

**METHODOLOGICAL ANALYSIS OF THE CONTENT OF THE DEVELOPMENT OF
LINGUISTIC COMPETENCE OF UPPERCLASSMEN (ON THE EXAMPLE OF
TEACHING ENGLISH)**

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Annotation: This article reflects on the content and importance of language teaching, as well as the methodology for choosing language materials and through this, increasing linguistic competence of students.

Keywords: language teaching content. methodology, language materials.

The content of teaching is a linguodidactic issue that has always intrigued methodologists and scholars. Various opinions and discussions about the content of teaching and its components have been presented in scientific research dedicated to this topic (V. S. Setlin, A. D. Klimentenko, B. A. Lapidus, M. V. Lyakhovskiy, J. J. Jalolov, H. G. Ne'matov, T. Q. Sattorov, A. G'ulomov, S. S. Saydaliev, and others). The didactic problems of the content of teaching have been thoroughly studied in the fundamental scientific works of didactic scholars such as M. N. Skatkin, I. Ya. Lerner, and V. V. Kraevskiy [2; 7; 8].

The content of teaching is understood as the necessary educational material for achieving the goals and tasks set by a particular educational institution, corresponding to the quality and level of language proficiency that needs to be attained [5:5]. Additionally, it is argued that this concept encompasses all the tools necessary for teaching students [4].

The next issue in the theory of teaching is related to the content of education. According to educational principles, the content of teaching a foreign language is defined according to its specific features. Scientific research indicates that the content of foreign language education consists of speech skills, topics of speech, and language material [1].

The first component of the content of teaching is the topics of speech. As is known, speech topics are selected based on the goals of teaching the English language. Speech topics are extralinguistic phenomena, and they are among the areas that have not yet been thoroughly studied in the methodology of teaching English. Nevertheless, in foreign language programs, a system of relevant topics is recommended.

According to the program requirements, high school students are expected to acquire communication skills in social, household, artistic, political, cultural, educational, and professional fields. Topics and textbooks aimed at developing linguistic, communicative, pragmatic, and sociolinguistic competencies are selected for general secondary education students.

1. **Everyday Life Topics.** Personal information, family, hobbies, friends, favorite pets, seasons, etc. (Grade 11, PREPARE UNIT 2 "Best friends forever" Workbook, p. 8).
2. **Social Life Topics.** Social relations with the environment (Grade 11, PREPARE UNIT 4 and UNIT 10 "Extreme weather," "Animals in danger," Workbook, pp. 16-40).
3. **Educational Topics.** Reading, teaching, school subjects (Grade 11, PREPARE UNIT 11 "Off to school," Workbook, p. 44).
4. **Cultural Topics.** History, culture, traditions, and geography of Uzbekistan and the country where the language is being studied (Grade 11, PREPARE UNIT 14-18 "Let's cook," "We love celebs," Workbook, p. 72) [9].

When selecting speech topics, the teaching methodology is based on certain criteria: (1) topics should serve to develop speech skills; (2) the availability of teaching conditions and resources should be taken into account; (3) attention should be paid to the receptive and (re)productive

characteristics of acquisition when choosing topics. Therefore, separate topics are selected for oral speech and reading.

In the methodology of foreign language teaching, language material is one of the areas that has been thoroughly studied [5; 6]. Using language material is required for expressing thoughts or understanding expressed thoughts in speech. In modern teaching practice, the concept of language material is interpreted in two ways: (1) a set of lexical, grammatical, phonetic, and other linguistic units; (2) selected from the language system, it is referred to as the language minimum, which consists of units considered foreign language material for students based on teaching objectives [1:55-65].

Language material can be approached in two ways: on one hand, it can be conveyed through the senses—speaking, listening, seeing, and writing. On the other hand, it can be applied and understood through the various types of speech activities.

It is well-known that in teaching practice, different lexical, grammatical, pronunciation, spelling, and word-formation minimums are selected for each stage and organizational part of English language learning (educational institutions).

In conclusion, developing the linguistic competence of senior students is closely related to understanding the content of teaching. The teacher must answer key questions before a lesson: *What should I teach? How should I teach it? Who am I teaching? How will I teach it? Who are my students, or which class am I teaching?* These answers enable the teacher to properly apply the content and methodology of teaching English.

The content of teaching, particularly in foreign language instruction, plays a critical role in shaping students' linguistic competence. As observed in the research, various scholars and educators have explored the components and complexities of teaching content, highlighting its relevance in achieving effective language learning outcomes. The inclusion of topics such as personal information, social life, education, and culture not only enhances students' communication skills but also enables them to engage with real-life contexts. This is crucial for fostering not just linguistic knowledge but also cultural awareness and pragmatic skills, which are essential for meaningful communication in the target language.

Moreover, the selection of topics must be aligned with the cognitive abilities and learning needs of the students. In senior classes, students need to develop proficiency in more complex linguistic tasks, which requires careful consideration of both receptive and productive skills. The integration of thematic topics like "Best Friends Forever," "Extreme Weather," and "Animals in Danger," for example, facilitates not only the acquisition of vocabulary and grammar but also promotes critical thinking and discussion on contemporary issues. This approach encourages students to practice language skills in contexts that are both engaging and relevant to their everyday lives.

The methodology and content selection should also take into account the specific teaching environment and available resources. As the research suggests, the choice of language material, whether it be lexical, grammatical, or phonetic, should be based on the teaching goals, and the content should be adaptable to different learning situations. Therefore, educators need to be flexible in their approach, ensuring that the chosen materials align with the students' current proficiency levels and learning objectives.

In sum, the teaching content in foreign language instruction should not only focus on linguistic structures but also include topics that enrich students' communicative and cultural competence. The careful selection of materials, coupled with an effective teaching methodology, enables students to master the language in a more holistic and meaningful way. By addressing both the cognitive and affective needs of students, language educators can enhance the overall learning experience, making it more relevant, engaging, and practical.

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