

LINGUODIDACTIC ISSUES OF FOREIGN LANGUAGE TEACHING IN THE SYSTEM OF CONTINUOUS EDUCATION (GENERAL EDUCATION SCHOOLS, ACADEMIC LYCEUMS AND VOCATIONAL SCHOOLS)

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Abstract

This article examines the role of foreign language teaching within the system of continuous education and highlights its strategic importance in the modern globalized world. The study analyzes the theoretical foundations of linguodidactics, including communicative competence, intercultural communication, and learner-centered approaches. Special attention is given to the stages of foreign language education in Uzbekistan, where language proficiency is developed progressively from schools to higher education according to CEFR standards. The article also discusses modern teaching methods such as CLIL and ESP, as well as innovative technologies, digital platforms, and artificial intelligence in language learning. Furthermore, it identifies existing linguodidactic challenges and proposes innovative solutions aimed at improving the quality and effectiveness of foreign language education.

Keywords: continuous education, foreign language teaching, linguodidactics, communicative competence, CEFR, CLIL, ESP, digital learning, artificial intelligence, innovative technologies.

Introduction

Continuous education is a system that ensures a person's lifelong learning, which begins with preschool education and continues organically to higher and subsequent levels. In this system, foreign language teaching is distinguished by its strategic importance. Because in the modern globalized world, a foreign language is not only a means of communication, but also the main means of obtaining information, science, technology, and intercultural communication.

In the educational reforms being implemented in the Republic of Uzbekistan, special attention is paid to the formation of foreign language competence in the system of continuous education. For example, a phased planning competency model has been implemented to bring the level to B1 in schools, B2 in academic lyceums, and C1 in higher education. This situation leads to the interpretation of the process of language learning not only as a specific science, but also as a necessary tool for the professional and social success of the individual.



Also, within the framework of continuous education, teaching methods, assessment criteria, and teaching aids should be harmonized. Each stage of language learning requires a strategic approach aimed at deepening and developing previously acquired competencies. This requires a well-thought-out system of linguodidactic principles.

The system of continuous education today is considered as a system that serves to improve skills and knowledge throughout a person's life, adapted to modern needs. In such a system, the process of learning a foreign language is of strategic importance, which is considered not only as a means of communication, but also as a means of expanding opportunities for international cooperation, professional success, personal development, and access to information. The educational policy of Uzbekistan is based on the principle of continuous teaching of foreign languages. The goal is to bring the level to B1 in schools, B2 in lyceums, and C1 in higher education, and each of these stages must be interconnected. At each stage, the student acquires new competencies based on previous knowledge. Therefore, at each stage, methodological approaches and evaluation criteria must be harmonious. Language teaching is considered here not as a separate subject, but as the key to professional training and life success.

Linguodidactics is a science that studies the process of learning and teaching a foreign language on a scientific basis. This field is formed at the intersection of linguistics and pedagogy, and its main task is to ensure the effective organization of language teaching. The theoretical basis of linguodidactics is the concept of language competence, which, in turn, includes such elements as communicativeness, intercultural understanding, and the ability to use language in social activity. Modern methods such as a personality-oriented approach to language learning, cultural context-based learning, integrated learning, and CLIL are at the center of today's linguodidactic concept. In addition, the theory of the zone of proximal development, developed by Lev Vygotsky, the idea of universal grammar by Noam Chomsky, and the influential concepts of "input hypothesis" and "affective filter" by Stephen Krache serve as the theoretical basis for linguodidactic approaches.

In the context of Uzbekistan, linguodidactic activity is carried out in two directions: on the one hand, the development of local approaches, taking into account the peculiarities of the national language and culture, and on the other hand, increasing the quality and competitiveness of education by adapting it to international standards (for example, the CEFR - Common European Framework of Reference for Languages). From this point of view, it is necessary to develop and apply didactic models corresponding to each stage of education: basic language skills in general education schools, theoretical and analytical language activities in academic lyceums, and professionally oriented language (ESP - English for Specific Purposes) in vocational schools. Such an approach ensures not only the continuity of knowledge, but also its adaptability to practice.

Teaching a foreign language in general education schools is of great importance as a stage where students enter the world of language for the first time. At this stage, one of the priority tasks is the formation of students' motivation for language, the gradual acquisition of basic communicative skills, and most importantly, the formation of readiness to use the language in everyday life. The curricula are usually focused on CEFR levels A1 and A2, where students acquire basic competencies in four main types of speech - listening, speaking, reading, and



writing. The methods used at this stage are usually based on visual materials, game activities, dramatization, and active communication, and are selected taking into account the age, psychological characteristics, and emotional needs of the children. An important issue at this stage is the teaching of language not through theoretical concepts, but on the basis of real communication situations. It is this approach that awakens a natural interest in language learning and reveals its vital meaning.

The approach to teaching foreign languages in academic lyceums and vocational schools differs significantly from that in general education schools. The content of education in academic lyceums has a more academic and scientific orientation and is aimed at preparing students for higher education. At this stage, students are expected to reach the B1-B2 level, and in-depth approaches such as stylistic differences, text analysis, argumentative writing, and oratory are used in language teaching. In the lessons, independent thinking and academic competencies are formed through writing scientific articles, essays, and oral presentations. For such complex language activities, the CLIL (Content and Language Integrated Learning) approach is particularly effective, allowing language instruction in conjunction with subjects such as biology, history, and sociology. In vocational schools, however, the approach is entirely practical. At this stage, the foreign language is directly related to professional activity and is built on the principles of ESP (English for Specific Purposes). Students will be taught a special language corresponding to their fields - technology, medicine, tourism, economics, and others. The taught vocabulary and grammar are given on the basis of texts used in a real professional context, as a result of which the language is formed not only as knowledge, but also as a tool of labor.

At the same time, there are also linguodidactic problems in this system, the solution of which can be found in innovative approaches. The main problems are low student motivation, uneven training of teachers, and a lack of modern educational resources and technologies. In some cases, students' results in the CEFR level do not correspond to real practical language knowledge. This is due to the lack of a well-established system of testing and assessment, the obsolescence of methodological approaches. From this point of view, it is possible to increase the effectiveness of language teaching through innovative technologies, in particular, digital platforms (Quizlet, Duolingo, Google Classroom, Moodle), artificial intelligence-based learning systems, and gamified (based on game elements) methods. Moreover, granting freedom to education through distance and hybrid learning formats allows the student to become an interactive participant.

Another effective approach is to stimulate the teacher's reflexive activity, that is, to create opportunities for professional growth based on methodological analysis, portfolios, peer-reviews, and mentoring. It is with such innovative actions that existing disproportions in the linguodidactic system can be gradually eliminated, and the quality of education can be consistently improved. As a result, each stage on the way to learning a foreign language has a solid scientific and practical basis and is formed in connection with the vital needs of the student and the demands of the labor market.



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