THE PARADIGM OF RELATIONSHIP BETWEEN TEACHER AND STUDENT IN THE PROCCESS OF TEACHING ORIENTAL LANGUAGE IN HIGHER SCHOOLS OF UZBEKISTAN.

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Abstract. The process of teaching foreign languages consists of many components, with the inviolability of its fundamental foundations, approaches and principles, there are also variable components that require periodic updating. First of all, this is due to the changing living conditions under the influence of technical progress and, accordingly, with the specificity of perception and memorization of each new generation of students who come to universities. The change in the composition of skills and abilities acquired in secondary school, the ways of perceiving and processing information, the modification of the mechanisms of memorization and the formation of long-term memory cannot be overlooked by the teacher of a foreign language, who at a humanitarian university spends more time with students in the classroom than others, and due to smaller groups, it is in closer personal contact with trainees.

Nowadays the process of teaching is filled with opportunities and challenges, but also with changes.The issueto be a teacher is changing, and being English as a Second Language (ESL) teacher involves and demands new teaching strategies,methods, new attitudes, activities, and perspectives for the classroom.

Key words.Teacher-student relationships, key to positive or negative motivations, deep effect on someone's life style,strategies,methods, new attitudes, activities, and perspectives.

Introduction. The last four year (2017-2020) became a period of sweeping reforms and important decisions aimed at improving quality of higher education that resulted in multi-fold increase of the relevance thereof as well as the important role played by intensively developing international cooperation. The Concept of Higher Education Development in Uzbekistan by 2030 adopted on 8 October 2019 describes the strategy of the HE development and clarified the main goals of the HEIs. Two new Law on Education and Law on Science have been adopted in 2020. The new Law of the Republic of Uzbekistan on Education adopted in 2020 introduced for

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the first time the concept of inclusive education, considered dual education with work placement and distance education as one of the forms of education implemented through ICT and Internet.

One of the strategic development goals of the country's HE system is enhancing quality of training of creative and systemically thinking professionals, strengthening attractiveness of higher education system for investments, introducing the "University 3.0" concept that calls for close integration of education, research and innovation. The work aimed at expanding coverage of youth with higher education continued throughout 2020 through rapid growth in the number of new higher education institutions in the country and establishment of campuses by the world's leading universities. The number of HEIs has reached 129 today as opposed to just 60 in 2017. In the last four years, 52 new HEIs were established in the country including 25 branches of foreign universities and 9 non-state universities. The government has decided to increase the list of universities, which is going to get financial and content related autonomy, including decisions regarding students' admission, structural changes and introduction of new programmes/courses. Governmental decree No 402 from 23 June 2020 "On the approval of the regulations on the procedure of recommending women to participate in the competition and organisation of their admission to higher educational institutions within the entry indicators based on additional state grants" considers ensuring gender-balance at higher education institutions. With this decree the government provided additional grants for women to study at HEIs.

Pursuant to the Cabinet of Ministers' Resolution No 824 dated 31/12/2020 "On measures to improve organisation of education process in higher education institutions", education process in HEIs will gradually undergo transition to credit-module system starting 2020/2021 academic year. The document has approved the Regulation on introduction of credit-module system based on European Credit Transfer and Accumulation System - ECTS in the education processes of higher education institutions of Uzbekistan [https://supporthere.org/page/higher-education-uzbekistan] .

Teaching nowadays is filled with challenges and opportunities, but also with changes. Teacher-student relationships can be the key to whether positive or negative motivations exist in students' attitude toward learning, and relationships can have a deep effect on someone's life style.

Therefore, a clear understanding of the peculiarities of a student's thinking is very important for the successful work of a foreign language teacher. Due to this, the questions of the characteristics of generations, the specifics of thinking are of concern not only to scientists engaged in psycholinguistics, but also to practical teachers who are looking for answers to the current challenges they face daily in the classroom. The solution of urgent problems of teaching a foreign language in a humanitarian university is impossible without a clear understanding of the characteristics of the modern generation that has formed in the era of information technology. According to the theory of generations, developed by American scientists Neil Howe and William Strauss in 1991 and adapted to the conditions of Russia at the beginning of the 21st century by a group of scientists led by Evgenia Shamis, generation Y or the Millennium comes to our universities, possessing "clip thinking", which is characterized by the absence of independence, confidence in their own value, disbelief in the distant future.

