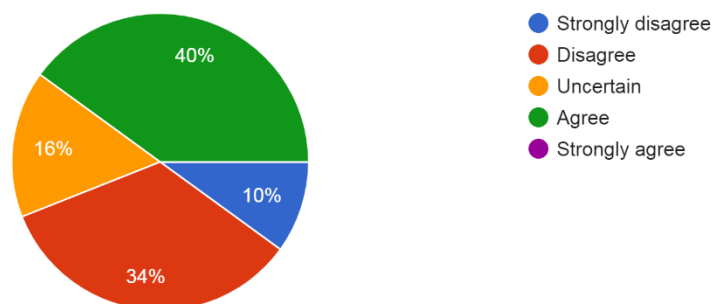
7. I feel that teachers usually prepare the lectures taking in consideration the cultural diversity of the students.

50 responses



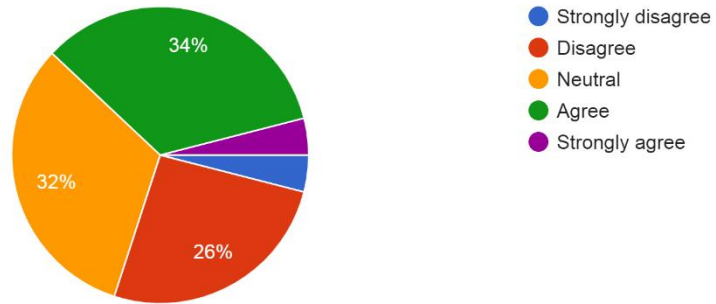
8. Teachers encourage foreign students to express and present examples from their home cultures, and cases modeled by their cultural settings.

50 responses



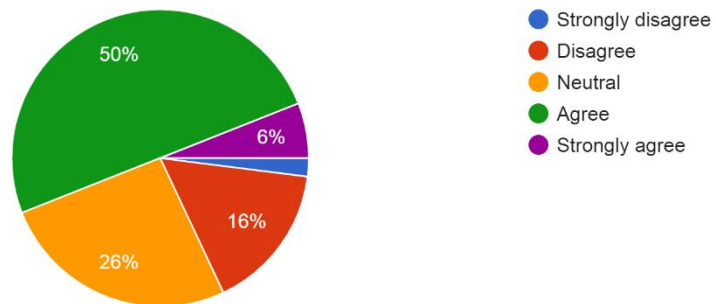
9. I feel that the courses encourage an atmosphere of respect towards cultural differences.

50 responses



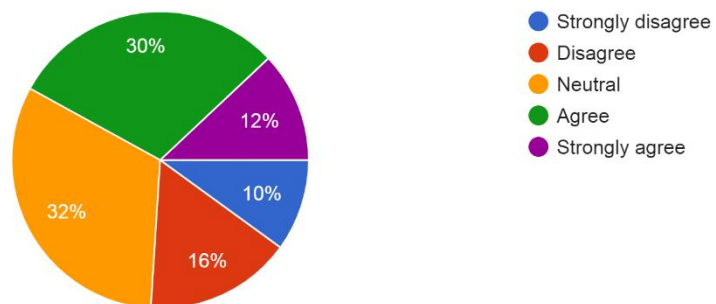
10. Student support personnel speak English well

50 responses



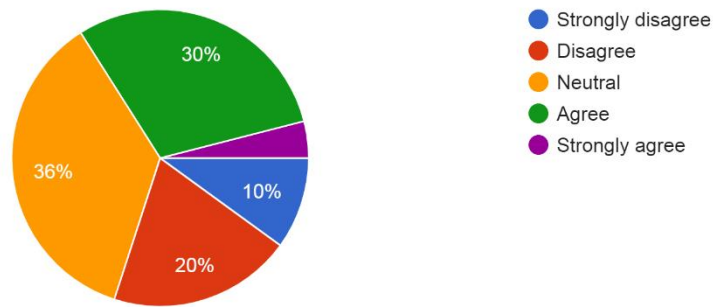
11. I enjoy interacting with people from different cultures.

50 responses



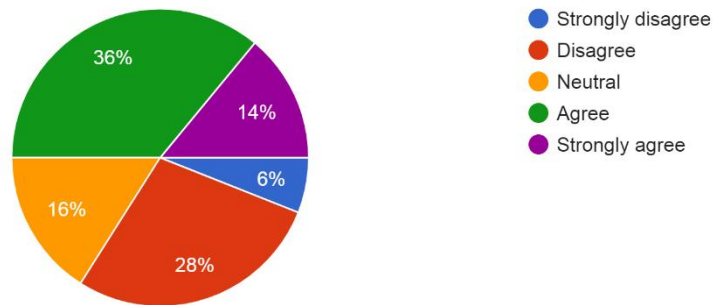
12. I am pretty sure of myself in interacting with people from different cultures.

