

Content of Teaching Foreign Languages

Shadmanbekova Kamola

Tashkent State University of Economics Department of Foreign Languages

The content of teaching foreign languages is understood as a category of teaching foreign languages. Since the goal is a multidimensional education, the content cannot be single-component. Researchers consider the content of learning as a constantly evolving category and distinguish in it both the subject (including spheres and situations of communication; topics, texts; communicative goals and intentions; regional knowledge, linguistic knowledge; language material) aspect, and procedural (contains skills and skills of foreign language oral and written communication).

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The goals of teaching a foreign language are an important methodological category. The starting point in determining the strategic goal of education is the social order of society in relation to the younger generation. In particular, foreign language education for almost the entire twentieth century consisted of high-quality mastery of the subject. Then there was a turn from grammatical -translation methods to the problem of practical mastery of a foreign language. However, the very concept of “practical knowledge of a foreign language” was clarified and specified depending on the level of development of the methodology and the related objectives of teaching the subject: - mastery of speech within a certain framework; – developing skills and abilities to understand the thoughts of other people and express your thoughts (orally and in writing); – development of speech skills in all types of speech activity; – learning to communicate in a foreign language in the unity of all its functions: cognitive, regulatory, value-oriented, etiquette. Such dynamics in the development of the interpretation of the purpose of teaching a foreign language reflects the essence of the development of methodology as a science and related 14 areas of scientific knowledge. There is no single point of view on the problem of goal setting among methodologists. Thus, K.D. Ushinsky believed that the main goal should be familiarity with literature, then mental gymnastics, and if possible, then practical knowledge of the language. L.V.’s point of view Shcherby's answer to the problem of foreign language teaching goals is as follows: to build a methodology for teaching foreign languages, it is important to understand the practical tasks that life can pose to us in the field of knowledge of these languages, and the different types of this knowledge. These tasks include: 1. The ability to correctly read, if necessary, and understand with the help of a dictionary the titles of books, addresses on envelopes, parcels, the text of invoices, etc. This is necessary for certain categories of library employees, for communications workers, transport workers, and for skilled workers in various industries. 2. The ability to express your desire and ask the simplest questions (possibly with minor inaccuracies), and understand the answers to such questions. Such a skill could be called “tourist language” if the scope of its application were not actually much wider. When traveling abroad, this skill should be combined with the ability to read and navigate all inscriptions, as well as, if possible, newspaper headlines. 3. The ability to accurately understand any non-fiction text of any difficulty, leaving only unimportant words incomprehensible and only occasionally resorting to the help of a dictionary. This skill is necessary for scientists, engineers, students, and all those who need to follow foreign literature in one area or another. 4. The ability to maintain a conversation on any topic, while making small mistakes, but the speech is quite understandable both from the point of view of phonetics and from the point of view of vocabulary and grammar. This skill is necessary for people who are forced to conduct more or less responsible conversations with foreigners. This skill is sufficient only if these individuals are

not required to speak publicly. 5. The ability to competently write scientific and technical articles, business papers and letters may be necessary for the previous category of persons. 6. The ability to freely and subtly understand the most difficult texts, by the way, fiction, newspapers and all sorts of others. It is necessary for writers, critics, literary critics, publicists, politicians and, above all, foreign language teachers and translators. 15 7. Ability to write responsible documents, literary articles, etc. well. necessary for diplomatic workers and press speakers. 8. The ability to speak freely and absolutely correctly, from a phonetic point of view, in public is necessary for diplomatic workers and all public speakers. This classification does not claim absolute accuracy of the typology presented in it, however, in general, it shows with sufficient clarity that language knowledge can be very differentiated depending on practical needs. From the point of view of the Council of Europe on Modern Foreign Languages, the main goal of teaching a foreign language is the formation of communicative competence. The main goal of teaching a foreign language at a threshold level is the formation of communicative competence, i.e. here the authors no longer distinguish between general educational, practical, educational and developmental goals. It was an integrated approach to the implementation of these goals that allowed them to identify several of its components: linguistic competence; sociolinguistic competence; sociocultural competence; strategic competence; discursive competence; social competence. Linguistic competence means possession of knowledge about the language system, the rules for the functioning of language units in speech and the ability, with the help of this system, to understand other people's thoughts and express one's own judgments orally and in writing. Sociolinguistic competence means knowledge of how to form and formulate thoughts using language, as well as the ability to use language in speech. Sociocultural competence includes knowledge of the cultural characteristics of a native speaker, norms of behavior and etiquette and the ability to understand and adequately use them in the process of communication, while remaining a carrier of another culture; the formation of sociocultural competence presupposes the integration of the individual in the system of world and national culture. Strategic or compensatory competence is considered to be competence, thanks to which a student can fill gaps in language knowledge, speech and social experience of communication in a foreign language environment. Discursive competence includes the ability to construct holistic, coherent and logical statements of different functional styles in oral and written speech based on understanding various types of texts during reading and listening; involves the choice of linguistic means depending on the type of utterance. Social competence is manifested in the desire and ability to communicate with other people, in the ability to navigate a communication situation and construct a statement in accordance with the communicative intention of the speaker and the situation. At the present stage, there are four aspects in the methodology: educational practical aspect; educational aspect; educational aspect; developmental aspect. Educational practical aspect. Students master a foreign language as a means of communication and must be able to use it orally and in writing. We are talking about mastering four types of speech activity: receptive - listening and reading, productive - speaking and writing, as well as the three aspects of language associated with them - vocabulary, phonetics, grammar. The practical aspect involves mastering all forms of communication and all speech functions. The educational aspect of education involves the education of morality in all its manifestations. The educational aspect includes the acquisition of knowledge about the culture of the country of the language being studied, including literature, music, architecture, painting, history, knowledge about the structure of the language, system, character, characteristics, similarities and differences with the native language, interference. The developmental aspect ensures awareness of the means of expressing thoughts, how people pronounce, what words they use to nominate objects, comparison and contrast of phenomena of native and foreign languages, development of a sense of language, linguistic conjecture, memory in all its forms, logic (analysis, synthesis, comparison, inferences), development of sensory perception, motivational sphere, communication skills, character traits such as hard work, will, determination, activity, ability to learn. Having analyzed all of the above, we can draw the following conclusions: 1) communicative competence is leading and core and underlies all other competencies. 2) the generally accepted interpretation of goals in domestic education should be specified as follows: – practical and educational goals should be aimed at obtaining knowledge that creates the foundation for educational and real-life activities; – developmental goals must be correlated with the formation of interdisciplinary skills and abilities, with the development of 17 specific mental abilities, without which it is impossible to effectively apply the acquired knowledge, taking into account the assigned tasks and characteristics of the situation; – educational goals – the desired outcome or set of

competencies associated with the readiness and ability to act and interact, taking into account the laws and norms of behavior accepted in society, the formed moral and value attitudes of the individual. 3) the effectiveness of knowledge acquisition largely depends on the degree of emotional and sensory impact on students. So, all the components of the goal of teaching a foreign language are interconnected and mutually condition each other. If the goal is a multidimensional formation, then the content with the help of which this goal is achieved cannot but be multicomponent. Modern domestic and foreign researchers consider it not as a static, but as a constantly evolving category, which reflects both the substantive and procedural aspects. The first aspect, as a rule, correlates with a variety of knowledge involved in the process of teaching a subject. The second aspect is the actual skills and abilities to use acquired knowledge in order to carry out oral and/or written communication. These components (knowledge, skills and abilities) are most often found among different authors. At the same time, in the theory of teaching foreign languages, there is still no single point of view on the problem of the component composition of the content of teaching foreign languages.

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