Literature review. Weber, Martin, &Cayanus, 2005 (Mazer, at al., 2013, p.255), found that whenstudents consider their classroom work to be meaningful, have the opportunity

todemonstrate their competence, and believe their input is vital to the course, they aremotivated to communicate with their instructors for relational, functional, andparticipatory reasons. Interested and involved students learn better. "Students with highinterest perceive a content area to be important, are active and involved in the subject,and feel knowledgeable in the subject matter" (Mitchell, 1993; Tobias, 1994). Accordingto, Krapp, Hidi, &Renninger, 1992 (cited by Joseph P. Mazer, 2013, p. 256) "Interest isoften triggered in the moment by certain environmental factors (e.g., teacher behavior)and can be characterized from the perspective of the cause (the conditions that induceinterest) or from the standpoint of the person who is interested." Mazer (2012) notes"Students who experience heightened emotional interest are pulled toward a content areabecause they are energized, excited, and emotionally engaged by the material" (p.99). Itis crucial to be inserted in a safe environment where students can feel engaged andmotivated to learn, share their experiences, and demonstrate their competence [*da Luz, Fredson Soares dos Reis. (2015). The Relationship between Teachers and Students in the Classroom: CommunicativeLanguage Teaching Approach and Cooperative Learning Strategy to Improve Learning. In BSU Master's Theses and Projects. Item 22.Available at http://vc.bridgew.edu/theses/2*2].

Main part."Psychologists T.V. Gorobets and V.V. Kovalev [3], like many of their other colleagues, endow the carrier of "clip thinking" with the following positive features: quick reaction, ability to perceive multitasking reality, striving for novelty, and a tendency to visualize information. The features that complicate the process of assimilating knowledge, they include: difficulties in concentration, fragmentation of information perception, weakening of analytical skills, a decrease in the coefficient of assimilation of knowledge, weakening of the ability to communicate in society, computer addiction"[6, p. 249]. The characteristics of the new generation are forcing teachers to change the traditional methodology of teaching a foreign language, taking into account the peculiarities of students' perception.

A modern student is not able to independently overcome the difficulties that arise during the study of the proposed material - this is the main conclusion that we come to in the process of teaching generation Y, which is caused by a number of factors, including the difficulties of concentrating on one task for a long time, in the ability to perceive information, as a rule, in the form of a video sequence, in the weakening of analytical thinking, unstable skills of independent work, in the need to quickly switch attention from object to object, often interpreted as multitasking, etc. There is no doubt that all of the above is not true for all students, but only for carriers of "clip thinking", the number of which in the classroom is still increasing every year. Therefore, we consider the problem of choosing the most effective teaching methods for a particular generation, which has a certain specificity of perception of new information and not only information, but also a system of knowledge with a clear logical structure of organization, which any studied foreign language possesses, we consider very relevant and vital.
Picture-1. Teaching for Intellectual Engagement.

