

FOREIGN LANGUAGE AS AN EDUCATIONAL SUBJECT

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Abstract: This article examines an important point in the difference between teaching a native language and teaching a foreign language is that mastery of the native language occurs in the sensitive period, that is, in the most language-sensitive period in the child's development. When learning a foreign language, even in elementary school or the senior group of kindergarten, it is not carried out in the most sensitive period, but at best at 5-6 years, that is, at the end of this period.

Key words: Language, motivation, methodology, educational system, foreign language, traditional learning.

Knowledge of foreign languages is currently becoming increasingly important due to the intensive development of intercultural relations. Language education is considered as an important factor in socio-economic transformations in the country, the main tool for successful human life.

When studying the motives for mastering a foreign language, one should proceed from the specifics of the foreign language itself as an academic subject. So, I.A. Zimnyaya considers three main features of a foreign language as an academic subject: non-subjectivity, boundlessness and heterogeneity. An essential specificity of a foreign language as an academic subject, in comparison with other subjects, is that its acquisition does not give a person direct knowledge of reality. Language in this sense as an academic discipline is pointless. When learning a foreign language, a person cannot only know the vocabulary without knowing the grammar.

In this sense, language as an academic subject is limitless. Another significant feature of the language is its heterogeneity. Language, in the broad sense of the word, includes a number of other phenomena, for example, speech activity,

language system, etc. [5]. These features of a foreign language as an academic subject form a negative, subjective attitude towards it, as a very difficult subject.

The problems of motivation for learning a foreign language in secondary and higher schools are in many ways similar. Researchers of the problem of school children's motivation note its decrease from class to class. The accumulation of basic material and overcoming various difficulties reduce the counter-activity of students. The psycho physiological characteristics of schoolchildren (fear of making a mistake, fatigue when lessons are taught in the same way) significantly contribute to a decrease in motivation.

In order to identify the features of the development of the main components of motivation for learning a foreign language in adolescents in traditional learning conditions, we conducted a study in which 121 middle school students from comprehensive school No. 185 in the city of Nizhny Novgorod took part.

The results obtained demonstrate that a pronounced interest in studying foreign language, a positive emotional attitude to activity, and a favourable state of health are characteristic of 22% of adolescents. For 41% of students, interest in the subject and classes is episodic, they do not strive to continue activities on their own initiative, a positive emotional attitude towards learning

activities is fragmentary, and their emotional well-being is ambivalent. The study revealed a significant percentage of adolescents with low levels of motivation (37%). The results of the conversation showed that 90% of teenagers single out a foreign language as the least attractive among all subjects studied. Of course, lack of interest is a factor that negatively affects any activity, including academic activities. The majority of subjects (58%) feel emotional discomfort in the process of learning a foreign language. Students are painfully sensitive to criticism, although they may not react violently to it; they prefer not to express their point of view in class, being unsure of the correctness of their judgments.

Research on the motivation of students to learn a foreign language also shows the process of its constant decline. A sharp drop in interest among students is observed in the third year of study. 1st and 2nd year students have a high level of foreign language anxiety. Among the stresses, the most common are “oral speech” and “probability of error”.

Modern psychologists and teachers agree that the quality of an activity and its result depend, first of all, on motivation. Motivation is the most important spring in the process of mastering a foreign language; it determines both the activity being carried out and the prospects for its further development, ensuring its effectiveness.

In this regard, it seems relevant and necessary to search for effective means and methods of teaching a foreign language that help increase motivation for learning it and meet the requirements of modern students. Researchers offer various methods for increasing student motivation when teaching foreign languages, such as the use of vivid linguistic and cultural material, music, the structure of the educational process based on joint activities, etc.

Modern society definitely makes adjustments to the organization of the educational process and forces us to take into account the trends of the times. Children get used to virtual reality even before they go to school. Thus, the virtual computer environment is an important factor in their age-related development. Thus, the learning process changes significantly.

