

By the first principle, we can distinguish three types of communication: individual, group and public, which determine the specificity of the methodology of teaching speech etiquette [2;22].

In individual communication two people participate. It is characterized by immediacy, trustworthiness. Here, communication partners are equal in their share of participation in the general speech "product". Each of them can support the proposed topic or replace it with another one. If any of the partners of an individual society stops talking, the communicative act ends.

Public communication takes place with a relatively large number of individuals. For this reason, the communicative roles of participants in public communication are usually predetermined: a small number of them act as speakers, the rest in fixed roles of listeners (compare meetings, rallies, disasters, etc.).

By the nature of relations between communicants, the methods of teaching speech etiquette distinguish between official and informal communication [3;15].

The official generality arises between persons whose relations are determined by the performance by them of certain social functions (teacher-student, passenger-cashier, boss-subordinate). This can include meetings, interviews, briefing, and negotiation. The official nature is inherent in public communication in any form.

Informal communication is characterized by ease, relaxed, often familiarity both in the behavior of individuals, and in the tone of their speech, freedom in the choice of linguistic means. In informal communication, the content of the statements of individuals is, as a rule, not premeditated, they are characterized by unprepared nature.

The modern methodology of teaching speech etiquette distinguishes two kinds of unofficial commonness - business conversation and free conversation.

Business conversation can be considered as a necessary link in non-verbal activity, as a means of resolving problems arising from non-verbal actions.

Free conversation is an independent activity of communication, or an activity whose purpose is to establish contact, mutual understanding, influence on knowledge, skills, the system of social values (convictions), the emotional state of another person. Subjects of free conversation are distinguished by an exclusive breadth of the range and, in principle; do not depend on any extra-verbal activity or place of action.

The national specificity of speech etiquette in each country is extremely bright, because the peculiar features of the language here are imposed features of rituals, habits, all accepted and not accepted in behavior, permitted and prohibited in social etiquette.

Knowledge of the rules of speech etiquette, their observance allows a person to feel confident and at ease, not to experience embarrassment and difficulties in communication.

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APPROACHES TO TEACHING ESP THE NATURE OF APPROACHES IN LANGUAGE TEACHING

T. Tolepbergenov-teacher of Nukus State pedagogical Institute

Linguists and language experts frequently referred to broad principles and ideas on how languages are learnt, how language knowledge is recorded and arranged in memory, and how language itself is structured in their efforts to enhance the quality of language instruction. Edward Anthony, a linguist, distinguished three levels of conceptualization and organization—he called them approach, method, and technique—in an effort to provide clarification.

There is a hierarchy in place. The organizational key is in the ways that methods implement a method that aligns with an approach. A collection of related presumptions about the nature of language learning and instruction constitutes an approach. A strategy is axiomatic. It explains the type of material that will be taught. A method is a comprehensive strategy that is based on the chosen approach and presents language content in an orderly manner, with no parts contradicting one another. A procedure is a technique. An implementational method is one that is used in a classroom setting. It's a specific ploy, plan, or deception employed to achieve a short-term goal. Techniques need to work in tandem with an approach and be consistent with a technique.

Current techniques and methods in language education are informed, either directly or implicitly, by at least three distinct theoretical conceptions of language and the nature of language competency. Out of the three, the structural approach is the most conventional and holds that language is a system of structurally connected.

Learner-centered teaching learners play the key role in learning while teachers only help them to develop the necessary knowledge and skills that will enable them handle life issues and tasks independently. Numerous research evidence associate learner-centered approach with the attainment of quality education, as compared with instructor-centered or teacher-centered approaches, where teaching is often focused on what the teacher knows and on unilateral transmission followed by recitation and evaluation, rather than on the facilitation of learning (Weimer, 2013 & Vavrus et al., 2011). Emphasis on what instructors do often leads to students who are passive learners and who do not take responsibility for their own learning. "Learning a foreign language should take into account the peculiarities of professional thinking, the individual needs of students, and be accompanied by the development of their personal qualities. These aspects are extremely important for the organization of the educational process at a medical university".[4;1] On the other hand, teaching approaches that allow students to use hands, eyes, ears and the mind enhance effective learning and student's achievement (Mills, 1991; Sogomo, 2001; Waihenya, 2000 cited in Wachanga and Mwangi, 2004). In learner-centered teaching, teachers do not employ a single teaching method but use different types of methods that shift the role of the instructors from givers of information to facilitators of student learning (Blumberg, 2008). Mitchell (1997) in Carmichael (2009) noted that teaching strategies that promote student involvement and which students find meaningful will hold students' interest. In addition, learner-centered teaching helps students to take responsibility for their learning, emphasize high level thinking, focus on intrinsic rather than extrinsic motivation, and help the students remember important information. Learner-centered teaching such as cooperative learning (Wachanga & Mwangi, 2004) and inquiry approach produce higher learning achievement and higher motivation (Kim, 2005 in Li, 2012).