Teaching For Intellectual Engagement
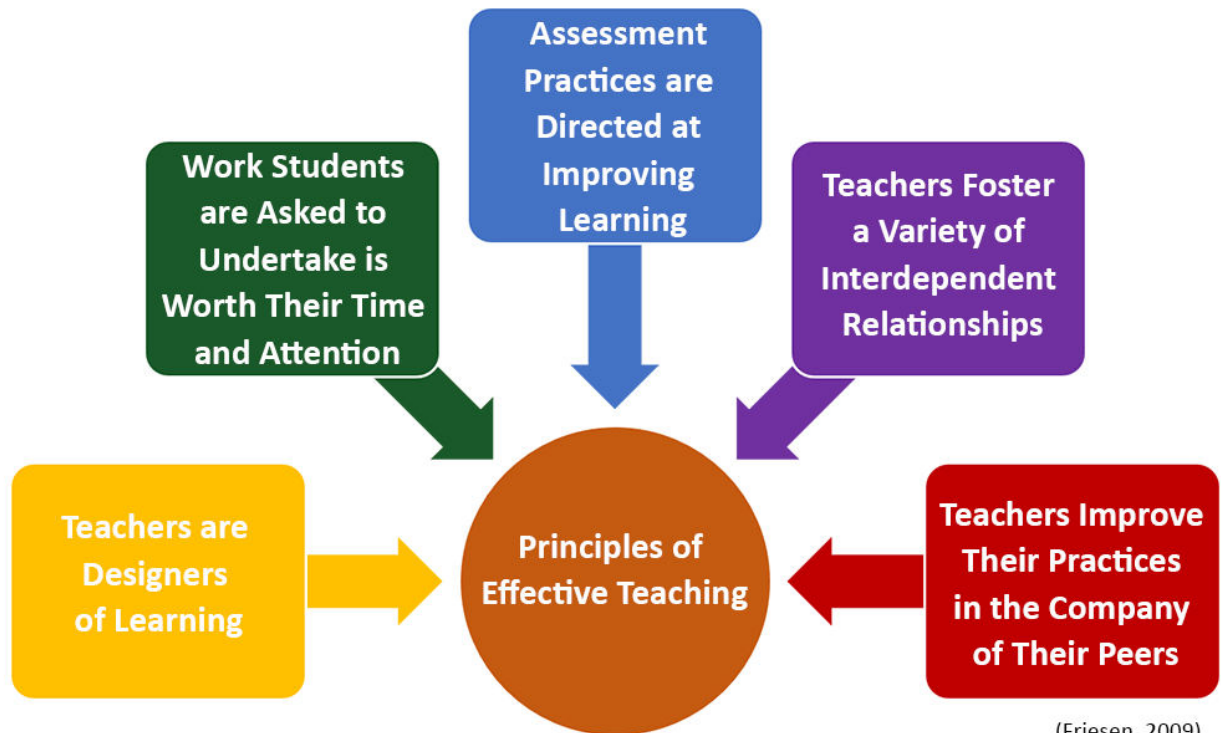

(Friesen, 2009)

It is no coincidence that recently the name of the famous psychologist L.S. Vygotsky, who developed his theory of learning and development in the 20-30s of the twentieth century in relation to the primary school age [2]. A number of ideas expressed by L.S. Vygotsky, and the provisions of his theory is acquiring special relevance in our time and is quite applicable and effective in working with university students, especially in the field of teaching a foreign (and, in particular, oriental) language. Teachers, day after day, face the fact that building a traditional hierarchical model of teacher-student behavior in the classroom does not contribute to the desired result in mastering a foreign language. Drawing a clear boundary in work in accordance with the position of the teacher and the disciplinary position of the student, role demarcation and a set of usual paraphernalia accompanying the learning process have become ineffective in practice. Therefore, the idea of cooperation as a method of interaction between a teacher and a student is becoming more and more popular due to its internal potential, which can be revealed in modern conditions. But, before moving on to a new model of building teacher-student relations, it is necessary to move away from the old stereotype of relationships and create a fertile ground for cooperation based on an atmosphere of mutual trust. This is simply necessary for teamwork, which turns the learning process.

Picture-2. New paradigm of reading class.

Joint overcoming the difficulties of the first and subsequent stages, the formation of an environment that guarantees inevitable success in any endeavor, help to strengthen the student's self-confidence, to overcome the fear of the new and difficult. An important point in the new structure of relationships is the fact that cooperation presupposes relationships between subjects, and not the old subject-object model of interaction. Strengthening the subjectivity of trainees is an indispensable factor of success in overcoming difficulties. With their spontaneous increase, especially often occurring among students with less pronounced abilities to learn a foreign language, there is a so-called "learned helplessness" (a concept introduced into scientific use by M. Seligmen [7]), which blocks the process of further education. According to V.K. Zaretsky, overcoming learned helplessness is possible only through strengthening the subjectivity of the learner "... in two forms; as a subject of mastering educational material and as a subject of overcoming one's own difficulties "[4, p.100].

