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**VI SHO'BA. O'ZBEKISTONDA VA XORIJDA
MEDIALINGVISTIKANI O'QITISHNING
DOLZARB MASALALARI**

**PECULIARITIES OF TEACHING FOREIGN
LANGUAGES TO JOURNALISM STUDENTS**

ELDORJON SHERMATOV
Senior teacher, UzSWLU

Changes in the life of society at the end of the XX-early XXI century caused an expansion of intercultural communication of people of different countries, an increase in interest in learning foreign languages in the context of the growth of democratization and presented the requirements for the provisions of intercultural professionally oriented communication in the context of the cultural dialogue of the modern world. This process marked the growing need for journalism professionals. Specialists in this field of professional activities are designed to contribute to the establishment of contacts and the development of relationships and cooperation between countries in various fields of activity. The profession of journalist implies the presence of many factors: knowledge of foreign languages, customs, traditions and features of the culture of foreign countries, the ability to communicate with representatives of other cultures, taking into account this knowledge.

The problem of learning to foreign language communication of students of journalists is relevant as ever before, as the requirements for graduates of universities in the direction of journalism in professional activity increases.

Communication “Equipment of future journalists, genetic and psychological foundations of craft technology”¹²⁴, The basics of professional ethics of media

¹²⁴ Прозоров В.В. Журналистское образование и филология: продолжение союза или намечающийся развод? Известия Саратовского университета. 2012. Т. 12. Сер. Филология. Журналистика, вып. - № 2.- С. 100.

workers have unconditionally philological - linguistic (linguistic) and literary (literary) - nature, constantly and graveyardly experienced high-end professionals.

The intensification of political and economic contacts between states has increased the pragmatic importance of knowledge of foreign languages. The factors of linguistic and extralinguistic influence of future journalists on the participants in professionally oriented communication acquire special significance. Future journalists need to have in practice linguistic and paralinguistic influence in the communication process in order to convince potential partners in the implementation of a particular activity¹²⁵.

V.V.Prozorov believes that journalism education is not least the training of masters who participate in the creation of their own texts, the training of authors, as a rule, with very early realized and realized creative inclinations and ambitions. And in the educational journalistic space, not only the interpretational, but also the constructive, or, as they like to say now, the creative component, must prevail. The journalist is his own master-author, his own master. In any case, he prepares himself for this, if he is not going to change his specialty at the end of the journalism department¹²⁶.

Students studying in the direction of training "Journalism" should be prepared for real professionally oriented practical activities using a foreign language. The process of forming a professionally directed foreign language speech of future journalists should be controlled and based on real communication situations. Therefore, the formation of professionally oriented foreign language competence of students, who are inherent in the corresponding specificity, is of particular importance.

Future journalists, graduating from a university, must have a number of competencies. They can be divided into three blocks: analytical, system,

¹²⁵ Автореф. дис. .канд. пед. наук Емельянова, Татьяна Викторовна, Москва 2006г.

¹²⁶ Прозоров В.В. Журналистское образование и филология: продолжение союза или намечающийся развод? Известия Саратовского университета. 2012. Т. 12. Сер. Филология. Журналистика, вып. - № 2.- С. 96. 94-100.

communication¹²⁷. Analytical competencies have the following components: information and knowledge management, analysis and synthesis of the received information. Systemic competencies largely determine not only the professional, but also the personal development of an individual in the process of his entire life. The system block is represented by such competencies as the ability to work independently and learn, as well as the application of knowledge in practice.

These competencies allow future journalists to independently acquire knowledge and apply it in practice after graduation. Communication competencies are very important and in demand in the professional activity of a journalist, since they include knowledge of foreign languages, work in a multicultural environment, interaction with specialists from different fields and the ability to demonstrate tolerant communicative behavior. Let us dwell in more detail on the communication block of competencies, since it plays a key role in the training of future journalists. We believe that training is one of the key methods of training future journalists.

The dominant skills, the development of which occurs in the process of training students of international journalists, include skills of a reproductive-productive and productive nature. These skills are:

- the ability to determine the main topics of the prepared information materials and their critical understanding;
- the ability to make comparative analysis of information and facts; the skill of syntactic transformation and lexical paraphrasing of key information;
- the ability to use information in professionally oriented situations of real foreign language communication;
- the ability to predict the development of the process of professional interaction; the ability to achieve feedback with communication partners¹²⁸.

¹²⁷ Иванова С. Факторы успешной межкультурной коммуникации специалистов-международников // Обучение иностранным языкам: от профессионализации к профессионализму: материалы науч.-метод. межвуз. семинара. М., 2010. С. 120.

