

## Main Features and Technology of a Foreign Language Lesson

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### ABSTRACT

The article considers about main features and technology of a foreign language lesson. It says the content of a foreign language lesson in terms of oral speech development is determined by precisely selected situations in accordance with the objectives of the lesson and the characteristics of the students, and, of course, the language and speech material in this case becomes motivated, and its application becomes natural. Requirements for the content of the lesson require awareness of the material and actions with it, so that students see the meaning in completing tasks in the language being studied.

**KEYWORDS:** *foreign language lesson, relative completeness, learning process, speech-oriented tasks, situational learning, methodological description, speech actions.*

A lesson is the main organizational form of learning, the smallest unit of the learning process. A lesson is the main link in the learning process, at which the solution of specific practical, educational, educational and developmental tasks is carried out, ensuring the achievement of final goals. Both the learning process as a whole and didactic cycles and blocks are implemented using a lesson as a unit of the learning process. This means that a foreign language lesson as a unit necessarily embodies the basic qualities and properties of the whole, i.e. course of study. Both the process of teaching a foreign language as a whole and an individual lesson are distinguished by expediency and relative completeness. The integrity of a particular lesson is ensured by the totality of its parts, links, stages, which are necessarily connected by a "single axis", "single core", "common outline" and a place in the system of lessons, which also has a semantic, thematic core, a developing plot, in the context of which the educational material assimilated and applied.

The peculiarity of a foreign language lesson is that it is not an independent unit of the educational process, but a link in a chain of lessons. In this cycle of lessons, the dynamics of the educational process are carried out: what was the goal of the previous lesson becomes a means of the subsequent one, which determines the close relationship of the lessons and ensures progressive movement towards the final educational goals [1].

A foreign language lesson has its own specifics, which determined by the very content of the subject, practical the focus of learning and the fact that a foreign language acts not only as a goal, but also as a means of learning.

The requirements for a modern foreign language lesson are communication, individualization of the learning process, speech-oriented tasks, situational learning, and novelty.

The basis for constructing a lesson is a set of scientific provisions that determine its features, structure, logic and

methods of work. This collection is called *methodological content of the lesson*.

*Communication skills.* If it is necessary to teach a person to communicate in a foreign language, then this must be taught in the conditions of communication. This means that learning should be organized so that it is similar to the process of communication (communication). Only in this case will it be possible to transfer the developed skills and abilities: the student will be able to act in real conditions.

*Personalization.* Each of us has encountered this phenomenon: some event excites a person, pushes him to act verbally, encourages him to express his opinion, but leaves another indifferent. Or: one person reads adventure literature all his life and watches only detective and entertainment films, another is inclined to historical novels or love lyrics. This happens because every person is an individual with all its inherent characteristics. In the process of learning speech activity, personal individualization acquires extreme significance, because there is no faceless speech, speech is always individual. It is closely connected with consciousness, with all mental spheres of a person as an individual. It is impossible to effectively teach speech activity without addressing the individuality of the student. Consequently, the teacher needs to study the students in the class, their interests, characters, relationships, life experiences, motivational sphere and much more, bringing all the data into a special chart-table - a methodological description of the class, which is used in preparing and conducting the lesson.

The difficulty is that this knowledge must be used to determine the content of the exercises and their organization. Not only the content of learning, but also the same techniques and methods influence students differently depending on their individual characteristics.

For example, pair work will not have any effect if the "interlocutors" of this pair do not like each other; it is pointless to offer the class a task - to ask questions to a student if his speech status in the team is low; You should not push a phlegmatic person or offer an individual task to someone who is sociable by nature and loves conversation in a group. It is convenient to assign individual tasks at home. In this case, there is a combination of individual and group learning: the student tells in class what he has learned at home. Since his comrades are not familiar with the content of his story, it is interesting to both them and the narrator.

This type of work is also used as speech exercises in the classroom. All students take turns preparing stories about what they are interested in. Wide scope for individualization opens up when learning to read. Here, as with teaching speaking, it is necessary to have additional handouts. But no matter how motivated the student is and no matter how much he wants to speak out, read something, i.e. to complete

a task, he must first of all know how this or that task is performed and be able to perform it. For this purpose, communicative learning provides for the so-called subjective individualization. It lies in the fact that from the very first days students must be taught to perform different types of tasks, taught to learn. The better the student completes the tasks, the more successfully he will master the material, the faster he will achieve the goal.

*Speech orientation.* Speech orientation, first, means the practical orientation of the lesson, as well as learning in general.