Picture-5. Conditions of Effective teacher Teams.
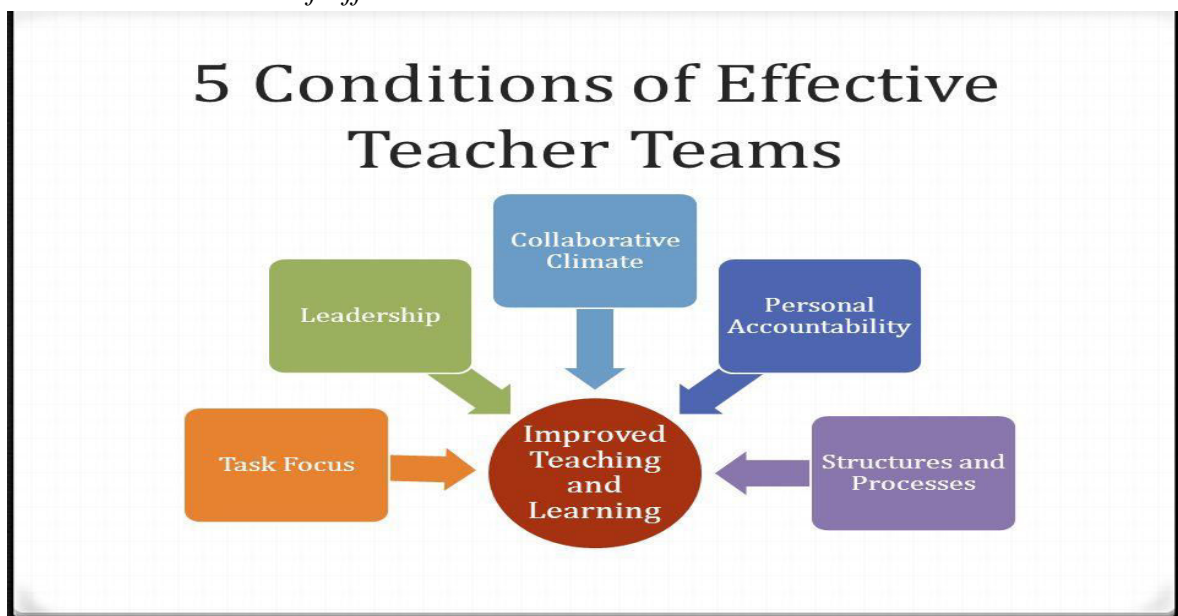
In the course of cooperation, a low-performing student strengthens subjectivity through the development of such qualities and abilities, such as: "... self-determination, reflection, development of an idea, goal-setting, control, norms of interaction (cooperation), self-regulation (semantic, reflexive, emotional), the ability to overcome difficulties, use a mistake as a material for reflection, establish a relationship between the means and the result of an action, etc. " [4, p.100].

