

BASICS OF TEACHING FOREIGN LANGUAGES IN THE EDUCATIONAL INSTITUTIONS OF THE REPUBLIC OF UZBEKISTAN ON THE THRESHOLD OF A NEW ERA – THE THIRD RENAISSANCE

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ANNOTATION

In this article is discussed about basics of teaching foreign languages in the Educational organizations of the Republic of Uzbekistan on the third renaissance era. According to the globalization, the country's education system is changing and the quality of the education is significant. There is focused how to improve communicative competence, as well as linguistic, sociocultural and pragmatic competences when teaching foreign languages in the secondary schools. Furthermore, linguodidactic theory and by this approach choosing relevant technologies, activities are also mentioned by the author. There are significant challenges of students in learning foreign languages, as well as English and how to tackle these issues are also discussed in this article. For effective language teaching, there are listed several principles, tasks, novelties and recommendations.

Key words: *teaching, important tasks, objectives, novelties, human life, discussions, competence based approach, relevant techniques, develop the system.*

From the point of view of globalization, today humanity is witnessing a period of dramatic changes in human life, the foundations of life. In the context of this process, which covers all spheres of society around the world, foreign language education has imposed a number of important tasks. In the world community, one of the main tasks is to provide quality education to young people and training qualified personnel in educational institutions.

The issue of teaching foreign languages, especially English, in general secondary schools, in particular, is currently the subject of widespread discussion. In particular, the experience of developed countries such as Canada, France, Germany, Brazil, Russia, Finland, the introduction of interactive teaching methods in the teaching process to develop linguistic and sociolinguistic competencies in teaching English to high school students, selection of appropriate exercises, development of modern multimedia learning resources and Systematic work is being done to improve the educational and methodological support for implementation.

Research is being conducted on the formation of a number of competencies in the teaching of global English in global educational and research institutions, the organization of foreign language teaching using modern information technology. In particular, the development of linguistic and sociolinguistic competencies in teaching English to students in Uzbekistan according to the CEFR qualification requirements, free choice of modern teaching methods, linguomethodical exercises and special attention is being paid to research to improve the linguodidactical support of the use of multimedia educational programs.

The full mastery of some educational and multimedia educational resource materials of textbooks in English in Uzbekistan leads to interference in students. Special technologies developed by Western language owners to overcome these interference barriers - Define It, Drawing Dictation (Playful Pictures), Run to the Board, Memory Story, Board Race, Pictuinary Race, Lip Reading, Opinion / Running Dictations, Word by Word Story, Sleep and Wake Up", organized using exercises and multimedia training programs will ensure effective learning of English with successful results. This will enable students to successfully acquire the

competencies specified in the state education standard created according to the CEFR qualification requirements.

In the 3rd renaissance of Uzbekistan, the normative bases and material and technical base for the use of effective methods of teaching English to students in educational institutions, the organization of foreign language teaching on the basis of foreign experience, the development of required competencies in students were created. “The development of school education should become a great national goal for us, a nationwide movement. It is important to create a modern and rational system in the field of education, teaching methods, the use of advanced foreign experience in education, and in education to rely on national traditions and values¹ was identified as a priority. As a result, the pedagogical possibilities of conducting research in the field of methodology, system of teaching English, defining the basics of linguodidactical support, the development of communicant (recipient, producer) and cognitive personality have expanded.

Decrees of the President of the Republic of Uzbekistan dated April 29, 2019 No. PF-5712 “On the Concept of Development of the Public Education System until 2030”, Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 3, 2019 No PQ-4306 “On measures to identify a system of continuous identification of talented youth and training of highly qualified personnel” and the Cabinet of Ministers of the Republic of Uzbekistan dated April 5, 2019 No.281 “On measures to introduce a mechanism of gradual transition to the system of operation” is a program to radically improve the functioning of this system.