50 responses



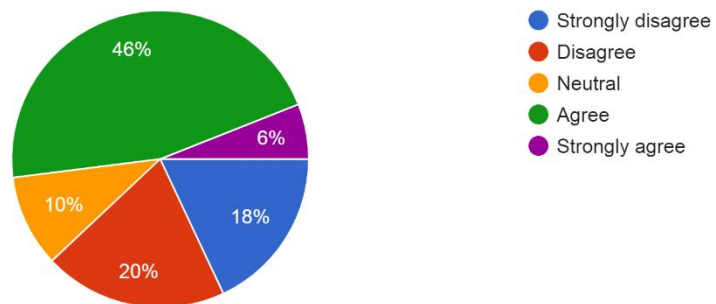
13. I often get discouraged when I am with people from different cultures.

50 responses



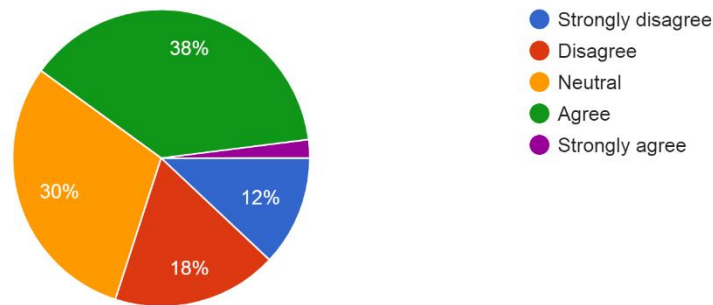
14. I often show my culturally-distinct counterpart my understanding through (non-)verbal cues.

50 responses



15. I think my culture is better than other cultures.

50 responses



After determining the selection of factors and the type of the function $f(\alpha, x)$, the stage of finding the numerical values of parameters i in the model is passed. Note that the found values of parameters i are also considered to be parameter estimates. In parameter estimation, a previously known array of observations $\{(y_t, x_{1t}, x_{2t}, \dots, x_{nt}), t=1,2,\dots,T\}$ is taken as initial data. Since the initial data contains the possibility of random quantities as a composition, the obtained values are also random quantities. These quantities also depend on the evaluation method. Here, it is necessary to choose a more qualitative evaluation method. According to the theory of statistical evaluation, the quality of the evaluation is determined by the presence of its unbiasedness, consistency, and effectiveness properties.

A parameter estimate is considered unbiased if its mathematical expectation is equal to the estimated parameter. The estimation of the parameter is considered to be consistent when the number of observations is increased to accumulate the estimated parameter by probability. A parameter estimate is considered effective if it has the smallest variance among all possible unbiased estimates calculated for the same sample of size n .

The Least Squares Method and the Maximum True-similarity method are mainly used in parameter estimation. When the error of the model t satisfies certain conditions, the estimations of the parameters obtained by these methods satisfy the properties of unbiasedness, consistency, and effectiveness.

Therefore, after receiving the parameter estimates, it is necessary to check the mentioned conditions in order to believe in the effectiveness of the estimate. If these conditions are not met, then the model should be adjusted accordingly. The reasons for the non-fulfillment of the conditions imposed on the t errors of the model may be that serious factors are not taken into account in the model, and the specification of the model is not chosen correctly.

The following table shows the calculation of the coefficient of responses according to the Durbin-Watson method:

Durbin-Watson Calculations

Sum of Squared Difference of Residuals	3455,8696
Sum of Squared Residuals	16269,7141