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Picture-6. Model of teacher knowledge.
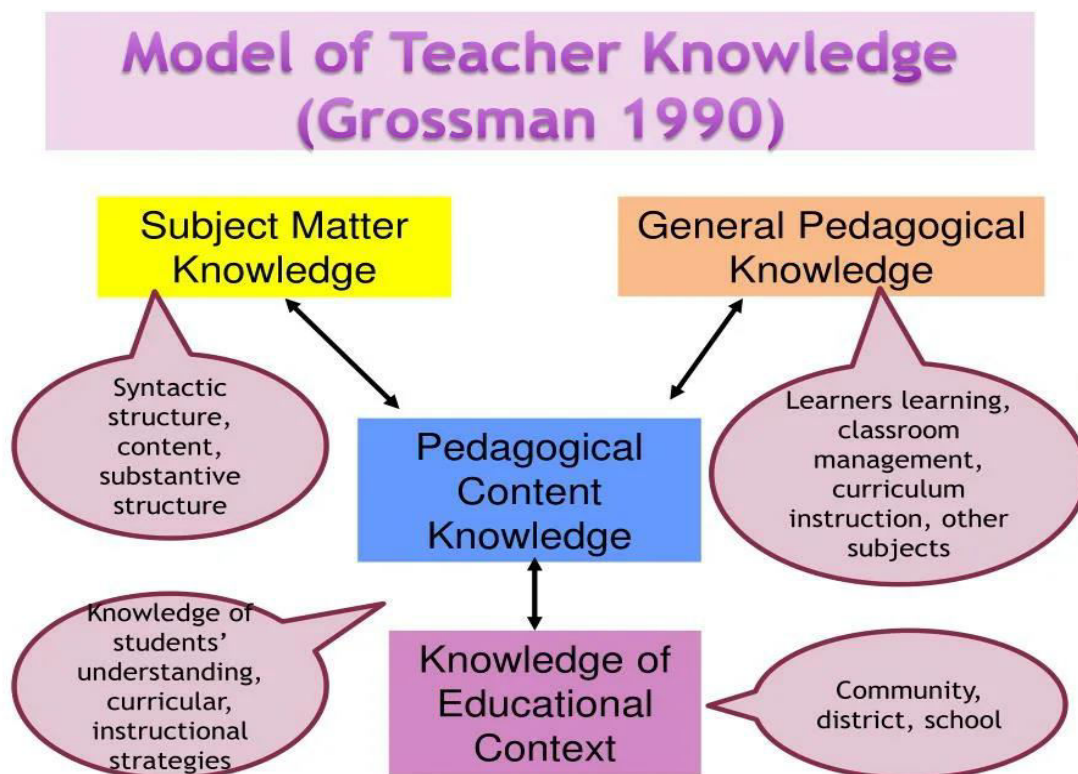
In cooperation, it is also important that the teacher takes root in the student's mind the thesis that difficulties are always surmountable, that success is inevitable, and responsibility for temporary difficulties lies with both subjects of the process of mastering a foreign language. Rooting these postulates in the learner's mind helps to overcome the fear of action, which often arises from the fear of a mistake and subsequent punishment in the form of a low score. Thus, we come to the conclusion that the point-rating system, which is widely cultivated in our time, is not our assistant. But rather, on the contrary, it constrains the activity of trainees and contributes to the creation of an atmosphere of chronic failure, which in turn leads to the syndrome of "learned helplessness". When studying oriental languages, the problems described above are especially relevant. Although the experience of studying European languages at school contributes to overcoming the difficulties of the first stage in mastering the oriental language, rather in

methodological terms (known methods of mastering vocabulary, learning grammar, working with texts, etc.), it turns out to be completely insufficient, and in some cases and not applicable. The first stage in the study of the oriental language is always full of a different nature of problems associated, first of all, with a fundamentally different logic of the language and, in particular, the logic of constructing a simple statement. It is impossible to overcome these problems in one or two days; a long process of restructuring of thinking is required.

And in practice, moreover, the time resource of classroom studies is often insufficient, which does not allow to devote the time necessary in an individual case to overcome the difficulties of this stage. The situation is complicated by personal problems, when a student from a cohort of high achievers moves overnight to laggards. Few manage to overcome this psychological barrier quickly and painlessly. In this regard, it is quite appropriate to recall the concept introduced into scientific use by L.S. Vygotsky, "zones of proximal development", which he defines as the area in which the student cannot complete the task on his own, but is able to cope with the task in cooperation with the teacher. In comparison, there is a "zone of actual development", where the student is able to successfully act independently, and "a zone of actual inaccessibility," the setting of tasks in the area of which is premature. Determining the boundaries of these zones is very important for the learning process, since our successful joint activity is possible only in the "zone of proximal development". In the "zone of actual development" it is useless and can generate boredom and loss of interest in the subject in learners: "... teaching an individual what he is not able to learn is as fruitless as teaching him what he can already do on his own" [2, p.222]. And action in the "zone of what is actually inaccessible" is also dangerous in that it is doomed to failure, which undermines the student's faith in oneself. Determination of the boundaries of these zones, as a rule, is carried out by the teacher for the main core of the group, if the process is carried out from the very first steps in learning a foreign language, then this is not difficult. When new students join the formed group already at the stage of immersion in a foreign language, which has recently been encountered quite often, the task of diagnosing the existing level of language proficiency and not only comes to the fore: it is equally important to determine those grammatical topics in which the student has not developed stable skills, which can lead to some systemic errors in future complex grammatical and syntactic constructions. Problems also arise when some students, for various reasons, lag behind in comprehending the logic of the language being studied and overcoming the difficulties of the first stage. In this context, it is vitally important to define the "zone of proximal development" in those trainees who fall outside the general core of the group.

