



THE CONTENT-BASED TEACHING OF FOREIGN LANGUAGES

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Abstract: *This article is dedicated to the that 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 throughout almost the entire twentieth century consisted in high-quality mastery of the subject. Then there was a turn from grammatical and translation methods to the problem of practical mastery of a foreign language.*

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The content of teaching foreign languages is understood as a category that pedagogically interprets the purpose of teaching foreign languages.

Since the goal is a multidimensional education, the content cannot be one-component. Modern researchers consider the content of education as a constantly developing category and distinguish it as a 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).

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 throughout almost the entire twentieth century consisted in high-quality mastery of the subject. Then there was a turn from grammatical and 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 it was specified depending on the level of development of the methodology and related objectives of teaching the subject, it was understood:

- mastering speech within a certain framework;
- formation of skills and abilities to understand other people's thoughts and express their thoughts (in oral and written forms);
- development of speech skills in all types of speech activity;
- teaching communication in English in the unity of all its functions: cognitive, regulatory, value-oriented, etiquette.



Such dynamics of 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 fields of scientific knowledge. There is no single point of view on the problem of goal-setting among methodologists. So, K.D. Ushinsky believed that the main goal should be to get acquainted with literature, then mental gymnastics, and if possible, then practical command of the language. L.V.'s point of view.

The answer to the problem of learning goals is as follows: in order to build a methodology for teaching foreign languages, it is important to realize the practical tasks that can be set before us by life 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 communication workers, transport workers, and for skilled workers in various industries. 2. The ability to express your desire and ask the simplest questions (perhaps with minor inaccuracies), to understand the answers to such questions. Such a skill could be called a "tourist language" if the scope of its application was 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 using a dictionary. This skill is necessary for researchers, engineers, students, and all those who need to follow foreign literature in one field 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 have more or less responsible conversations with foreigners. Such a skill is sufficient only if these persons 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, among other things, fiction, newspaper and all sorts of others. It is necessary for writers, critics, literary critics, publicists, political figures and, above all, teachers of foreign languages and translators. 7. The ability to write responsible documents, literary articles, etc. well is necessary for diplomatic staff and speakers in the press. 8. The ability to speak freely and absolutely correctly, from the point of view of phonetics, is necessary for diplomatic staff and all public speakers.

This classification does not claim to be the 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 AI, the main purpose of AI training is the formation of communicative competence.

Reaching the threshold level developed by the European Council is defined for those who study IT from elementary school to grade 12. The main purpose of teaching AI at the threshold level is called the formation of communicative competence, i.e. here the authors



no longer distinguish the goals into general education, practical, educational and developmental. 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 refers to the possession of knowledge about the language system, about the rules of functioning of language units in speech and the ability to use this system to understand other people's thoughts and express their own judgments orally and in writing.

Sociolinguistic competence means knowing how to form and formulate thoughts using language, as well as the ability to use language in speech. Socio-cultural 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 native speaker of another culture; the formation of socio-cultural competence involves the integration of a personality in the system of world and national culture. Strategic or compensatory competence is generally considered to be a competence through which a student can fill in 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 manifests itself in the desire and ability to engage in communication with other people, in the ability to navigate a communication situation and build a statement in accordance with the speaker's communicative intention and the situation.

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