Durbin-Watson Statistic	0,2124
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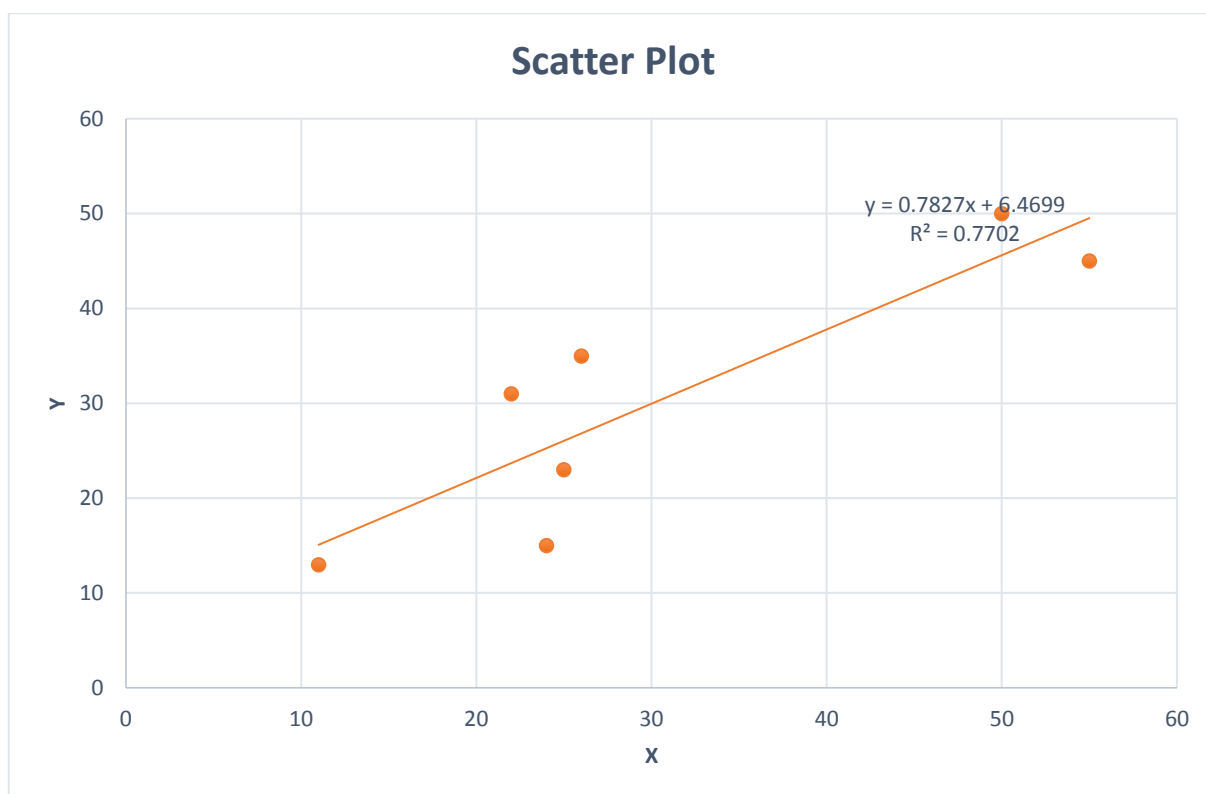
The essence of the coefficient in mathematical statistics is that if the distribution law or the distribution density of a random quantity is known, but the parameters of these distributions are not known, then the estimation of the parameters based on the selection data is found from the condition of minimizing the sum of the squares of the difference between the selection data and the parameters. In the application of this method, it is not necessary to give the distribution law of the selected data. First, the method was applied in the processing of normal error data.

Since a positive quadratic polynomial always takes its minimum value, this system of equations always has a solution. But the solution may not be the only one. It is possible that the system has a unique solution for various linear combinations of $n, \dots, 1$, but not a single-valued solution due to the parameters themselves. In general, the solutions of the system can correspond to both the minimum and maximum and inflection points of the likelihood function.

Interval Half Width	16,4108
Confidence Interval Lower Limit	3,3647
Confidence Interval Upper Limit	36,18624951

For Individual Response Y	
Interval Half Width	33,4021
Prediction Interval Lower Limit	-13,6267
Prediction Interval Upper Limit	53,17760122

Based on the above calculation, we get the following Scatter-Plot graph:



For the formation of oral speech skills and habits, it is also appropriate to use the cooperative method in the organization of audience activities. Cooperative learning is conducted on the basis of group work, where the achievement of a common goal depends on the joint efforts of students working as a team. In this type of organization of training, students understand the interdependence created by setting a common goal for the whole team, sharing tasks, commonality of material, distribution of roles, and rewarding for the completion of assigned tasks. Each student working in a team is individually responsible for the learning of the material and the ability to apply it. At this time, special attention is paid to the formation of communication skills depending on his age, social duties and personal characteristics. Since cooperative learning is based on communication, its use is quite effective in foreign language classes.

Taking into account that students have less time to actively apply a foreign language during a traditional lesson conducted in the form of more teacher-student, frontal question-and-answer, using the cooperative method, we can make it possible for students to speak a foreign language more of the time. Many learners note that the fear of making a mistake allows them to correctly apply foreign language knowledge during oral speech. When working in a team, students do not feel pressured, and when difficulties arise, team members help.