The methodology for teaching foreign languages is a system knowledge about the laws of the process of learning a non-native language and the ways influencing this process in order to optimize it. Teaching Methodology foreign language (FL) discovers and substantiates patterns teaching a foreign language.

Historically, two functionally different methods have developed: general and specific methods. The general methodology is usually devoted to studying the patterns and features of the learning process a foreign language, regardless of which foreign language we are talking about speech. Thus, the principles of selection of educational material, the relationship between oral and written speech at various stages of the lesson, etc. will be in equivalent training conditions are the same for any of the Western European languages studied in secondary schools in our country. However knowledge of the general principles of teaching a foreign language is insufficient, when the teacher encounters specific features specific foreign language. So, ways of mastering verbs Continuous forms are specific only to the English language, cumbersome composition patterns, noun declension and adjectives are characteristic of the German language, and methods of formation numerals, use of diacritics, abbreviation of articles, the presence of a partitive article - in French. Significant differences are observed in phonetics: specific to the English language triphthongs and diphthongs, for French - nasal vowels. How shows experience and practice, the teacher needs to develop and carry out such techniques, methods and forms of training that contributed to the rapid mastery by students of relevant specific phenomena in a

particular foreign language. So Thus, a private methodology explores the teaching of language and speech phenomena that are specific to the particular subject being studied foreign language.

General and specific methods are interconnected. General technique enriched based on the experience of private methods. In its turn, the laws of the general methodology are reflected in the particular one. Item methods of teaching foreign languages are those accumulated about the object knowledge, numerous theories that model the learning process; This patterns of the foreign language learning process. To the basic concepts that form the foundation of the methodology, you can include: process, goals, content, principles, methods, techniques, means and organizational forms of training. The basic categories of the methodology are considered to be: The method as a system of purposeful actions of the teacher, with one on the other hand, and students' learning activities on the other. A technique is an elementary methodical act aimed at solving specific problems at a certain stage of the lesson. Method implemented in a system of techniques. Communication-oriented method training is implemented in the following ways:

- Method of role communication
- Technique for developing students' orienting ability

Techniques for teaching speech interaction

- Techniques for systematizing speech knowledge
- Techniques for deepening and expanding content
- Increasing the intensity of independent work
- Techniques for stimulating speech and thinking activity

by means of TSO.

- Methods of standardized control.

Approach is a general starting position from which the researcher considers most of his remaining provisions. The question of the relationship between method and approach remains debatable. Domestic methodologists and most foreign researchers believe that the approach to learning is fundamental and is the dominant idea on which the new method is built. Method and approach interconnected and interdependent, they are characterized by constant interaction. Researchers unanimously express the opinion that there is absolutely correct and effective for all conditions training method and come to the conclusion that a combination is necessary different approaches, principles and elements of different methods with taking into account the specifics of training, since what is effective in some conditions, may have completely opposite results in other learning conditions.

Consideration of the methodology of teaching foreign languages as a pedagogical science would be incomplete if we did not reveal the question of the main object of this science - the educational subject "foreign language". Without this, by the way, it is difficult to understand the relationship of the technique with other sciences. For the first time, the definition of this educational subject dates back to the 40s of the last century. It is interesting to note that didactics and methodologists interpreted its specifics differently.

In those years, considering the academic subjects included in the secondary school curriculum, they were divided into three groups: 1) academic subjects - the fundamentals of science; 2)

objects of the aesthetic cycle; 3) subjects with primary development of skills (physical education, labor training).

The task of the first group of subjects is to form in the minds of students ideas and concepts about the laws of development of nature and society. For unknown reasons, a number of teachers (for example, M.N. Skatkin) attributed a foreign language to this group of academic disciplines, although the main objective of this subject is not to study the development of the laws of language.