Timely accurate diagnosis of difficulties is closely related to the definition of an individual "zone of proximal development", only in which effective cooperation is possible, focused on successfully overcoming individual problems and leveling the level of a given student in relation to the general group. Inaccuracies and errors in diagnosis can lead to insurmountable learning disabilities. We must always remember about the syndrome of "learned helplessness", the effective fight against which in the conditions of group training within the framework of the existing program and the classroom hours provided for it is far from always feasible. Therefore, it is easier to prevent "rolling" towards it than to organize its elimination.

The thesis about the student's understanding of their actions, their logical relationships, the nature of their mistakes is extremely important. The key word is awareness of actions, help is sometimes needed in clarifying the task (here the clarity of the sample will help), in building and

consolidating the order of actions, i.e. algorithm (a visual, colorful image in the form of a diagram), in the search for an error (referring to existing and learned schemes). "Often they (children here) explain mistakes by chance, situational circumstances. If we proceed from the fact that a mistake is never accidental ... then it is necessary to do a certain amount of work to establish the relationship between the method of action and its erroneous result, to reveal and analyze the method of one's own action, i.e. do what we call reflection. " [4, p.101]. The ability to recognize one's own mistakes on one's own and, most importantly, the ability to correct them consciously, and not by prompting, is a significant moment in the process of mastering a foreign language. The teacher's mistake and red ink present in the checked homework or test should not be perceived as a disaster, humiliation or defeat, which, unfortunately, is not uncommon. It's just that we, teachers, often do not pay enough attention to these mostly deeply hidden feelings and do not get to the bottom of the true reasons for the painful reaction of students to the given score. Psychological trauma from experiences for points, which can also affect relationships within the group, where there is often an atmosphere of competition, interfere with the learning process, sometimes forming a sense of chronic failure. Therefore, especially in difficult cases with poorly performing students, it is extremely important to maintain their self-confidence and a stable level of positive self-esteem. In our opinion, it is quite reasonable at the first stage to reduce to a minimum the number of works for which points are awarded. This does not mean at all that there should be no independent tasks tested by the teacher.

Analisis. On the contrary, they should, in a concise form, showing the teacher the degree of assimilation by the group and individual students of the new material, be present at almost every lesson, but perceived as a kind of everyday action, and not as a special, extremely responsible task. In some cases, it is quite reasonable not to use red, which sometimes causes rejection and rejection in some students, but to mark mistakes, for example, use green, which is perceived more neutral. Focusing on developed visuality and the ability to quickly switch from one type of activity to another in a modern student, we select methods appropriate to his type of thinking, which are not an end in themselves, but only the key to further work on mastering the language material. Our task is to try to restore lost connections, develop dormant abilities and inclinations necessary for learning a foreign language, relying on previous experience. The primary message at the beginning of the introductory course of the Turkish language should be an appeal to the techniques of mnemonics, actively used by foreign language teachers in primary and secondary schools [1]. This statement may seem absurd at first glance, but under current conditions it refers to the immutable rules of teaching. Such methods, which can be applied in higher education without prejudice to the content, include the highlighting of what is written in color, size, numbering, the method of paired associative links, the method of keywords, reproduction by model, parallel texts, the use of various game situations and role-playing games, etc. ... We must not forget about the emotional component, which, according to psychologists, contributes to the formation of long-term memory. So, when introducing new vocabulary, it is necessary to remember about the maximum possible visualization of the material (for example, to give preference, if possible, to video recordings rather than audio materials), about the emotional coloring of the reported, about the presentation of interesting associative connections and images, to the place of the mentioned episodes, mini- stories.

