

Teaching a Foreign Language in the Context of Language Education in Modern Higher Education

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Abstract: High quality of foreign language learning contributes to the competitiveness and professional mobility of future specialists in the field of professional activity and communication. The acquisition of foreign language competence by students consists in mastering a foreign language at a level that will allow using it to meet professional needs, establish business contacts and further professional self-education and self-improvement. This article examines the problems of teaching a foreign language in the context of language education in modern higher education.

Keywords: higher education, foreign language, teaching, communication, competence, interactive, approach.

INTRODUCTION:

The development of communicative competence is recognized as one of the most important tasks of education, as indicated in conceptual documents concerning education over the past two decades. Communicative competence is a complex concept that implies a person's ability and readiness to communicate in all spheres of life: everyday, educational, work/professional, leisure, etc. A person's social status, social environment and success largely depend on his or her ability to communicate adequately to the situation: to formulate one's thoughts correctly, to convincingly defend one's position, taking into account the social status of the communication partner, etc. For this reason, in the system of higher education, communicative competence acts as the main integrative goal of language education, leading to the formation of a new type of personality, able to represent one's own culture in the process of intercultural and interpersonal communication, capable of tolerantly treating the manifestations of the culture of other people's [3,233]. This type of personality is usually called a multicultural multilingual/linguistic personality. The improvement of a person's linguistic culture occurs throughout his or her life, but its foundation is certainly laid during the years of study at a university. The linguistic development of a student in the higher education system is ensured by subjects of the language cycle (native languages, state language, foreign languages), which are in complex relationships with each other.

LITERATURE REVIEW:

At the methodological level, in relation to the study of a foreign language, the problem of the relationship between the languages that a student already knows and is still mastering has always been one of the most significant. The attitude to the use of the native language, in which verbal thinking is formed, in the process of studying a foreign language is one of the distinctive features characterizing the "approach" or "method" of teaching a foreign language. For example, representatives of the "direct method" believe that the native language should be completely excluded from the process of studying a foreign language, and the path to mastering it should repeat the path of mastering the native language. From the standpoint of modern science, this is irrational, since it ignores the linguistic baggage accumulated by the student in the process of mastering the native language, and is unrealistic when teaching a foreign language in a non-linguistic environment. Therefore, in the domestic methodology, methodological views have developed and continue to dominate that recognize the advisability of consciously relying on the native language when studying a foreign language,

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comparing/contrasting the structure and means of the native and foreign languages. Prominent representatives of this point of view are J. Dzhalolov, T. Sattorov, A. Soynazarov, L. V. Shcherba, I. V. Rakhmanov, A. A. Miroljubov, I. L. Bim and other scientists who represent domestic and foreign methods of teaching foreign languages and who have made a significant contribution to its development. Without reliance on consciousness, the general educational value of a foreign language is reduced, since the learner is forced to intuitively (and not always correctly) come to linguistic generalizations formed on the basis of an independent (i.e. uncontrolled) comparison of the native and foreign languages [7].

All of the above indicates the need to develop a unified strategic approach to language education as a whole, affecting the teaching of both native and foreign languages. Since the 90s of the last century, there has been an orientation towards organizing language education as a unified system of speech and general cultural development of a student, aimed at forming the national Uzbek identity, his moral culture, his self-awareness in the context of the cultures of other peoples. If we adhere to this approach to the formation of students' communicative competence, then the need to coordinate the goals and content of teaching all subjects of the language cycle in higher education becomes obvious.

RESULTS AND DISCUSSIONS:

In this sense, the methodology of teaching foreign languages is a synthetic science that studies the holistic process of teaching a subject. In modern methods of teaching foreign languages, the dominant approaches are personal-activity, competence, communicative-cognitive, socio-cultural/intercultural approaches and their integration. Focus on the personality of the student is universal for all subjects, including subjects of the language cycle. It is difficult to dispute the activity-based nature of the process of teaching languages in general, since, mastering a language, students master speech activity, which is based on universal speech mechanisms [1,611]. The experience gained in mastering a foreign language is invaluable. It is well known that each new language is learned faster and more effectively than the previous ones precisely due to developed linguistic thinking and the so-called "sense of language" or linguistic intuition. However, the developing impact of a foreign language, as was said above, is significantly enhanced if cognitive processes take their due place in the process of its study: comparison with the native language, analysis of the structure of the language being studied, conscious mastery of its linguistic means. The communicative-cognitive approach to mastering a foreign language just assumes a broad reliance on already formed communicative skills in the native language, including theoretical linguistic concepts. With a competently built interaction of the native and foreign languages, the process of mastering a new means of communication is accelerated, linguistic thinking develops, and the functioning of the native language is better understood. A person studying a foreign language in comparison with his native language, understands linguistic reality in a new way. On the one hand, an idea of linguistic universals inherent in all languages is formed, and on the other hand, the uniqueness of each language is realized in reflecting the phenomena of reality, conveying feelings and emotions [6,110]. Knowledge of the socio-cultural characteristics of the country of the language being studied can significantly affect the quality of communication, become a guarantee of mutual respect and understanding between partners in the course of interpersonal and intercultural communication. And, finally, the term "communicative competence" itself testifies to the commitment of modern methodologists to the competence-based approach, which forms the student's ability to constantly improve the quality of proficiency in the foreign language being studied, moving from one level of competence to another, higher one. Orientation towards the implementation of a personality-oriented approach to higher education in Uzbek universities entails new ideas about the structure of learning outcomes.

The expressed specificity of the subject is preserved only in the group of subject results. Personal and meta-subject results reflect the combined contribution of all subjects to the education and development of the student. At the same time, each subject makes its own specific contribution to the achievement of both personal and meta-subject results [4,222].

The contribution of a foreign language to the achievement of meta-subject and personal results is determined by the focus of training on the formation of students' need to use a foreign language as a



means of communication and cognition, on the development of skills in searching, processing and using information in a foreign language for cognitive, including professional, purposes, on their awareness of the value of a foreign language for self-realization and social adaptation; fostering the qualities of a citizen, a patriot; development of national self-awareness, respect for the cultural values and languages of different peoples, the desire for mutual understanding between people of different countries, etc.

Thus, the goals of foreign language education, like the goals of higher education, become:

- more complex in structure (meta-subject, personal-subject);
- broader (foreign language as a means of not only interpersonal, but also intercultural communication);
- pragmatic focus (communication in different forms (oral/written, direct/indirect));
- differentiated by the level of proficiency in a foreign language and taking into account European experience in relation to languages of international communication (the ability to communicate at a certain level - pre-threshold or threshold);
- More universal (the ability to use a foreign language as a tool for cognition, self-education in various fields of knowledge and self-development throughout life).

CONCLUSION:

The new conditions and tasks of language education in higher education institutions imply a change in the requirements for the level of proficiency in a foreign language, the definition of new approaches to the objectives of training, the selection of content and methodological organization of material. The objectives of teaching a foreign language are the central component of the entire system of teaching foreign languages and are specified in relation to the conditions of general education, the needs of society and the individual in each historical period. The objectives, in turn, determine the content of teaching a foreign language, the principles, as well as the specifics of the activities of students and teachers, i.e. teaching methods and technologies.

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