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NEW APPROACHES OF THE ORGANIZATION OF FOREIGN LANGUAGE TEACHING IN THE MODERNIZATION OF EDUCATIONAL CONTENT

Мақолада чет тили ўқитишни ташкил этиш ва тил ўргатишнинг янги тамойиллари тавсиф этилган, мазкур соҳани замонга мослаштириш – модернизациялаш йўллари таҳлил этилган.

Ушбу мақолада таълимни модернизациялашда хорижий тилларни ўқитиш жараёнини ташкил этишнинг янги тенденциялари тасвирланган. Мазкур соҳани модернизациялаш йўллари таҳлил этилган.

В данной статье описаны новые тенденции организации преподавания и обучения иностранного языка, проанализированы пути модернизации данной сферы.

The processes of cross-cultural integration at the national and international levels led to the modernization of the content of language education in Uzbekistan and China.

Калит сўзлар: хорижий тилларни ўқитиш, маданиятлараро интеграция, миллий, тил ўқитиш таркиби.

Ключевые слова: преподавание иностранных языков, межкультурная интеграция, национальный, содержание лингвистического образования.

Key words: teaching of foreign languages, cross-cultural integration, national, content of language education.

Language is a means of understanding the world picture, initiation to the values established by other nations. At the same time the language - is the key to open the uniqueness and originality of their own national identity and historical achievements of other cultures. The system of language education has been significant positive developments, both institutionally and in meaningful ways. The socio-cultural context of the studying of foreign languages has changed. Significantly increased their educational functions in schools and universities, professional significance in the labor market as a whole, which led to the strengthening of motivation in learning languages of international communication.

While in previous decades of the XX century, the number of people in the country who have had the need to communicate in a foreign language, was quite

narrow, now the situation has changed. Geopolitical, technological transformation and communication society involved in the direct and indirect communication fairly large number of people of different professions, ages and interests. Respectively, increased demand in the use of foreign languages. The priority importance acquired language learning as a means of communication, and to gain spiritual heritage of the studied countries and peoples. Become particularly topical interactive approach to learning the native and foreign languages in school, college and university especially in the development of speech (the development of such skills as language, speech and others).

For a modern language education it is necessary interdisciplinary integration, multi-level, variability, a focus on cross-cultural aspect of language acquisition. New challenges require a change in the requirements for proficiency in a foreign language, the definition of new approaches to the selection of the content and organization of the material, the use of appropriate forms and types of control. The current stage of learning foreign languages, characterized by a dynamic diversification options for exploring the subject dictates the need to bring the study of the subject in accordance with the stages of learning and learning conditions. This should apply not only to the volume of mined language and speech material, setting priorities for the selection of species formed by the activity and, therefore, appropriate speech skills. The problem of matching the content of the subject training conditions should be addressed with all its components. So, it is obvious that it is impossible to teach students of humanities and technical profiles on the same texts, communication situations. At the level of selection areas of communication for preschool and primary school children the advantage goes to the gaming area. At the senior level completed, and , in particular, in depth study of a foreign language or profile (human, technical) object-oriented school party should reflect the content of education , along with other interested students and professional spheres (of course, to a limited extent) .

For high school foreign language should be a reliable means of initiation to scientific and technical progress, a means of satisfying cognitive interests. Therefore, in high school, naturally expand and deepen subjects at the expense of cross-cultural, humanities or technical material, based on the students' future profession.

Provision should be made acquainted with the elements of vocational guidance and training in the country of the target language, familiarization with the features chosen profession and the role of language in learning professional skills. Thus, in the content of the subject should be built mechanisms that reveal the possibility of the practical use of a foreign language as an important tool for development and the

interests of students, including non-linguistic. The effect of these mechanisms will be provided if the training material helps the teacher and the student to answer the following questions: Where and how can it be used in a foreign language in their future profession student? What benefits it can bring to their chosen profession or field of interest? How does a foreign language insights into the scientific-technical and cultural progress, and traditions of the country of the studied language, more knowledge in the field of exact sciences or humanities?

From didactics is known that the content of a subject also include the emotional activity caused by the subject and the learning activities. With reference to the subject of foreign language this emotional activity is associated primarily with the positive attitude of teachers and students to the content of the subject to the object to them the process of assimilation. Training material has to predict the desire to teachers and students to work with the training material, and arouse students' interest in teaching in general and for foreign languages in particular. It is the formation of personality positive attitudes of pupils to assimilate content, their needs and motivations associated educational and developmental aspect of learning the subject. It is important that in the very content of the subject clearly represent the desired attitudinal students' attitudes to the world, to each other, really, to what they are doing in the process of learning a foreign language. Therefore, the educational effect of training in the subject matter will be fully determined by how the content of the subject will allow the teacher to understand, first, what values and what methods can be formed on the basis of the students of a particular segment of the educational material, and secondly, what are the real needs of each student (based on his individual and personal qualities), and what the nature of his relationship to a certain minimum of social value system has to be at the same time taken into account.

The quality of the content of foreign language teaching is largely determined by how quickly it takes into account the variability and flexibility. In this case, one can hardly expect to succeed, if we take into account the changes only at the level of one of the components of this category, such as the content of the subject. It is well known that only with the help of new textbooks and teaching materials that reflect the latest trends in the development of techniques related to them with his science, but without a corresponding adjustment of the teacher and the student cannot solve the problem effectively enhance learning. Also, the success in the teaching of foreign languages is determined by how manages to harmonize the goal of learning a subject-specific curricula and textbooks, as well as the purpose of teaching the subject.

The content of learning a foreign language in universities implements its main aims to develop in students a culture of communication in the process of formation of

all the components of foreign language communicative competence. These competencies involve the formation of a purely linguistic skills (lexical, grammatical and phonetic) and their regulatory use in oral and written language. Anticipated topics, texts, speech problems are focused on the formation of different types of speech activities (speaking, reading, listening, writing) , social and cultural development of skills and abilities that enables the use of a foreign language as a means of communication, education and self-education tool of cooperation and collaboration in the modern world.

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