



THE CONTENT OF TEACHING FOREIGN LANGUAGES

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Received: August 11 th 2021 Accepted: September 20 th 2021 Published: October 25 th 2021	The article discusses the content of teaching foreign languages. The tasks of teaching foreign languages are analyzed.
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INTRODUCTION

The study of foreign languages in modern society is becoming an integral part of the professional training of specialists of a very different profile and on the quality of their language training in many respects successful solution of issues of professional growth depends and expansion of contacts with foreign partners. Therefore, the school is designed to provide a certain level of proficiency in a foreign language that could allow it to continue study during the period of university and postgraduate education, as well as on one's own. The success of training largely depends on the method of work foreign language teacher, from his ability to use various modern methods in the context of solving specific educational tasks.

MATERIAL AND METHODS

The content of teaching foreign languages is understood as a category, the pedagogically interpreting goal of teaching foreign languages. Since the goal is a multidimensional education, then content cannot be one-component. Modern researchers consider the content of training as a constantly evolving category and singled out in it as a subject (including spheres and situations of communication; topics, texts; communication goals and intentions; regional knowledge, linguistic and regional knowledge; language material) aspect, and procedural (contains skills and skills of foreign language oral and written communication).

RESULTS

The goals of teaching a foreign language are an important methodological category. The starting point in determining the strategic goal learning is the social order of society in relation to the younger generation. In particular, foreign language education in throughout almost the entire twentieth century was a quality possession of the subject. Then there was a turn from grammatical translations methods for the problem of practical mastering of a foreign language, but the very concept of "practical knowledge of a

foreign language" was clarified and was specified depending on the level of development of the methodology and related with it, the objectives of teaching the subject were understood:

- mastering speech within a certain framework;
- the formation of skills and abilities to understand the thoughts of other people and expressing your thoughts (verbally and in writing);
- development of speech skills in all types of speech activity;
- learning to communicate on the FL in the unity of all its functions: cognitive, regulatory, value-orientational, etiquette.

Such dynamics in the development of the interpretation of the goal of learning a foreign language language reflects the essence of the development of methodology as a science and related to it fourteen areas of scientific knowledge.

DISCUSSION

Unified point of view on the problem of goal setting not among the Methodists. So, K.Ushinsky believed that the main goal there should be an acquaintance with literature, then - mental gymnastics, and if possible, then practical language skills. The point of view of L.V.Scherba on the problem of learning goals of learning language is as follows: to construct methods of teaching foreign languages, it is important to understand those practical tasks that can be set before us by life in areas of knowledge of these languages, and different types of this knowledge. Within the scope of these tasks includes:

1. Ability to read correctly, if necessary, and understand when help dictionary titles of books, addresses on envelopes, parcels, text waybills, etc. This is necessary for certain categories of library employees, for employees of communications, transport, for qualified workers of different industries.

2. Ability to express your desire and ask the simplest questions (possibly with minor inaccuracies), understand the answers to similar questions. Such a skill could be called a "tourist language", if the scope



of its application was not actually much wider. At traveling abroad, this skill should be combined with the ability to read and navigate in all the inscriptions, as well as, if possible, in newspaper headings.

3. Ability to accurately understand any non-fiction text, any difficulties, leaving only unimportant words incomprehensible and only occasionally using a dictionary. This skill is necessary for scientists, engineers, students, all those who need to monitor foreign literature in one area or another.

4. Ability to maintain a conversation on any topic, while doing small mistakes, however, the speech is quite understandable both from the point of view phonetics, and in terms of vocabulary and grammar. This skill necessary for people who are forced to lead more or less responsible conversations with foreigners. Such skill is enough only if these persons are not required to speak in public.

5. Ability to competently write scientific and technical articles, business papers and letters may be needed by the previous category of persons.

6. Ability to freely and subtly understand the most difficult texts, between other, artistic, newspaper and all sorts of others. It is necessary writers, critics, literary scholars, publicists, political figures and, above all, teachers of foreign languages and translators.

7. Ability to write well critical documents, literary articles, etc. essential for diplomats and speakers in press.

CONCLUSIONS

This classification does not claim absolute accuracy. That typology presented in it, however, in general, shows with sufficient clarity that knowledge of the language can be very differentiated according to practical needs.

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The main goal of learning FL at the threshold level is called the formation of communicative competence, i.e. here the authors are no longer differentiate goals into general educational, practical, educational and developmental.

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