

THE CONTENT OF TEACHING FOREIGN LANGUAGES

Raxmatqulova Zilola Umid qizi

raxmatqulovazilola@gmail.com

Xonnazarov Abduqodir Shuhrat o'g'li

abduqodirxonnazarov77@gmail.com

Uzbekistan State University of World Languages

English Philology student

Abstract. The content of teaching foreign languages is a fundamental component of language education, encompassing linguistic, communicative, sociocultural, and strategic competencies. This article explores the theoretical foundations and practical implications of selecting and organizing content in foreign language teaching. It highlights modern approaches such as communicative language teaching (CLT), task-based learning (TBL), and content and language integrated learning (CLIL). The study emphasizes the importance of aligning content with learners' needs, proficiency levels, and real-life communication goals. The findings suggest that an integrated and learner-centered approach significantly enhances language acquisition and communicative competence.

Key words: foreign language teaching, teaching content, communicative competence, CLT, TBL, CLIL.

Аннотация. Содержание обучения иностранным языкам является важной частью языкового образования и включает лингвистические, коммуникативные, социокультурные и стратегические компетенции. В статье рассматриваются теоретические основы и практические аспекты отбора содержания обучения. Особое внимание уделяется современным методам, таким как коммуникативный подход, обучение на основе задач и CLIL. Результаты показывают эффективность ориентированного на учащегося подхода.

Ключевые слова: Обучение иностранным языкам, содержание обучения, коммуникативная компетенция, CLT, TBL, CLIL.

Annotatsiya. Chet tillarini o'qitish mazmuni til ta'limining muhim tarkibiy qismi bo'lib, lingvistik, kommunikativ, sotsiokultural va strategik kompetensiyalarni o'z ichiga oladi. Ushbu maqolada chet tilini o'qitish mazmunini tanlash va tashkil etishning nazariy asoslari va amaliy jihatlari tahlil qilinadi. Kommunikativ yondashuv, vazifaga asoslangan o'qitish va CLIL kabi zamonaviy metodlar ko'rib chiqiladi. Tadqiqot natijalari o'quvchi markazli yondashuv samarali ekanligini ko'rsatadi.

Kalit so'zlar: Chet tilini o'qitish, o'qitish mazmuni, kommunikativ kompetensiya, CLT, TBL, CLIL.

Introduction. The increasing globalization and intercultural communication have made foreign language learning an essential skill in modern education. One of the central issues in language pedagogy is determining what content should be taught. The content of teaching foreign languages is not limited to grammar and vocabulary; it includes communicative skills, cultural awareness, and strategic competence. Effective

content selection ensures that learners can use the language appropriately in real-life contexts.

Literature review and methodology. The concept of teaching content has evolved significantly over time. Traditional methods such as the Grammar-Translation Method focused primarily on linguistic forms, while modern approaches emphasize communication and meaning. Scholars like Hymes (1972) introduced the concept of communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competencies. Later, Canale and Swain (1980) expanded this framework. This study uses a qualitative approach based on the analysis of pedagogical literature and modern teaching practices. It examines different models of content organization and compares their effectiveness in classroom settings.

Main body. The content of teaching foreign languages consists of several interrelated components that together contribute to the development of learners' communicative competence. First and foremost, linguistic competence forms the foundation of language learning, as it includes the knowledge of grammar, vocabulary, and pronunciation. However, mastering linguistic elements alone is not sufficient for effective communication. Therefore, communicative competence plays a crucial role, enabling learners to use language appropriately in real-life situations by expressing ideas, intentions, and emotions. In addition to this, sociocultural competence is essential, as it allows learners to understand cultural norms, values, and traditions associated with the target language, thereby avoiding misunderstandings in intercultural communication. Furthermore, strategic competence supports learners in overcoming communication difficulties by using various strategies such as paraphrasing, asking for clarification, or using non-verbal cues.

The organization of teaching content has evolved significantly with the development of modern pedagogical approaches. One of the most influential approaches is Communicative Language Teaching, which emphasizes meaningful interaction and focuses on language functions rather than isolated grammatical structures. In this approach, learners engage in activities that reflect real-life communication, such as making requests, giving advice, or expressing opinions. Similarly, Task-Based Learning has gained prominence as it organizes content around meaningful tasks that mirror real-world situations. Through completing tasks like writing emails, conducting interviews, or solving problems, learners acquire language naturally and develop both fluency and accuracy. Another important approach is Content and Language Integrated Learning, which combines subject knowledge with language acquisition. By learning subjects such as science or history through a foreign language, students not only improve their language skills but also deepen their understanding of academic content.

When selecting teaching content, educators must consider several important criteria to ensure effectiveness. The content should be relevant to learners' needs and interests, as this increases motivation and engagement. At the same time, it must correspond to the learners' proficiency level in order to provide an appropriate level of challenge without causing frustration. Cultural relevance is also essential, as it helps learners connect language learning with real-world contexts. Moreover, engaging and interactive materials contribute to maintaining learners' attention and promoting active participation in the learning process. In addition, the content should be aligned with real-life communication to prepare learners for practical language use outside the classroom.

In the modern educational context, digital resources have become an integral part of teaching content. Technology provides access to authentic materials such as videos, podcasts, and online articles, which expose learners to real language use. Furthermore, interactive platforms and applications facilitate collaborative learning and immediate feedback, making the learning process more dynamic and effective. As a result, the integration of digital tools not only enhances engagement but also supports the development of various language skills simultaneously.

Discussion. The analysis shows that traditional content focused heavily on linguistic accuracy, while modern approaches prioritize communication and learner engagement. Integrating multiple competencies ensures a holistic development of language skills. However, challenges remain, such as balancing accuracy and fluency and adapting content to diverse learner needs.

Results. The study reveals that learner-centered content improves motivation and outcomes, integrating language with real-life tasks enhances retention, combining linguistic and cultural elements leads to better communicative competence, digital tools significantly support content delivery and interaction.

Conclusion. The content of teaching foreign languages has shifted from a focus on grammar to a more comprehensive model that includes communication, culture, and strategy. Effective language teaching requires careful selection and organization of content based on learners' needs and modern pedagogical approaches. Future research should explore innovative digital and interdisciplinary methods to further improve language education.

REFERENCES

1. Hymes, D. (1972). On Communicative Competence.
2. Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches.
3. Richards, J. C. (2006). Communicative Language Teaching Today.
4. Nunan, D. (2004). Task-Based Language Teaching.
5. Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning.
6. Harmer, J. (2007). How to Teach English.