Student-centered learning means inverting the traditional teacher-centered understanding of the learning process and putting students at the centre of the learning process. In the *teacher-centered* classroom, teachers are the primary source for knowledge. On the other hand, in *student-centered* classrooms, active learning is strongly encouraged. Because of the active involvement of the learner in the learning process, only meaningful learning, not rote learning, can lead to internalization of language systems. The learner, based on the data provided, is capable of forming, testing, and confirming hypotheses, a sequence of psychological processes that ultimately contribute to language development.

A further distinction from a teacher-centered classroom to that of a student-centered classroom is when the teacher acts as a facilitator, as opposed to instructor. In essence, the teacher's goal in the learning process is to guide students into making new interpretations of the learning material, thereby 'experiencing' content, reaffirming Rogers' notion that "significant learning is acquired through doing".

Through peer-to-peer interaction, collaborative thinking can lead to an abundance of knowledge. In placing a teacher closer to a peer level, knowledge and learning is enhanced, benefitting the student and classroom overall. According to Lev Vygotsky's theory of the zone of proximal development (ZPD), students typically learn vicariously through one another. Scaffolding is important when fostering independent thinking skills.

In a recent interpretation of the learning objectives of communicative language teaching, Savignon [1;114–115] considers the five goal areas, (known as Five Cs: communication, cultures, connections, comparisons, and communities) agreed upon as National Standards for Foreign Language Learning in the United States as representing a holistic, communicative approach to language learning:

- 1) The *communication* goal area addresses the learner's ability to use the target language to communicate thoughts, feelings, and opinions in a variety of settings;
- 2) The *cultures* goal area addresses the learner's understanding of how the products and practices of a culture are reflected in the language;
- 3) the *connections* goal area addresses the necessity for learners to learn to use the language as a tool to access and process information in a diversity of contexts beyond the classroom;
- 4) the *comparisons* goal area designed to foster learner insight and understanding of the nature of language and culture through a comparison of the target language and culture with the languages and cultures already familiar to them;
- 5) and the *communities* goal area describes learners' lifelong use of the language, in communities and contexts both within and beyond the school setting itself.

These and other related measures recognize the importance of communicative abilities of negotiation, interpretation, and expression that are considered to be the essence of a learner-centered pedagogy. Such recognition also entailed a reconsideration of the role played by teachers and learners in a communicative classroom. Breen and Candlin (1980) identified two main roles for the "communicative" teacher.

- The first role is to facilitate the communicative process between all participants in the classroom, and between those participants and the various activities and texts.

- The second role is to act as an interdependent participant within the learning-teaching group. This latter role is closely related to the objective of the first role and it arises from it.

These roles imply a set of secondary roles for the teacher:

- first, as an organizer of resources and as a resource himself.
- Second, as a guide within the classroom procedures and activities. In this role the teacher endeavors to make clear to the learners what they need to do in order to achieve some specific activity or task, if they indicate that such guidance is necessary.

The learners have to take an active role too. Instead of merely repeating after the teacher or mindlessly memorizing dialogues, they have to learn to navigate the self, the learning process, and the learning objectives.

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"FAIRY TALES: TEACHING VALUES AND SHAPING CHILDREN'S UPBRINGING"

*Turganbaeva Guljakhan 4th year student
Dauletmuratova Kh. Scientific advisor
NSPI, English language and literature*

Literature holds significant value in both our lives and the educational realm. The Presidential Decree of the Republic of Uzbekistan, issued on September 13, 2017, titled "On the Program of Comprehensive Measures for the Development and Promotion of Book Literature and the Advancement of Literacy," underscores the importance of utilizing literary works such as short