



## The process of teaching a foreign language - as a subject of modeling

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### ABSTRACT

Linguistic competences of a foreign language teacher are new entities formed on the basis of psychology and pedagogy, which manifest various aspects of the cognitive behavior of the teacher's preparation for the future activities as the integrative characteristics of the person.

### Keywords:

foreign language, model, modeling, competence, intellectual, ability.

The process of globalization, covering all spheres of society on a global scale, has caused a number of urgent and important problems for foreign language education. The main problem of foreign language education is not only to give knowledge to students, but to improve their communicative competence through this knowledge. It is currently that a step has been taken from reproductive to cognitive in foreign language education. In particular, in the teaching of reproductive English, it is assumed that the pedagogue should act as an observer, and the student as a guide, not as a passive, but as an active subject.

In modern pedagogy, many different approaches to foreign language teaching methodology should be taken into account: intellectual ability, intellectual initiative, intellectual creativity and intellectual self-management. Thus, systemic, interdisciplinary, activity-based, comprehensive, person-centered, and personal activity approaches have a solid foundation. At the present time, their essence has been revealed from the point of view of philosophy, pedagogy and psychology. They are widely presented in scientific and pedagogical literature. In the history of science, many different approaches have been presented

in relation to its current state. In the history of science, many different approaches have been presented in relation to its current state. They can be classified on various grounds, such as scientific disciplines, program object, review organization, etc.

The main goal of this article is to analyze the methodological nature of the competency-based approach to the formation of linguistic and didactic competencies and clarify the interaction of this approach with modern methodological approaches in training foreign language teachers in higher education. To solve this problem, based on the definition of the competence-based approach given in the research work of V.I.Baydenko, carried out by scientists of the Commonwealth of Nations, we consider it as a "design method of modeling educational results" [1, p. 66]; I. Ya. Zimnyaya's multi-approach ideas based on education [6, p. 29]; We implement the four-level concepts of methodological analysis by I.V. Blauberg and E.G. Yudin based on research works such as [4]. The above-mentioned authors distinguish the following levels of analysis: philosophical, general scientific, specific scientific and methodical.

In this research work, taking into account the above-mentioned opinions, a systematic approach at the philosophical level, interdisciplinary and activity-based approaches at the general scientific level, person-oriented at the level of a certain subject (methodology of teaching foreign languages), understanding, influence (external expression of feelings), "knowledge, skills and abilities", integrative, situational, contextual, humanistic, informational, ergonomic (convenient) approaches.

Competency-based approach is defined as the determination of the result-oriented goal orientation of education, that is, "the lower level of any hierarchical structural structure is characterized by what determines the upper levels" [6, p. 30]. Thus, a competency-based approach is by definition systematic, interdisciplinary, and activity-based.

There is a certain integrity in the understanding that the system is the main object of management [3]. A system should be understood as an interconnected whole of separate elements that form a new quality with specific characteristics. A system is an integrated set of interconnected bases (initial data), and when one of them changes, the others also change. This means that each system has a number of unique properties that cannot be found in any of its constituent elements. The elements of the system together make up its structure, and their interdependence and interaction are characterized by the integrity of the system.

The elements of the system are shown in:

- 1) the presence of integrative qualities, that is, the (systemic) qualities that each element of the system does not have separately;
- 2) the presence of structural elements - components that make up the system;
- 3) the existence of a structural structure, that is, interactions and relations between individual elements (components, parts);
- 4) it is distinguished by the presence of functional characteristics of the system as a whole and separate elements [3].

In the modern educational environment, the systematic approach is one of the directions of providing pedagogical

processes with a scientific method, developing innovative activities, increasing the efficiency and quality of results, and it is more evident in the process of generalization. A systematic approach helps to consider all objects and phenomena as a system and to identify various types of connections in the object (phenomena), to reveal its integrity, internal connection and directions of the principles of activity.

According to the definition given to the pedagogical system, the pedagogical system is a set of interrelated functional structural components that are subject to the goals of education and training of the growing young generation and adults [7]. Descriptive features of the pedagogical system include: the sum of the elements that make up this pedagogical system; from a systematic description of the existence of interdependence and relationships between system elements; is to ensure functioning as an integral part of the pedagogical system.

