


<p>ANALYSIS OF PRACTICAL IMPLEMENTATION OF LANGUAGE OPPORTUNITIES AS A SOCIAL NEED</p>		<p>Linguistics</p> <p>Keywords: Language opportunity, speech realization, social need, substance, accidentalness, primary empiric stage, social enlightenment order (requirement), phoneme, morpheme, lexeme and models, sound, suffix, word, phrase, sentence, language factors, cooperation.</p>
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<p>Abstract</p>	<p>Science has a unique and important role in the economic, socio-political, spiritual, moral, technical and technological development of society. It plays a key role in formation and development of social and personal outlook, the formation and promotion of education and upbringing, the solution of ethical factors in the context of social needs, the formation and development of the management system, as a scientific locomotive in the physical, mental and spiritual development of man. The development of science occurs in accordance with the requirements of time and social order (requirements). Depending on the level of development of science, science and practice (production) come into a specific relationship. At present, the level of development of Uzbek linguistics requires the development of theoretical mechanisms for the effective use of linguistic researches in the native language. The focus in expanding the use of our language is to ensure its practicality. It is obvious that modernity confronts us with new problems in linguistic policy and education, we must accept it as a social order, combine the methodology of research, methodology and methods with the requirements of this order. Nevertheless, there are a number of other features that make it clear that a particular stage in the spiritual development of each nation is unique. The study of these features plays an important role in the present era of the development of national self-awareness. Pragmatic approach to language as a new direction of linguistics considers language as a combination of possibility and reality.</p>
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It is impossible to separate science and society, and science as a whole can not be distinguished from the society and its development. Not without reason the «National Training Program of Professionals" of the Republic of Uzbekistan has been interpreted as a part body including science, society and production.

While the science is a complex of objective knowledge and system of the world, it is also a form of social consciousness that plays an important role in transforming nature and society - serving nature to human beings, and reforming society in the demands of human needs. Even when its impact on society is ignored, it is closely associated with society as one of the forms of social consciousness. Therefore, when it comes to social values, it is claimed that it is the most important component of the pursuit. The science has a unique and important role in economic, socio-political, spiritual-moral, technical and technological development of the society. Formation and development of social and personal outlook, the establishment and development of education and upbringing, the decision of ethical factors in the context of social needs, the emergence and development of the management system, and the key factor of the physical, mental and spiritual development of a person. Especially it is impossible to imagine today's civilization, socio-economic development without the science and spirituality. It is inevitable for the society to take the social order on the basis of the requirements of the society, and in society, in that it will be based on the application of science to the production. In general, "science is the essence of human life - the nature (from the processes in metagalaxy to the brain activity) and society (from the work of the United Nations to the spirit of the individual), religion is the essence of the soul - the soul and spirit of man. Both sides are connected to conscious and intellectual bridges "[2,42]. The sociality of science, first of all, is manifested in its humanity, because "it is a direct observation of

the world by the basis of any science, that human beings perceive the surrounding world through the sense organs. It compares the others, identifies the different and similar signs. Then it comes to a specific conclusion. Thus, the role of social and humanitarian sciences within the issue of the integrity and progress of society, the accuracy and effectiveness of the development path, the impact of social leadership on members of the society are unique. "[8, 7] The impact of socio-humanitarian sciences on natural and exact sciences, and the contrast, is an inevitable phenomenon. Abu Nasr Farabi, known as "The Second Teacher" in the world of science, divides the two levels of contradictory knowledge, and says in his book "Ihsou al ulum" (The Origin of Science), "Substance and the Event in the Universe, there is nothing more than a compassionate creator who created the action." His thesis became a turning point in the development of the theory of knowledge. Particularly, his philosophical views on substance and action are based on the following main categories and concepts in certain subjects: "... the separation of the substance, which constitutes the numerous and very large quantities of units, by various means. Since the substance is able to divide into fragments of its own nature, the number is infinite in its nature. Knowledge of the subject is the knowledge that is subdivided into one, the other, and the other, the second one, if it is the basis of these fragments, is the knowledge that finds the basis and determining their equilibrium.

It is clear from the foregoing that the origin of the species, its occurrence and multiplication, which led it to the level of independence, from what it is capable of from reality to reality and non-existence to existence. This Greek term is called arithmetic by Greek scholars "[11,151]. Or "In the 19th-20th century on the basis of the development of the industry in the West, the production of electricity, nuclear and radiation physics evolved, the movement approached the speed of light, accelerators were invented. These technical advances are based on differentiation of ideological (theoretical, intellectual, rational, theoretical) and fundamental (material, emotional, experimental, empirical) knowledge in socio-humanitarian sciences, as well as in the development of social consciousness → idyllic → comprehension → mentality ... continuous chains and practical analyzes put the methodology of its support on the agenda "[5,46]. Philosophical views have always been strongly influenced by certain sciences. Especially in the early 20th century, Einstein's theory of relativity, which was considered to be a consequence of the F.Hegel dialectic method of European philosophical teaching, had a great impact on linguistics, as in the field of various disciplines. "[6,7]

Although linguistics has been separated from the nineteenth century as an independent science, it has been searching for the period of linguistic science for three thousand years. Until it was separated as an independent science, it was part of the philosophy and logic. (But it is obvious, however, that it is still possible to solve their problems with these sciences.) Later, linguistics was surrounded by natural sciences. "In particular, in the mid-19th century, Darwinism's linguistics was enhanced by the advent of natural sciences in the period of Charles Darwin's teaching. In the linguistics there appeared a naturalistic direction led by German scientist August Schleicher.