Regression Analysis

$$y = b_0 + b_1x_1 + b_2x_2$$

Regression Statistics	
Multiple R	2
R Square	1,4142
Adjusted R Square	1,1892
Standard Error	185,4718
Observations	13

1145,3447

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	12	7432,5000	619,3750	12,0000	0,0987
Residual	0	7432,5000	#DIV/0!		
Total	12	14865,0000			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	0,0000	185,4718	2,1790	404,1431	404,1431	404,1431	404,1431
	-0,2250	170,0784	-0,0013	370,8258	370,3758	370,8258	370,3758
	-0,2250	170,0784	-0,0013	370,8258	370,3758	370,8258	370,3758

If there is a stationary linear combination between economic indicators, this means from an economic point of view that this relationship is often observed and can be viewed as a long-term equilibrium. If there is no cointegration relationship, it is meaningless to call any price an equilibrium price, since the process practically never returns to that price. Therefore, the cointegration relationship corresponds to the long-term equilibrium between the considered quantities, and in this case, the general dynamics of the behavior of economic indicators can be divided into long-term and short-term components. Thus, the long-term behavior is described by the relation of cointegration.

We mentioned above that there cannot be a one-value principle of compatibility between any economic-mathematical model and the studied economic system, that is, the model is the result of generalization (simplification) in all cases. Therefore, from all the alternative model variants, the model that better matches the empirical data, the dependences between the parameters of the economic system, and finally - the hypotheses proposed by the economic theory should be chosen. This choice is based on the relevant statistical analysis.

The authors refer to the issues related to the selection of this model, its quality as a whole as well as in terms of individual parameters, to the verification stage of econometric modeling. The importance of this stage in terms of econometric studies as a whole is due to the fact that it is the verification that allows to determine which economic indicators are appropriate to be included in the study.

CHAPTER 4. CONCLUSION

The results of the conducted surveys and teaching show the need to include the system of studies aimed at the development of communicative competences in grammar into the textbooks. Those studies were developed taking into account the native language of the students and the communicative models available in the native language. Also, materials reflecting the norms of verbal behavior of native speakers have been included in the teaching materials. As a result of the study, we would like to present the following suggestions:

1) In order to intensively develop the development of speaking abilities of students in various speech situations in English language courses, the system of studies developed in a special manner should be regularly used.

2) Regular scientific and practical seminars should be organized in order to improve the work of subject teachers conducting practical lessons in English.

3) Taking into account that the main goal of foreign language teaching in modern times is the development of communicative competence in students, educational materials should ensure that higher school students are involved in communicative activities in the studied language.

Research scientists investigating the problem concluded that regardless of their nationality and mother tongue, the vast majority of students learning English as a foreign language encounter numerous problems and difficulties in mastering certain grammatical units. They make mistakes. Thus, in accordance with the principle of communicativeness, which is the basis of the communicative approach, it is necessary to select language units to be mastered, including grammatical units, and include them in the grammatical minimum depending on how important they are from a communicative point of view. Regarding the presentation of grammatical units according to students' experience and vocabulary, according to the principles of the communicative approach, it is more appropriate to prioritize the acquisition of grammatical structures within the context.

Observations show that the teaching and learning of grammar in this way ensures that the structures provided in the program are more effectively assimilated by students and that grammatical competence is formed in them, which is the basis of communicative competence. In terms of the problem considered in the dissertation, the study of the current situation in higher education institutions showed that in most cases, mastering the rules does not ensure successful communication.

Thus, students cannot speak freely, sometimes they do not understand what is being said and they do not have enough vocabulary to speak. In modern times, mastering aspects of the

language cannot be considered as a goal. However, the perfect mastery of the aspects of the language can form the basis, a kind of foundation, for the successful learning of the language, the acquisition of communicative competence in the language being studied.

We analyzed the typology of speech goals aimed at developing universal skills and habits based on the analysis of oral speech situations proposed in local and foreign scientific-methodical literature. Based on our analysis and observations, it can be said that oral speech, which is a specific type of learning activity:

- 1) for both general and specific action purposes;
- 2) with the means of carrying out activities specific to each of its forms;

3) characterized by constant supervision by the teacher. Thus, oral speech fulfills three functionally interdependent components of any goal-directed activity: directive (revealing the nature of the action to achieve the goal), executive (method of performing the action), controlling and reflective (feedback). The main tasks of the strategy that forms oral speech skills and habits include: increasing interest, deepening knowledge, improving practical oral speech skills and habits; optimal management of students' intellectual and psychoemotional condition; optimization of students' preparation for oral communication in the dialogue of cultures.

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