In contrast to this, in the 40s, a different view of the specifics of a foreign language began to take shape, which did not allow it to be classified among the groups of academic subjects listed above. Considering the goals and objectives of teaching foreign languages, Shcherba pointed out that teaching this subject is teaching a certain activity that is a function of one or another human collective. This, in his opinion, is the main difference between a foreign language and the subjects listed by didactics. Indeed, the specificity of the educational subject that interests us is the mastery of speech, communication, and the formation of speech-thinking activity. Developing this position of Shcherba, I.V. Rakhmanov noted that the study of a foreign language pursues educational and communicative goals, the latter emphasizing the difference between a foreign language and other subjects. Let us note that similar goals in general are characteristic of the academic subject “native language”. Further research into the specifics of teaching foreign languages was undertaken in the second half of the 60s of the 20th century. In the work “General Methods of Teaching Foreign Languages in Secondary School” (General Methods of Teaching..., 1967), the authors first showed that foreign and native languages constitute a special group of academic subjects, the task of which is to develop communication skills.

The fundamental difference between the language group of subjects and other subjects is also that linguistic knowledge is not important in itself, but only as a means of developing the ability to receive or communicate information using the language being studied. The authors of this study tried to show the difference between the subject “foreign language” and the discipline “native language”.

Native and foreign languages as academic subjects differ from other academic disciplines (fundamentals of science) not only in that their goal is the formation of communication skills. First of all, they act both as a goal and as a means of learning. Other subjects are taught in the mother tongue and it acts as a medium of instruction in these subjects. A foreign language acts similarly, since it is studied as a means of communication. Another feature of language disciplines is that they are non-subjective (I.A. Zimnyaya). The fact is that language is a carrier of information. In relation to a foreign language, this can be information about the history, culture of the language being studied, or completely different information from other areas of knowledge.

Equally important is the density of communication. The child comes into contact with other children or adults all the time while he is awake, in other words, the density of communication is very high. Let us also note that the spheres of communication are very extensive, that is, they cover everything related to the life of a child. When teaching a foreign language, several hours a week are allocated for communication (at best, four hours). Note that not all the time is occupied by communication, and the presence of 10-12 students in a group (at best!) narrows the small amount of time allotted for communication. It is not difficult to come to the conclusion that the density of communication in a foreign language cannot be compared with the density of

communication in the native language. But mastering an activity, in our case speech-thinking, and even in a foreign language, is impossible without numerous exercises.

Let's turn to the third distinctive feature. When a child masters his native language, the subject-communicative function of language is realized, that is, he not only masters the means of communication, but also, what is especially important, learns the surrounding reality with its help. When teaching a foreign language, the communicative function predominates. The student simultaneously cognizes objects and phenomena of reality to a lesser extent. From this feature follows the next direction of differences - the set of functions implemented by the native language. As Zimnyaya rightly notes, "the native language, acting in the unity of the functions of communication and generalization, is first the main means of "appropriation" of social experience by the child, and only then, together with the performance of this function, is a means of expression, formation and formulation of his own thoughts" (Zimnyaya I.A., 1991, p. 29). A foreign language in a school environment cannot serve to the same extent as a means of cognition, because the student has already formed basic concepts. Therefore, for a foreign language, the main function is communicative. In addition, in the process of learning a foreign language, students become familiar with concepts that are characteristic only of native speakers of the language being studied, with phenomena of another culture, that is, this is not knowledge of the reality surrounding the child, as is the case when mastering their native language.

Finally, an important point in the difference between teaching a native language and teaching a foreign language is that mastery of the native language occurs in the sensitive period, that is, in the most language-sensitive period in the child's development. When learning a foreign language, even in elementary school or the senior group of kindergarten, it is not carried out in the most sensitive period, but at best at 5-6 years, that is, at the end of this period.

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**INTERNATIONAL MULTIDISCIPLINARY JOURNAL FOR
RESEARCH & DEVELOPMENT**

SJIF 2019: 5.222 2020: 5.552 2021: 5.637 2022:5.479 2023:6.563

eISSN 2394-6334 <https://www.ijmrd.in/index.php/imjrd> Volume 10, issue 12 (2023)

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