Supporters of this direction tried to apply the laws of biology to the development of language history. They tried to consider the language as a biological phenomenon, and linguistics as a science in the biological sciences. As a result, linguistics remains in the hands of natural sciences. "[9, 22]. Only in the XIX century the change of the geopolitical situation in the world led to the loss of natural sciences in linguistics and it began to develop independently.

Although linguistic science gained independence in the nineteenth century and began to deal with the challenges of the time, it would also be a social order in the other sciences. As a result of radical changes in the result of fundamental reforms implemented in the socio-political, economic, spiritual and educational spheres of the country after the independence of the Republic of Uzbekistan, language policy has also become a field of full-scale transformations. In particular, the provision of the status of official language in the Uzbek language and the Law "On the State Language" have been the basis of this methodological basis of this policy. It defined the prospects for the further development of language politics, science and education in the fullest sense. As a result, a great deal of work has been done over the past period on the way to strengthening the role and influence of the state language in our life and transform it into a truly nationalistic value.

During the years of independence, the practical application of the Uzbek language has been extensively expanded, and scientific and popular research, scientific and popular books, teaching aids, and new dictionaries have contributed to raising public awareness. "[1,87] The solution to the problems that have been accumulating over the centuries has given us new challenges in turn with our progress. "We must constantly work on preserving our native language, enriching it, and increasing its prestige as inheritors of the precious wealth that pass from generation to generation. Especially, expanding the range of our native language in critical areas such as fundamental sciences, modern communication and information technology, banking and finance systems, publishing etymological and comparative dictionaries, developing essential terms and phrases, understandings and categories, in Uzbek, scientific development, will undoubtedly serve our noble goals as national self-consciousness and sense of the Homeland "[1, 86]. It is the focus of expanding our language usage to ensure that it is practical. "Sometimes, in formal talks, there is a lack of observance of the literary language rules, and the fact that it is a combination of elements that are used within a given area, still indicates that this issue is still up-to-date." [1,89] It is evident that we are facing new challenges in the language policy and enlightenment of our time, we need to accept it as a social order, combine research methodology, methodology and methods with the requirements of this order.

As it is well known, the development of science and scientific knowledge will be continuous and intertwined. In this sense, Uzbek linguistics is now entering its second empirical stage. "The progress of the Uzbek linguistics in the next 100 years is also indicative. The "lamentable mother tongue" (Behbudiy), desirable by Jadid educators, was to set standards of contemporary Uzbek literary language and to ensure its mass and proper use - the main objective

of Uzbek formal linguistics. Formal linguistics was dominated by empirical (pragmatic, emotional, sensualistic, nominalistic, atomic) knowledge.

The substance of the formal linguistics has been subtilized in substanceal linguistics, which has set a goal of revealing and describing systematic possibilities of linguistic unity, which is dominated by the method of rationality (intelligent, intellectual, theoretical ...). The sequence again came to the analysis methods that empiricism leads to "[7].

The first empirical stage of the Uzbek linguistics was undertaken by the social and educational order. "In the 20-30 years of the last century, the main objective of the mother tongue education was to provide public literacy, popularization of the literary language standards, the teaching of modern methods of teaching, the development of literary language standards, of course, the formal aspect of linguistics. The development of literary language standards on each level of the language and the use of linguistic units on the basis of these principles harmonized science and education. Because the literary language norms are appended to people on the basis of linguistic knowledge, and formal linguistics has shaped this knowledge of linguistic learning and the teaching of this knowledge. It was, of course, based on Russian formal linguistic traditions and the method of teaching the Russian language [10,349]. It was recognized by specialists that 50-60s of the last century was a social order, and that science itself stagnated for a certain period of time.

Stagnation is a development, and traditionalism is a birth of new trends. This condition in the Uzbek formal linguistics helped to open new horizons of science. In October 1987, February 1988, the Ministry of Public Education and our newspaper published a large survey on the subject of "Modernization of the theoretical bases of Uzbek linguistics and Uzbek language teaching", which was published by the editors. It was summarized on the "Demand, Need and Opportunity" page, published in the March 5, 1988, issue of the newspaper. On this page: substantial analysis of the theoretical linguistics of the Uzbek language for the language and its units inherent to the language and its units, which serve the tasks of the 1930s and 1960s (development and popularization of modern literary language standards); a retrospective (reproductive) approach to preparing a fluent, fluent person who is intended to teach mother tongue, based on the need to cognitively-pragmatic (with a timeframe called inductive) aspiration to educate a holder of creative thinking, was given "[7]. A well-understood social order has been achieved over a short period of time as a result of the targeted methodology and effective methods of research."