¹²⁸ Удалова Н.А. Удалова Л.В. ОБУЧЕНИЕ ПРОФЕССИОНАЛЬНОЙ ИНОЯЗЫЧНОЙ КОММУНИКАЦИИ СТУДЕНТОВ НЕЯЗЫКОВОГО ВУЗА: НАПРАВЛЕНИЕ ПОДГОТОВКИ «ЖУРНАЛИСТИКА». <https://scienceforum.ru/2014/article/2014004477>

To master the above skills, which provide a sufficiently high level of professionally directed foreign language speech of future journalists, a set of specially designed tasks and exercises is required.

Writing communication training for journalist students is carried out on the basis of a discourse approach¹²⁹. Its purpose is to acquire knowledge and master the discourse skills of producing foreign language texts (texts of printed periodicals). Within the framework of the discourse approach, the principle of communication can be distinguished, according to which learning is organized in situations that are natural for communication or as close as possible to them.¹³⁰ The specificity of this principle lies in the assimilation of knowledge about the features of the content of written discourse, as well as in the ability to use existing knowledge and experience in the field of their professional activities, which contribute to effective communication in writing in a foreign language. The principle of communicativeness is manifested in situational, problematic teaching. This principle presupposes cooperation between students and a teacher, which arises in the process of speech interaction when solving problem situations. The components of the principle of communicativeness are examined directly through the prism of the specifics of teaching journalism students and the subject of mastering their future activities - newspaper text.

Any approach also presupposes training content. So, taking into account the subject and procedural aspects of the content of education, the sphere is determined - the socio-political one, which is considered on the example of the English-language print media: print media in all their genre diversity; language material; regional knowledge, including knowledge about the peculiarities of each individual genre in the English-speaking culture; communicative goals and intentions of a particular newspaper genre; skills, discourse skills and experience.

¹²⁹ Луцинская, О. В. Комплекс упражнений для обучения будущих журналистов написанию газетной англоязычной информационно-аналитической статьи // О. В. Луцинская // Вестн. Минск. гос. лингв. ун-та. Сер. 2, Психология. Педагогика. Методика преподавания иностранных языков. – 2007. – № 2 (12). – С. 128–137.

¹³⁰ Гальскова Н.Д. Межкультурное обучение: проблема целей и содержания обучения иностранным языкам. - ИЯШ №1, 2004, С. 3-8.

The means of the educational process within the framework of the discourse approach include exercises based on the principles described above. Such exercises allow you to see and follow the process of working with students, that is, to analyze the practical implementation of the approach. This is a set and sequence of various types, types and subspecies of exercises, which, on the basis of discourse analysis and taking into account the peculiarities of the development of discourse skills in written communication, provide students with the formation of discursive competence. It also takes into account the linguistic and compositional features of the article, and also provides for the analysis and representation of the extralinguistic features of the communication situation. In addition, these exercises allow you to acquire certain knowledge in the field of written communication in a foreign language, develop creative thinking and intellectual abilities of students. The following types of exercises are distinguished: receptive, reproductive, productive and corrective.¹³¹ Each of these types has a specific purpose and occupies a corresponding place in the series of related exercises.

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¹³¹ Луцинская, О. В. Комплекс упражнений для обучения будущих журналистов написанию газетной англоязычной информационно-аналитической статьи. // О. В. Луцинская // Вестн. Минск. гос. лингв. ун-та. Сер. 2, Психология. Педагогика. Методика преподавания иностранных языков. – 2007. – № 2 (12). – С. 128–137.

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EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION

SARDORBEC DIYOROV

Teacher of UZSWLU

Mainstream higher education research on leadership largely overlooks the leadership of teaching and learning. A model of leadership that integrates various elements needed to create universities that intentionally promote holistic student learning and development is presented in this article. The model links organisational development, the development of leaders as people who are in relationship with other members of the community and knowledge of teaching and learning. Through a creative synthesis of these various literatures, it proposes what is needed for sound education leadership in higher education.

Increased marketisation of society and higher education has placed growing demands on universities while threatening to erode academic control of the academic agenda. Responses to external pressures on higher education have created a tension between, on the one hand, the increased professionalisation of higher education administrators and, on the other hand, a surge of research emphasising scholars and the professoriate as leaders¹³². While acknowledging that the literature on higher education is still relatively underdeveloped mainstream higher education research on leadership largely overlooks the educational (teaching and learning) leadership role of both informal, distributed leaders and formal leaders in universities. Given that research is more highly prized and rewarded in higher education, this gap may reflect priorities of academia in general. Yet, the lack of attention to leading teaching and learning activities runs counter to the trend in much of the world towards offering instructional development for

¹³² Deem, R., & Brehony, K.J. (2005). Management as ideology: The case of 'new managerialism' in higher education. *Oxford Review of Education*, 31(2), 217–235.