It is generally accepted that it is impossible, for example, to learn to read by learning only the rules of reading and learning words, or to speak by learning only the rules of grammar. Almost all of the lesson time should be devoted to practical speech activity. Each lesson should solve some specific practical problems and bring the student closer to his goal; not only the teacher, but also the students need to know what speech skill or ability they will master by the end of the lesson. Speech orientation also means the speech nature of all exercises. Student's employment practical speech actions does not yet provide effective learning, because learning speech activities is possible only through actions of a speech nature. Speech orientation also presupposes the motivation of the statement. A person always speaks not only purposefully, but also motivated, i.e. for the sake of something, for some reason.

Unfortunately, student's statements in a foreign language lesson are not always motivated. For example, when a student describes the weather, he is motivated only by the task of describing, but by the reluctance to warn the interlocutor so that he does not get wet in the rain. Of course, natural motivation in the educational process is not always fully achievable: many students do not have an immediate need to know a foreign language and communicate in it. But there is always the possibility of causing this need indirectly. The speech orientation of a foreign language lesson also presupposes the speech (communicative) value of phrases. You should avoid using phrases in a foreign language lesson that are never heard in real communication.

*Situational.* The situational nature of teaching a foreign language requires that everything said in the lesson somehow relate to the interlocutors - a student and a teacher, a student and another student, and their relationships.

Situationalism is the correlation of phrases with the relationships in which the interlocutors find themselves. Situation is a condition vital for learning to speak. The situation is an incentive to speak. Indeed, the situation is a system of relationships between interlocutors, and not the objects surrounding them. It is the relationship between the interlocutors that prompts them to certain speech actions, gives rise to the need to convince or refute, ask for something or complain. And the wider and deeper these relationships, the easier it is to communicate, because behind speech there is a large context - the context of joint activity. The essence of situationally shows that its implementation is unthinkable without personal individualization, since the creation of situations in the lesson as a system of relationships is possible only with a good knowledge of potential interlocutors, their personal experience, context of activity, interests, feelings and status of their personality in the class team.

Therefore, situationally as a component of the methodological content of the lesson determines the following provisions:

- a communication situation in a lesson can only be created if it is based on the relationship between the interlocutors (students and teacher);
- every phrase spoken in class should be situational, i.e. relate to the relationships of the interlocutors;
- situationally is a necessary condition not only for development of speech skills, but also in the process of skills formation, i.e. in preparatory exercises (lexical and grammatical).

*Novelty.* It is impossible to master a foreign language only through intensive memorization, because, firstly, it is ineffective: you can learn a lot of dialogues and texts and not be able to speak a foreign language, and secondly, it is not interesting. There is another way - involuntary memorization. This path requires such an organization of work in which the material to be memorized is included in the activity and contributes to the achievement of the goal of this activity. In this case, the student does not receive direct instructions on how to memorize this or that material. Memorization is a by-product of activity with material (words, text, dialogue, etc.).

When learning to speak a foreign language, the principle of novelty presupposes the constant variability of speech situations, which is necessary in order to prepare the student to "meet" any new situation, and not just the one encountered in the lesson. This skill is achieved by constantly varying speech situations, by replacing each time a new component in a speech situation: a speech task, an interlocutor, the number of interlocutors, the relationships of the interlocutors, an event that changes these relationships, characteristics of the interlocutor or some object, the subject of discussion and so on. All this is necessary in order to teach communication in adequate conditions. Communication itself is precisely characterized by a constant change of all of these components, in other words, true communication is always heuristic. The communication heuristic is as follows:

- heuristics of speech tasks (functions). She is understood as situationally determined possibility of their various combinations. So the interlocutors can react to a "request" in the following way: request - promise, counter-request, questioning, refusal, request-clarification, advice;
- heuristic nature of the subject of communication. Communication can concern one or several subjects at once, with the leading role of one of them. In communication, speech constantly moves from one subject to another: sometimes to a close subject related to the previous one, sometimes to one that has nothing in common with the previous one;
- heuristic form of statement. This property is manifested in the fact that people do not communicate using memorized, ready-made statements, but each time they create new ones that correspond to the given situation;
- heuristics of the speech partner. Any communication from the point of view of initiative can proceed in different ways: when the initiative is in the hands of one interlocutor or when the initiative is in two of them.

Summarizing the above, we can say that heuristics permeate the entire communication process. Therefore, communication needs to be taught on a heuristic basis. Novelty as a component of the methodological content of a foreign language lesson is one of the main factors ensuring the interest of students. Here we mean the novelty of the content of educational materials, the novelty of the lesson form (lesson-excursion, lesson-press conference), the novelty of the types of work - in other words, the constant (within reasonable limits) novelty of all elements of the educational process.

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