The roadmap developed on the basis of these important documents can serve as a basis for the development of the general secondary education system. It also provides for the solution of issues related to the training of professional staff and the improvement of teaching methods, the gradual implementation of the principles of individualization in the educational process². These tasks have become the basis for improving the current state, quality and efficiency and modernization of general secondary education foreign language subject.

Particular attention is paid to the development of education and science in the fourth paragraph of the Strategy of the President of the Republic of Uzbekistan dated February 7, 2017 PF-4947 “Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021” (Social Development Priorities).

In order to implement the tasks set out in this resolution, to further improve the functioning of the system of continuing education, to increase the capacity of quality educational services, The issues of continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market, equipping educational institutions with teaching aids have been successfully implemented.

In the 3rd renaissance of Uzbekistan, the following tasks were set to improve the quality and effectiveness of foreign language teaching in educational institutions:

analysis and generalization of the scientific and practical essence of the development of communicative competence in teaching English on the basis of research and domestic experience of domestic scientists;

¹Newspaper “Xalq so’zi”, № 174 (7373), 24.08.2019. A video conference chaired by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on August 23 on the development of the public education system, raising the qualifications and prestige of teachers in society, raising the morale of the younger generation.

² Decree of the President of the Republic of Uzbekistan. The concept of development of the public education system of the Republic of Uzbekistan until 2030. PF-5712-son. April 29, 2019. <http://www.lex.uz/docs/4312785>

the state educational standard for A2 level in a foreign language, the analysis of existing textbooks for teaching local English and the establishment of principles for the development of linguistic, sociolinguistic competencies;

Improving the lingvodidactic supply of the use of effective technologies, receptive and reproductive exercises for the development of linguistic and sociolinguistic competencies for A2 level;

development of science-based proposals, recommendations to improve the content of textbooks for teaching English, consisting of didactic materials;

development of assessment criteria on the basis of the proposed methodology for the development of linguistic and sociolinguistic competencies, the organization and conduct of pedagogical experiments and statistical analysis of the results;

In the process of solving the above-mentioned tasks, the following results were achieved.

based on the analysis of the experience of foreign scholars in the development of competencies, the theoretical foundations of teaching English were identified;

On the basis of the analysis of linguistic, didactic, psychological-psycholinguistic, methodological principles of foreign language teaching methods, the principles of teaching English in educational institutions were determined;

Methodological support for the development of linguistic competence of high school students has been improved by introducing Audiovisual and Audiolingual forms of teaching based on TBL (Task Based Learning) to the content of topics mentioned in the educational content (daily and social life, education and culture) for A2 and A2 + degrees;

The ability to understand the basic speech norms of socio-cultural stereotypes that represent the English and Uzbek linguistic worldview has been improved by distinguishing between “Pre-, While-, Post-” exercises for reading and listening comprehension.

Thus, English language teaching should be organized, formed and developed in accordance with international educational standards. Also, continuity and coherence, scientificity, relevance to life, integration of sciences, problem solving, innovation, exhibition, if fluency, positive results and other didactic principles are followed (basic methodological principles), the systematic development of students' skills and abilities in sociolinguistic competence based on linguistic competence is inevitable.

Taking into account the above information on the current teaching of foreign languages in educational institutions, it is possible to conclude the following regarding the improvement of the activities in this area.

First, the formation of a cultural cognitive personality is taken into account in foreign language instruction. In our opinion, the time has come to study intercultural interference and intercultural foreign language and mother tongue interference.

Second, the practical acquisition of a foreign language does not require the creation of a special set of rules, but it is impossible to abandon algorithmic rules when necessary, in other words, when it is difficult to master a foreign language phenomenon.

Third, the creation of additional special educational and methodological complexes adapted to the relevant educational conditions will serve to raise foreign language teaching to a higher level.

Fourth, at a time when digital cognitive technologies are developing in the world, it is necessary to popularize the use of digital technologies, so that textbooks do not become the only source of teaching a foreign language in our country.

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