

**INTRODUCING COMPETITIVE VIEWS OF FOREIGN LANGUAGE EDUCATION IN
HIGHER EDUCATION INSTITUTIONS**

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Abstract: This article discusses the problems of teaching foreign languages in universities related to educational and methodological support, organization of the educational process. The author proposes a new concept of teaching foreign languages at a university based on evidence-based reform of curricula, programs, technologies and conditions for teaching foreign languages in the preparation of bachelors.

Keywords: Teaching foreign languages, bachelor, non-linguistic university, new concept, method.

INTRODUCTION

Profound changes in the economic, political and cultural life of the modern world force us to rethink the tasks and prospects of universities from the standpoint of the already clearly formed tendencies of democratization, humanization and specialization of the educational process.

The purpose of this article is to consider the problems of teaching foreign languages in a non-linguistic university, associated with a lack of professionally oriented textbooks of a new generation, reference literature, audio and video materials, professionally oriented periodicals published abroad, and the need for evidence-based reform of curricula, programs, technologies and conditions for teaching foreign languages.

RESULTS AND DISCUSSION

The modern system of teaching a foreign language is characterized by the fact that, firstly, practical knowledge of a foreign language has become an urgent need for wide sections of society, and, secondly, the general social context creates favorable conditions for the differentiation of teaching a foreign language. The new socio-economic and political situation requires the implementation in society of a language policy in the field of foreign language education, aimed at meeting both public and personal needs in relation to foreign languages. The implementation of the new language policy is associated with the creation of a flexible system for choosing languages and conditions for their study, as well as a variable system of forms and teaching aids that reflect the current state of the theory and practice of teaching a subject. The variety of options for teaching a foreign language, teaching tools imposes new requirements on the professional training of foreign language teachers, who in the new conditions need to be able to act not according to strictly prescribed rules, but in accordance with their own choice from among the possible methodological systems of the one which is more adequate to the learning conditions.

Analysis of the requirements of international standards, the modern standard, which includes requirements for the educational minimum of the content of training, also focuses on the development of communication skills in one of the foreign languages.

The study of the daily practice of teaching foreign languages in universities shows that the focus is on the formation of skills and abilities, professional communication, mainly in an indirect

form. Particular attention is paid to reading and translating professionally oriented texts. Little attention is paid to acquaintance with the culture of the countries of the language being studied, with the existing intercultural differences that create difficulties in intercultural communication. Some features of the organization of the educational process in universities do not contribute to the successful mastery of a foreign language. In particular, the following:

- firstly, a limited grid of hours allocated for the study of a foreign language;
- secondly, the lack of a sufficient number of modern textbooks and teaching aids;
- thirdly, the insufficient use of audiovisual means and multimedia technologies that allow rationally organizing the educational process, both in the classroom and in the conditions of independent work of students;
- fourthly, the low level of students' motivation to learn a foreign language, due to the lack of continuity in the "school-university" system, when the university program, repeating the school program, does not open up new prospects and opportunities for students in learning a foreign language as a means of acquiring new knowledge. Therefore, university graduates for the most part experience difficulties when reading authentic literature, when communicating in a foreign language in a dialogical or monologue form, not to mention the ability to compose a business letter or write an annotation of a professional article.

The socio-cultural approach to language education served as a conceptual basis for determining the content, teaching strategies and selecting the means of teaching a foreign language. This approach reflects global trends in the content and organization of language education, focuses on teaching intercultural communication in the context of a dialogue of cultures.

The goals of teaching a foreign language in the light of this concept can be described as:

- the formation and development of foreign language competence necessary and sufficient for the correct solution of communicative and practical tasks by trainees in the studied situations of everyday, scientific, business communication;
- development of abilities and qualities necessary for the communicative and socio-cultural self-development of the student's personality. Foreign language communicative competence is a certain level of proficiency in linguistic, speech and sociocultural knowledge, skills and abilities, which allows the student to communicatively acceptably vary his speech behavior depending on the situation of communication.

Structurally, foreign language communicative competence consists of [2]:

- linguistic;
- sociolinguistic;
- discursive;
- strategic;
- social;
- sociocultural.

It is fundamental to single out a socio-cultural component as part of the communicative competence. This component assumes knowledge of the sociocultural context, as well as how this context affects the choice and communicative effect of the use of linguistic forms [1].

In this case, the student shows his awareness of those norms of social behavior that determine the performance of specific roles in a foreign language community. With this approach, teaching foreign

The use of language is closely related to its intensive use as a tool of cognition. The main principles of the sociocultural approach include:

- a) teaching foreign language communication in the context of the dialogue of cultures;
- b) reliance on interdisciplinary knowledge of students, primarily professionally oriented;
- c) reliance on the intellectual potential of students when choosing forms of foreign language communication.

CONCLUSION

Thus, we believe that the role of the subject "Foreign language" in the educational process for the preparation of bachelors should be reviewed. This provides for a science-based reform of curricula, programs, technologies and conditions for teaching foreign languages in the preparation of bachelors, which meets modern requirements for teaching foreign languages. The whole program should be permeated with the idea of interdisciplinary integration.

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