

## GOAL-SETTING AS BASIC COMPONENT OF LINGUO-DIDACTIC COMPETENCE IN TEACHING TEXTS BASED ON LINGUOCULTUROLOGY

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### Abstract

Is distinctive feature of teaching a foreign language for the professional purposes lies in closer interaction with problems of the professionally focused communication in this province.

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Modern society advances special claims to the higher education system.

It assumes not only the transfer of a certain knowledge, skills and experience from teacher to student, but also formation of the special type personality which is capable and ready to solve any professional problems, including non-standard, unforeseen, demanding creative approach. Modern expert has to be flexible, mobile, easily adaptive in constantly changing conditions of professional activity and labor market on the whole, opened to the transformations and innovations occurring in the modern world, capable to get on to the new ideas and technologies. First of all, such personality has to be ready for the constant self education. Modern society calls for the experts who are capable to solve professional problems in changeable conditions of the modern world and it causes the necessity of essential changes in education – starting from the setup of the new goals, transformation of the structure, introduction of innovations at the most various levels, and up to the development of essentially new technologies and methods of training and control (Ivanov, Mitrofanova & Sokolova, 2005)<sup>1</sup>. Creation of the open educational system capable to be integrated into world educational space becomes one of the priority directions of higher education system. So the approach which realizes by itself fully linguo-didactic integrity and conceptuality of the fundamental principles and methods of training and education including valuable and orientation, integrative, information and estimated and regulatory and technological functions of linguo-didactic as science, is relevant in space of foreign-language education. It is possible to prove it, having shown this statement as follows:

- As we deal with training, it is considerably didactics;
- Teaching is impossible out of education; in this case the specialist is also a professional pedagogics;
- As it is about formation of professional abilities — foreign-language professional communicative

<sup>1</sup> Sokova, H. & Gez, N. (2005) Theory of training in foreign languages: linguo-didactic and technique. Moscow: Academia.

competence of the expert, it both professional psychology, and psycholinguistics;

- As we train in language, the professional linguo-didactics has a direct bearing on linguistics;
- In training in foreign languages communication process takes place, so the professional linguo-didactics is connected also with the theory of communication which includes professional, business and cross-cultural communication;
- The professional linguo-didactics is aimed at foreign-language professionalizing which is impossible without appeal to a special subject, expansion of knowledge of which happens means of a foreign language.

Thus, process of training of professional communication it is extraordinary multivariate, being synthesized and refracting through specifics of an object, it creates a basis of the new scientific discipline arising on a joint of above-mentioned sciences — a professional linguo-didactics. The professional linguo-didactics as multilateral special discipline researches the strategy of formation of professional competence of the expert in the course of training in a foreign language. The problem of improvement of training quality of the foreign language teacher attracts constant interest of scientists. As a result of intensive scientific linguo-didactic searches was created the complete training system for future foreign language teachers: on the whole, purposes, tasks and content of training were defined, and the principles, methods and methods of their professional formation were developed.

However, as the analysis of literature shows, the urgent tendencies are not reflected in all their completeness in the available researches, connected to the integration of scientific knowledge and subject experience at vocational training of the foreign language teacher. The most attractive to researchers are questions of methodical training of future foreign languages teachers – formation of methodical competence. The aspects concerning essence, specifics of linguo-didactic competence of professionals are only in the beginning of the consideration. Examination of works of the scientists who investigate linguo-didactic competence reveals existence of essential disagreements in understanding of the purposes and problems of linguo didactic training of the foreign language teacher<sup>2</sup>. Moreover, these researches are conducted in relation to traditional single level system of professional language education. When we appeal to the literature devoted to linguo-didactic competence of the foreign language teacher, it shows that there is a number of versatile approaches to an interpretation of its essence. In line with current trends of linguistic-pedagogical education lies the approach. According to opinion of these scientists, linguo-didactic competence has cross-disciplinary essence is formed at future foreign language teacher within a wide range of subject matters. It incorporates methodical competence which has subject-oriented character. In the maintenance of linguodidactic competence interpret tendencies of subject character which are urgent today in professional education which reference points serve constant self-education and self development, professional mobility, autonomy, creative identity. In terms of the revealed features and specifics of the teacher training, we define linguo-didactic competence as the key component of professional competence integrating scientific knowledge and subject experience of the graduate and his qualification, and which is shown in the readiness created at basic level to carry out development of foreign-language communicative competence at students of the main comprehensive school.