The role of associations both by analogy and by contrast is great, since this is required by the task of establishing strong connections between the visual image and verbal designation, examples from other foreign languages, not only from Russian, are used. Also important are such techniques as: font and / or color highlighting of keywords, creation of schemes for the use of grammatical and 182 syntactic constructions, presentation of material in a systematized form in tables. Composing sentences based on a sample from the available lexical units, when the grammatical-syntactic construction is the determining factor in the sample, is also very effective. There is no doubt that sometimes such a schematization of grammatical phenomena emasculates their essence, which does not contribute to the formation of stable translation skills. It is important not to absolutize such techniques, but to consider them as a necessary transitional stage to the traditional method of teaching the Oriental language in higher education. For the above reasons, it becomes necessary at this stage solely to overcome the difficulties of the initial level, to form the necessary skills and abilities in order to further effectively advance, develop analytical abilities and logical thinking in the required volume for solving specific language problems.

Discussions. With regard to the development of analytical skills, in this process undoubtedly the leading role is played by the ability to work with text. Teachers testify "... about a catastrophic drop in the level of textual thinking among students, ie. the ability to comprehensively perceive the text, analyze it and interpret it "[5, p.19]. Therefore, it is important to apply in the classroom a set of measures aimed at developing skills in working with text. At the transitional stage, we propose to use small parallel texts: the original in the target language and its translation into Russian. For this type of work, a simple text is selected that is maximally saturated with activated vocabulary. The table consists of two columns (one contains the text in the Eastern language, the other - its translation into Russian). First, students are given a part in an oriental language. Interpretation is carried out, questions are asked about the text, key words are highlighted. Then the text is selected and the second part in Russian is issued with the task to reproduce as accurately as possible the original text in the Eastern language, based on translation. This task, depending on the tasks assigned, can be performed orally or in writing. Such work undoubtedly has a positive effect on the development of the ability to identify and establish cause-and-effect relationships in the text, activates logical thinking, in addition to explicitly consolidating the lexical material. When forming a stable skill for working with vocabulary of a certain topic (already at the stage of reading news), you can also use texts in Russian with highlighted active vocabulary not only for written translation, but also for written or oral presentation of the information core of the text in the Eastern language.

Picture-7.The differentiated Classroom,Tomlinson 1999.

Source: *The Differentiated Classroom,* **Tomlinson 1999**
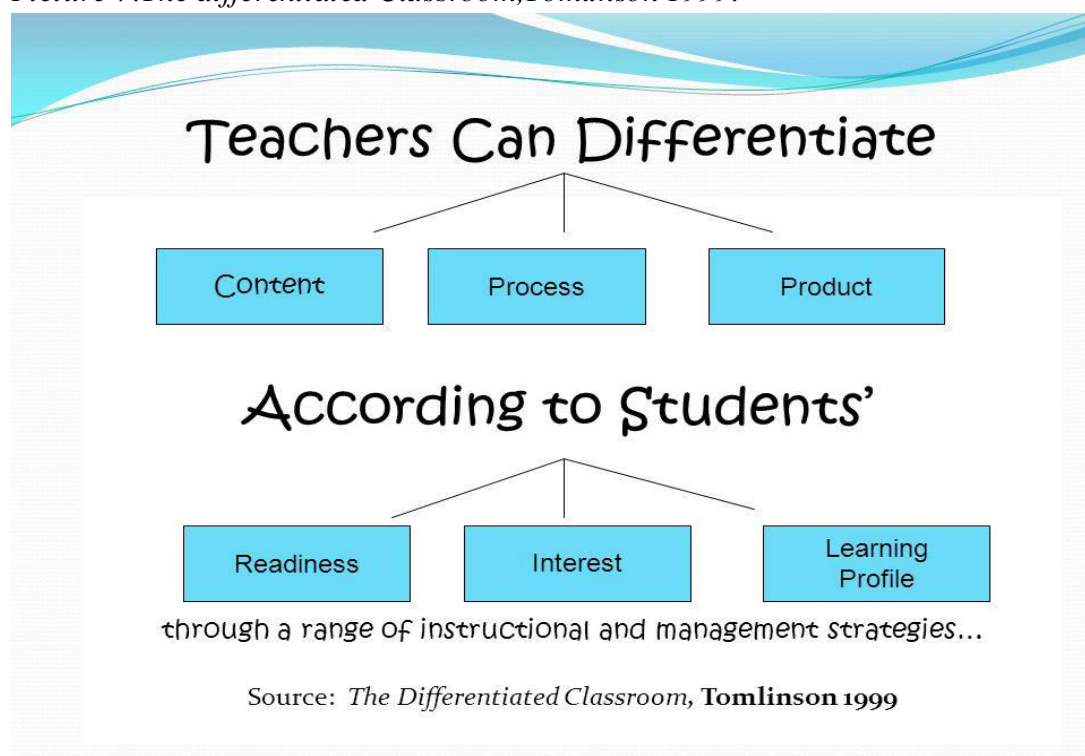
At the same time, along with the inducement to the active appropriate use of the studied lexical units, this task is also aimed at developing analytical abilities and logical thinking, the ability to highlight the main and identify cause-and-effect relationships, the task can be complicated by the requirement to write your commentary on the stated content in case of a problematic nature of the proposed text. Further reinforcement of the topic occurs with the introduction of a news video in a foreign language. The more diverse material on the studied topics will be viewed (some videos will be given as homework for compiling an interlinear translation, the so-called script), the faster the mastery of lexical material takes place and the easier it is to form translation skills from Russian into a foreign language. In the presence of the appropriate video material, it is very productive at the second stage to present video news, already about a familiar event, first in a foreign language, for example, with students recording key words in notebooks and on a blackboard, then give the same news to listen to in Russian and translate from pauses after the announcer. In the absence of such a video sequence in Russian, you can be given the task to comment on the video sequence of the news in Turkish, viewed without sound, with the setting of various tasks: to most accurately reproduce what was heard or to reproduce the news using additional information from the texts read.