The Uzbek substance linguistics, which started its activities in the 1980s, is a priority area of science, based on the differentiation of language, speech, opportunity, cause, speech, reality, reality, consequence of the gradual differentiation of language in the Uzbek language and speech and focused on opening the IEEs. Fundamentals, morphema, lexema, and molds are interpreted as linguistic units, and have been described as speaking units (vocabulary, annotation, vocabulary, vocabulary, substance), linguistic paradigms and linguistic units, a system of linguistic units of one type, Nearly 50 candidate's, doctoral dissertations were published, monographs were written.

Theoretical conclusions that have been included in current curricula of higher and upper secondary education. "[4].

In short, the Uzbek linguistics had a full range of scientific problems in its theoretical stages, in general, the rational point of the research, which contained a full-fledged (Uzbek) teaching content. From a scientific point of view, it is only a step ahead of social needs, that it becomes a factor of development and serves as a developing globe.

The Uzbek linguistics is in a new era, full of social needs in the new century. After all, mother tongue education had a tremendous national-educational and educational task, and linguistics was needed for it. Independence is a great blessing, but also a great responsibility. At one time, the narrow-minded approach as a "communication intervention" was acknowledged as part of a multifunctional phenomenon and the remaining "ninety-nine" had been ignored. After all, "the expression of self-consciousness, national consciousness and thinking, and the spiritual connection between the generations are expressed through language. All outstanding qualities are in the heart of man, first of all the mothers, with his unique charm. Mother tongue is the spirit of the nation.

As once Uzbek nobel figure Abdulla Avloniy claimed "The life of every nation in the world is language and literature. The loss of the national language is the loss of the nation's spirit." It is noteworthy that the above-mentioned texts are not only the means of communication but also the expression of self-consciousness, national consciousness and thought, the spiritual-moral link between generations, the spirit of the nation and the meaning of its existence.

However, there are a number of other features that make it clear that a particular stage of the spiritual development of each age, the nation is an actual problem. Studying these features, scientific research is even more important in our national evolutionary lifestyle. We can say, "There are dozens of ways, methods, tools, and options to express a thought and meaning in our language. That's why adolescents aged 11 to 16 have the ability to think, express their opinion, find colorful tools for each situation, and take into account their personal goals, speech conditions, and circumstances, is the main factor in the native language as it translates into a quality. "[7] Therefore, the Soviet didactics misses these opportunities in the learning process, and it merely enhances the teaching of the attributes of communication as a means of communication, and directs teaching methods and means to it. "Teaching native language is of great importance in the cultivation of an individual entrepreneur with creative thinking. The reason for this is that first of all, the mother tongue and the thought, the ability to think, and the essence of the speech are two sides of coin - they cannot be separated from each other. One of them can be formed, the other is not formed, one developed, the second is not developed - they form and develop together. But then the thought - content, language - is in shape.

Therefore, it is possible for a person to develop a speech (an expression of consciousness) only through the development of thought. The main reason for the Soviet didactic efforts to disseminate speech after the 1970s was that it was a ridiculous pursuit of speech (in particular the national consciousness), directed to the development of speech (ie drying the seeds and roots). It is only a language that develops thinking and develops as a way of realizing it. "[7] It is no coincidence that today's mother tongue education system is developing in this aspect and the development of students' pragmatic competence is based on the reform of the language teaching system. It is natural that native-language education is the leading position in the market, since it requires independent creative thinking and entrepreneurship in the context of market relations. It also requires the effectiveness of pragmatic research. "Based on the requirements of the Cognitive Programming Techniques of the Mother tongue Education in today's state education standards, under the guidance of the teacher, each of the following topics should be followed by ten independent tasks: *observation, research, interpretation of aldehydes, generalization, classification, verdicts, disclosure and practical application.*

Naturally, in order to carry out these practices, the student has to have dozens of types of information on his mother tongue, its treasures, and that its constant appeal should become a personality. "[7] Preparing for its linguistic care, developing a mechanism for the effective use of language capabilities has become an irrefutable issue." Substance-pragmatic approach learns linguistic possibilities as a new experimental aspect of linguistics in the Uzbek language, the listener, their interaction in communication, communication with the case of casual events. The use of linguistic opportunities by the speaker and the listener as well as personal characteristics of the listener come along with the purpose of speech, its types (open or closed), formats (message, questioning, ordering, counseling, promising, greetings, requests, farewell, excuses, greetings, complaints), spelling strategy and tactics, speech style, culture of communication, the outlook of the speaker or the listener, knowledge level, and interests"[4].

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