The role of the systematic approach in the study of the pedagogical system is highlighted, all possible solutions are sequentially and interdependently ordered, leading to the selection of the best option of the systematic approach.

Describing the competence-based approach as a systematic approach, it is worth noting that it is necessary to create a model for the formation of language-didactic competencies of future foreign language teachers. In the model, it is understood - "an image, drawing, description of the object or their system, which reflects the structure, properties of the studied object and the relationship between them in a simpler, reduced form, determines the process of obtaining information about the object of interest to us" [8, p. 360-361].

"Modeling is a universal method of studying any material and ideal objects, phenomena, processes and systems. A model represents some important features of the original as a system of objects or symbols. It is not a direct result of experience, but a reflection of the phenomenon, the result of an abstract consideration of practical experience. Descriptive and graphical models are used in

scientific research that act as model models or substitute models" [9, p. 90].

The model sample has specific predictive properties, with the help of which it is possible to reflect the desired state of the object under study and ensure its development in the desired direction. The modeling method is very effective for this purpose.

Choosing the process of teaching a foreign language as a subject of modeling, we proceed in our research based on the definition of "organization of the purposeful process of education for the benefit of the individual" defined in the Law "On Education". Participants of the educational process are defined as subjects entering into a special educational relationship. The educational relations that arise in the educational process are organized in a unique way (orderly, interconnected, hierarchically subordinate), which allows to consider the process as systematically organized.

Education is traditionally defined as the image and likeness of the culture that existed in this historical period. At the same time, culture is understood as the behavior and consciousness of people, as well as a system of things and events in the life of society that are repeated during the generational transition [9]. The development of education is determined by the socio-political, economic and cultural conditions of society. The closest connections are the connections between education and culture.

The rapid development of the information society significantly enriched the culture and expanded the boundaries of its application. The production of material values has become a part of culture.

A rapidly developing information society has led to the emergence of practice-oriented education. In such conditions, the following types of education: general, aimed at mastering socio-cultural technologies and personal training, and aimed at mastering functional, production technologies and training employees, are developing step by step. The above-mentioned types of education: general and industrial education were formed at the beginning of the last century. As a result,

production education gradually turned into vocational education.

At the end of the last century, the transition period of the society to the information society began. The rapid development of information technologies, the emergence of multimedia tools that reflect real and unreal reality, the widespread use of psychotechnologies have led to a serious change in culture and the establishment of modern education. Education as a socio-cultural phenomenon becomes a decisive factor of effective interaction with the reality that is new for a person. It can be assumed that general and professional education will be replaced by holistic, integrated person-oriented education aimed at developing a multicultural, multilingual personality.

The basis of this assumption is the following development of modern education:

- each level of education is recognized as a limited component of the continuous education system. This direction is being implemented step by step through the creation of integrated, aggregating educational institutions that combine general secondary schools, vocational schools, vocational colleges, academic lyceums and technical schools, and higher educational institutions; higher educational institutions (different forms of general and further stages of professional education may exist);

- the widespread introduction of information technologies, including multimedia and virtual technologies, into education, and the use of these technologies will significantly change traditional cognitive education;

- computerization and technologyization of education significantly expands the intellectual activity of students;

- there is a tendency to move from a strictly regulated educational organization to flexible, block-modular, contextual education [5].

These forms of education imply a high level of development of educational independence, opportunities for self-understanding and independent learning;

- the relationship between the teacher and the students gradually changes and acquires the

character of cooperation. Both the teacher and the learners become equal subjects of the educational process;

- the step-by-step transition from the continuity of all levels of education to a holistic, jointly integrated education implies joint responsibility for the educational process and result, provides the possibility of self-determination;
- effective competence in decision-making in the field of constant changes. aspects such as social, cultural, educational and professional situations are taken into account.

Education is not stable, unequal system, in which it can be divided into various subsystems depending on various factors of the level of education, the age of pedagogues and their attitude to the state, social and cultural orientations.

Thus, the meaningful factor of education is the development of a person as a person in the educational process. Education as a process is carried out throughout the entire conscious life of a person, changes in terms of educational goals, content and technology.

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