Conclusion. As we can see, with the sequential construction of the process of mastering a certain topic, translation skills are formed both from the oriental language into Uzbek, and from the Oriental languagelanguage into Uzbek, both oral and written translation. All aspects of the study of the necessary thematic material are activated during one lesson in various combinations. We are convinced that the often practiced division of classes into different aspects does not give the same effect in modern conditions as a multilateral, interpenetrating, integrated approach to the topic under study. In the study of the oriental language, the formation of the skill of constructing a complex sentence is of great importance, in which there is a strictly fixed order of words that

does not correspond to the logic of Uzbek-speaking thinking. The algorithm for constructing a sentence, the study of which is simply necessary for an adequate translation, both from Uzbek and Oriental languages, consists of highlighting the structure of the sentence (main and subordinate), determining the main members of the main sentence and complex subordinate, highlighting all verbs (participles and adverbial forms).

Since this skill is associated with a certain restructuring of the scheme for constructing a complex sentence, which is familiar to the native language, and, accordingly, the transformation of the entire thought process, its formation is very painful, difficult and time-consuming. Not superfluous is the task of constructing a sentence from certain elements (phrases, participial and adverbial expressions, etc.), fixed on separate strips of paper, and linking them with the corresponding morphemes as needed. At the initial stage of training, tasks containing a creative component are also important, they help to strengthen the motivation of students, as they allow them to show their individuality, to demonstrate to fellow students a range of their own interests and hobbies. Our experience has shown that such a task as preparing a presentation, for example, on the topics "My beloved / hometown", "An unforgettable journey", "Biography of a historical person or cultural and art worker", is perceived with great interest and enthusiasm by students and contributes to significant progress forward in mastering the oriental language. At subsequent stages, depending on the preparedness of the group, it is effective to conduct role-playing games, 184 for example, in the form of an interview with the participation of an "interpreter" or a discussion in the format of a "round table" with a moderator, whose role, according to the task and the composition of the group, can be performed by a teacher or a student with stable skills of more or less free oral speech.

As we can see, the rapidly changing conditions of the surrounding social and cultural environment force us to adequately and timely respond to current challenges, to be flexible in finding new teaching methods that correlate with the needs of students and their changing ways of perceiving and assimilating information, in the name of our main pedagogical goal - teaching oriental language for general purposes and professional activities.

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