It is the analysis of the concept "linguo-didactic competence", consideration of its main structural components and exarticulation of a goal-setting as basic element of linguo-didactic competence in conditions of a foreign language acquisition for the professional purposes in the higher school<sup>3</sup>. Problems of development of competence-based approach in the higher education are examined by both

<sup>2</sup> Horeshman, V. (2011) Motivation as factor of development of subject competences of students. News of SFU. Technical science 10 (123): 151-157.

<sup>3</sup> Lindholm-Leary, K. (2001) Theoretical and conceptual foundations for dual language education programs. Clevedon: Multilingual Matters Ltd.

foreign and domestic scientists. In the field of foreign-language education invariable interest is attracted by problems of formation of communicative competence, one of the burning questions for consideration is a problem of sociocultural and cross cultural competence of cross-cultural communication;

Distinctive feature of teaching a foreign language for the professional purposes lies in closer interaction with problems of the professionally focused communication in this province: speaker expresses concepts and carries out communicative functions, trying to obtain efficiency of professional communication as which the certain impact on the listener is understood answering the pragmatic purposes of participants of the act of communication. The goal-setting in foreign languages teaching submits to property of hierarchy inherent in pedagogical system: to the social order to requirements of labor market, educational purposes of educational institution, private purposes and needs of educational process subjects. Development, a concrete definition and detailed elaboration of the purposes of study course submits to deductive logic – from the general to the particular. The more particularly the purposes are expressed, the more particularly they are capable to have influence on improvement of their realization process. Therefore it is necessary to resort to a bigger categorization of the purposes for effective training in a foreign language, meaning the rational strategy of foreign language and culture acquisition. The concrete definition of the pedagogical purposes assumes their transformation into system of pedagogical and educational tasks which is understood as an achievable in these conditions result embodied in a concrete task while the purpose is a perspective long-term result. When teaching a foreign language we consider forming of linguo-didactic competence as a main goal of pedagogical and educational activity. Linguo-didactic competence is multidimensional and formed on the basis of development of a number of subcompetences. Therefore, in re to main goal of teaching a foreign language their formation is considered as achievement of the private purposes and tasks. Achievement of goals depends on how it was set, how the private purposes and tasks at various grade levels are being formulated. Many scientists pay to technology of goal-setting, features of detailed elaboration of the purposes and problems of training in various disciplines attention including a foreign language. As a rule, two types of the purpose are allocated: the main goal – a projection of future result / the anticipated result and the purpose subordinated to the main goal – a local goal/task. On the analysis of different types of activity V. Shadrikov allocates the purpose image – immediately leading and regulating activity on all its extent and the purpose task – the regulating activity through a resulting effect which acts in the form of a task (Shadrikov, 2006)<sup>4</sup>. Any task as the purpose given in specific conditions has a complex structure. In practice of teaching foreign languages it includes:

- ✓ The formulation of the purpose - a task, the instruction specifying what to do and for what;
- ✓ A subject with which it is necessary to carry out an action.

As in the goal the result is necessary to be perfect, and the subject of a goal-setting, choosing the direction of the actions and means, connects realization of the purpose both with the requirements, and with consequences of the choice that is subjective, existence of a standard should not be perceived as dogma as specifics of the purpose consist that it cannot be reached completely – everyone will have the result. It is also connected with uncertainty and dynamism of educational reality. Therefore in situations when the teacher aspires to an extremity (success) of educational process and absolute achievement of the pedagogical goals, efficiency of quality of education decreases. It is especially important to consider incompleteness of the pedagogical goals when forming linguo-didactic competence which constantly develops. 5. Conclusion According to the concept of modernization of the education development of the general and subject disciplinary educational programs based on competences represents now a difficult, multidimensional and extremely urgent problem of modern pedagogics. In many respects it is connected with realization of improvement tasks of higher education quality developed educational by communities and by the psychology and pedagogical science and practice. The modern changes of an educational paradigm happening the higher school system affect as fundamental conceptual theoretic-

<sup>4</sup> Gurje, L. (2006) Integrative bases of innovative educational process at the higher school. Moscow: VINITI.

methodological provisions, and make new demands to identification, selection and development of the conceptual approaches developing a professional linguo-didactic. This is allowed to come to the theoretical conclusions, important for the process of linguo-pedagogical education, which can be the basis for further studying of a problem of linguo-didactic teaching of the pedagogical education bachelor. The questions considered give a general idea about approaches to linguo-didactic model of competences and define the direction of the subsequent theoretical development of contents and teaching technologies of future foreign language teachers.

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