

## CONTENT IN TEACHING FOREIGN LANGUAGES

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***Abstract :** Choosing a suitable content is imperative in teaching foreign language. Knowing what to teach and how to teach helps teachers to focus the themes correctly. Differentiating between “content” and “aim” is important while choosing contents.*

***Key terms:** content, language material, skill, subskill, language units, component, SES.*

The problem of the content components of teaching foreign languages is discussed as one of the important researches. The aim of teaching foreign language is related directly to the content components. Aim determines the content that is if it is convinced that the content is gained during the lessons as well the result of these lessons take to the aim. The practical aim teaching English clarify how to use some particular language materials as well as gaining the experience, but there are some exact limits so as to solve methodological problems. So, the area (topic) of speech is defined. There are three phenomena such as, themes of speech (subjective side of the speech), language skills and subskills and language materials, which play a major role for improving the content of teaching English.

According to Rogova G. : “Content of the ELT or what to teach is one of the main problems the methodology deals with. Content of the ELT has its scientific category, theoretical and practical features, historical sources which always have been in the centre of attention of researchers. Studying the content of education shows that while being researched actively theoretical points content of English language teaching have been explained differently by scholars”<sup>1</sup> While teaching , teachers can face different ideas about what to teach and how to teach which leads to the oppositions of opinions among Methodists. So, what is the content of teaching itself?

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<sup>1</sup> Рогова Г.В. Содержания обучения иностранному языку // Иностранные языки в школе, 1974, № 3; Шатиришвили Ш.А.. Основы содержания обучения иностранным языкам в национальной школе. –Тбилиси: Изд-во Тбилисского ун-та, 1981; Лapidус Б.А. Проблемы содержание обучения языку в языковом вузе. –М.: ВШ, 1986

According to Jamol Jalolov : “The content of teaching is a methodic concept intended to formation of language experience using FL units in the sphere of certain themes.

The content of teaching can be general and special. As it is determined in the State Education Standard (SES) content teaching of a foreign language consists of themes included into curriculum of schools and secondary special schools.

In all types of education the learning material should provide continuity and regularity. In the SES there is instruction what a language user can do in languages at a certain proficiency level.”<sup>2</sup>

The complicated term — “content teaching of a foreign language” is defined differently by researchers and Methodists. They add some other new concepts to the term. Some Methodists recommend language and speech materials separately.

Most Methodists think that educational categories such as knowledge, experience, skills should be added to the content of teaching English too. Thus, there should be a clear demand, which helps to find the opposite sides and unworthy scientific terms, which confuse the methodology, spontaneously. This problem is analyzed as follows: it can be easily proved that text cannot be added to the content of teaching. When you hear about themes of speech, remember that, the content of it should be taken into account. The theme is general determination for getting information. It can be seen that the news can be expressed or received in the text. This means, information is the content of the text, while the text describes the theme. Theme is the cause and text is the result, in its turn text is the cause and information is the result. Theme is considered one of the inseparable parts the content of teaching.<sup>3</sup>

What to teach or the content of foreign language teaching is one of the main problems the Methods deals with.

Astghik Virabyan and Hasmik Soghomonyan mentioned in their article that the following component constitute the content of foreign language teaching in schools Instruction in a foreign language comprises like instruction in other school subjects (a) the imparting of knowledge, (b) the formation of habits, and (c) the development skills.

1. The first component of “what to teach” (content) is habits and skills which pupils should acquire while learning a foreign language. Habits are series of

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<sup>2</sup> J.Jalolov . English language teaching methodology(theory and practice) . Tashkent ,2004.

<sup>3</sup> J.Jalolov . English language teaching methodology(theory and practice) . Tashkent ,2004.

connected acts which have become automatic or semi - automatic as the result of repetitions. Skills - are combination of specific useful habits, serving a definite purpose and requiring the application of definite knowledge. The four basic skills to be acquired as the result of the study of a foreign language they are the ability to understand the language when heard, to speak it, to read it, and to write it. In other words they are hearing (language comprehension), speaking, reading, and writing. The level of habits and skills is determined by the syllabus for each form.

2. The second component of “what to teach” is a linguistic one. It includes on the one hand ,language material, such as sentence patterns, utterance - patterns, pattern-dialogues, text different in style arranged in topic and serving as starting points for the development of oral language and written language, which allows the principle of a differential approach in foreign language teaching-each activity requires special attention on the part of the teacher.<sup>4</sup>

Knowing how to choose an appropriate content for every lesson is a challenging task. Botirova S. states in her article that every ESP course is aimed at satisfying learners’ real-world professional demands and the material, we use, should be based on specific situations, which the learner will be involve in. The starting point of the ESP content selection should be the detailed analysis which will allow to find out gaps in relevant areas, set the required level of knowledge and define the means to achieve it. One of the main assumptions of ESP teaching is to give such materials, which should enable learners to acquire such language skills they will need in typical situations they meet in their professional life .<sup>5</sup>

Another debatable concept of methodic is the explanation of terms —knowledge, experience and skill. These terms came into content teaching of a foreign language by accident which are considered stable and substantiated terms in educational system. A foreign language is activity teaching subject that’s why to consider knowledge as the part content of teaching may be wrong. Knowledge is absorbed in speech skills. That is why knowledge is not expressed in the English language, teacher does not conduct a lecture about it and exercises are not conducted. Maybe socio-cultural knowledge - traditions and customs is given but as information source not as knowledge. The assimilation and checking of it happens in experience. Including of skills and experience in content of teaching is

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<sup>4</sup> Astghik Virabyan and Hasmik Soghomonyan. Aims, content and principles of foreign language. YEREVAN SECONDARY SCHOOL #55 AFTER CHECKHOV. 2016

<sup>5</sup> Botirova S.Zh. Problems of content selection in ESP (English for Special Purposes) Teaching and their solutions. ВЕСТНИК НАУКИ И ОБРАЗОВАНИЯ № 5(59). Часть 1. 2019.

recognized by all Methodists. The skill is a step for experience and thus experience is considered the final.<sup>6</sup>

After considering the scientific – methodic ideas, it should be clear that the content of teaching the English language includes —”themes of speech” , “language skills” and “language materials “ . So content of teaching consists of three methodic concepts, which find their realization in the FL coursebooks and teaching process. The students acquire the language and speech material through a certain algorithms of operations and actions.

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<sup>6</sup> .Jalolov . English language teaching methodology(theory and practice) . Tashkent ,2004