

FEATURES OF THE ORGANIZATION OF FOREIGN LANGUAGE TEACHING IN THE MODERNIZATION OF EDUCATIONAL CONTENT

<https://doi.org/10.5281/zenodo.10033442>

S.Hashimova

Tashkent state university of oriental studies,

professor, DSc

sabohat15@mail.ru

tel.:+998977105033

Annotation

Update the content of teaching foreign languages is manifested in the fact that the selection of themes and issues of foreign language communication is focused on the real needs and interests of today's students, taking into account the different age groups, to strengthen the detailed nature of learning in general. Particular attention in the selection of the content of teaching foreign languages is given sociocultural knowledge and skills to enable students to adequately represent the culture of their country in the process of foreign language communication.

Key words

foreign language communication, socio-cultural environment, practical implementation, innovative teaching strategies.

Ensuring a stable functioning and development of education necessary conditions for the development of society and the state, in many countries, has long been regarded as a priority public policy issue. Education reforms are currently under way in most developed countries. In the XXI century in determining the competition between states will be the level of education of the nation as a whole, its ability to implement and develop advanced technologies. Speaking about the benefits of systematic teaching children a foreign language at primary school age, it should be noted that learning a foreign language at a given age is useful for all children, regardless of their starting abilities, because it provides: an undeniable positive impact on the mental functions of the child, his memory, attention, thinking, perception, imagination, etc., stimulating effect on the overall ability of the child voice, before learning a foreign language gives great practical effect in terms of improving the quality of owning the first foreign language, provides the basis for the continuation of his studies in the primary school, and also opens up

opportunities for learning a second, third foreign language, the need of ownership which is becoming increasingly apparent. Undeniable educational and informative value of early foreign language teaching, which manifests itself in an earlier entry of the child to human culture through communication on his new language. In this constant appeal to the experience of the child, taking into account his mentality, his perception of reality allows children to better understand the phenomenon of its own national culture in comparison with the culture of the target language.

Update the content of teaching foreign languages is manifested in the fact that the selection of themes and issues of foreign language communication is focused on the real needs and interests of today's students, taking into account the different age groups, to strengthen the detailed nature of learning in general. Particular attention in the selection of the content of teaching foreign languages is given sociocultural knowledge and skills to enable students to adequately represent the culture of their country in the process of foreign language communication. Thus, in the first stage of training implements the following objectives: to promote earlier familiarizing younger students to the new linguistic space for them at that age , when children are not yet experiencing psychological barriers in the use of a foreign language as a means of communication, to form children's willingness to communicate in a foreign language and a positive attitude to further his study, to form basic communication skills in four kinds of speech activity (speaking, listening, reading, writing), taking into account the opportunities and needs speech younger students; introduce younger students to the world of foreign peers with foreign songs, poetic and fabulous folklore and children with affordable samples children's fiction in the target language; introduce children to a new social experience with the use of a foreign language by expanding the range of social roles in the play the game situations, typical for family representation of the most general features of verbal interaction in native and foreign languages, corresponding to the interests of the younger students rights and customs of the target language; generate some universal linguistic concepts observed in native and foreign languages, developing intellectual , speech and cognitive abilities of students.

Previously, the study of foreign languages is an opportunity for students: to understand by hearing speech teacher, classmates , the main content of lightweight text relying on visual presentation and language guess, to participate in a dialogical communication; conduct dialogue and basic etiquette bilateral dialogue-questioning in a limited range of everyday situations; briefly speak on the theme for the elementary school, play works by heart familiar rhymed children's folklore,

to master the technique of reading aloud to read about training yourself and lightweight authentic texts, using, using the techniques of trial and studying reading, writing multiple greetings and a personal letter (supported by sample), fill out a simple questionnaire about themselves; properly pronounce and distinguish by ear sounds, words, phrases, and offers foreign language: intonation observe basic types of sentences; master the most common translations under the theme of the initial phase, master productive lexical minimum of no less than 500 lexical units. The total volume of vocabulary, including receptive lexical minimum is not less than 600 lexical units, to get an idea about the basic grammatical categories of the target language, to recognize studied vocabulary and grammar in reading and listening comprehension and use them in oral communication; learn basic information about the country of the target language. Objectives assigned to the subject of "foreign language", should decide methodically competent teacher, owns advanced technologies of foreign language teaching, knowing psycho-pedagogical features of pupils of primary school age. Since training with class II, it is important that the processes of education and development of students were in line with modern techniques.

As is known, the number of foreign language teachers who are trained to work with kids, small. However, the ability to competently teach a foreign language communication junior high school students who are not yet fully proficient communicative skills in their native language - a task very difficult and demanding . Love of the subject at this age is very closely linked with the sense of psychological comfort, joy, needs and readiness for dialogue, which creates a teacher in the classroom. Successful start learning a foreign language contributes to the creation of high motivation to learn foreign languages. The success of the training and attitude of students to the subject depends on how interesting and emotionally teacher conducts lessons. Of course, in the process of foreign language teaching pupils of primary school age is very important game. The more appropriate teacher uses game techniques, visibility, the stronger absorbed material. Thus, the success of the practical implementation of innovative teaching strategies in elementary school is largely dependent on the level of readiness of the teacher of a foreign language to the new conditions of socio-cultural environment, formed at school and on the ability to teach the language is functional, with a focus on intercultural communication.