

**MODERN REQUIRMENTS FOR THE DEVELOPMENT OF LINGUISTIC
COMPETENCE OF STUDENTS IN ENGLISH LESSONS***Mamaziyoyeva Orzixon Odiljon kizi**Independent researcher at Termez University of Economics and Service*

Annotation: This article reflects on educational goals for upperclassmen through the subject of English, such as not only knowledge, language skills, free communication, but also goals based on the development of upbringing and various abilities of upperclassmen by teaching English.

Keywords: education, upbringing, general education goal, educational goal, developing goal

English, which is included in the curriculum of upper grades, like other subjects, contributes to the education and upbringing of students and to their all-round development. Behind every subject included in the curriculum lies not only the goal of imparting knowledge and education, but also the aim of instilling values, culture, and the comprehensive development of the child. Educating a well-rounded future generation is our top priority.

Before discussing the general educational purpose of English, it is appropriate to briefly touch upon some views and considerations about the interpretation of this goal in didactics.

In pedagogy, education as a type of cognitive activity is interpreted as follows: (a) the formation of specific knowledge, skills, and competencies in students; (b) the development of certain thoughts, worldviews, and beliefs in them; (c) ensuring that students grow into educated, well-mannered, cultured, and well-rounded individuals; (d) the development of abilities related to a specific profession [3].

Many studies have expressed valuable opinions about the general educational purpose of foreign language subjects. When upper-grade students study English for general educational purposes, they acquire two types of skills: (1) new knowledge and information about the language, and (2) life and developmental skills gained through the language.

The first type is aimed at acquiring information about the language itself and includes rules and concepts related to explaining English materials (such as vocabulary, grammar, and pronunciation). The linguistic units and new phenomena used in learning English are interesting for students and enrich their language experience.

The second type of information serves to develop students' life and developmental skills. For example, if we look at the topics in the 11th-grade school textbook such as "Making Plans," "The World of Work," and "Take Care of Yourself," students acquire skills related to professions, how to make plans, or how to take care of themselves [4].

The general educational aim of English is realized through the practical acquisition of the language. Practical knowledge is also considered the main path for instilling education and moral values.

Upbringing is a social phenomenon that emerged at the dawn of human society and has been serving the interests of humanity ever since. At the same time, upbringing is a means of ensuring continuity between generations. Each era has its own specific educational methods and tools.

The educational goal is expressed through the moral-educational significance of the English subject. As upper-grade students acquire knowledge, skills, and competencies in English, they also develop values such as a love for work, respect for workers, pride in their homeland,

friendship, and camaraderie. Additionally, the subject aims to instill moral, aesthetic, and international values.

The role of the developmental goal in the process of learning English is of paramount importance. In today's globalized world, knowing a foreign language is not only a means of communication but also a significant factor in personal and intellectual growth. Therefore, English language lessons should not only focus on teaching language structures but also on developing students' thinking skills, promoting independent learning, and enhancing their ability to analyze and draw conclusions.

Research indicates that the developmental goal fosters logical thinking, observation, comparison, and generalization skills among learners, thereby expanding their intellectual capacity. Through analyzing linguistic materials and understanding them in context, students broaden their worldview and develop critical and creative thinking abilities.

Moreover, the inclusion of emotional and aesthetic elements in language lessons contributes to a positive attitude toward the subject. The ability to express and understand emotions, communicate effectively, and listen attentively to others are all integral parts of language learning. The developmental goal supports the formation of empathy, intercultural communication skills, and social adaptability in students.

Additionally, it strengthens learners' internal motivation, encouraging them to seek knowledge and engage actively in the learning process. As a result, students gain confidence in their own knowledge and skills, which positively influences not only their language acquisition but also their performance in other academic subjects.

In conclusion, setting the right developmental goals and effectively integrating them into English teaching practices enables the holistic development of learners—intellectually, emotionally, and socially. This aligns with the fundamental objective of modern education: to foster the comprehensive growth of an individual.

A well-rounded person is patriotic, people-oriented, spiritually rich, morally pure, tolerant, and filled with goodness, diligence, honesty, and Eastern sensibility. Such a person is also familiar with their history and national values, and holds them in high esteem. Furthermore, this person is aware of the most advanced achievements of global science and is equipped with universal ideas from world culture. Teaching English plays a significant role in nurturing such individuals.

This goal is mainly achieved through two means in foreign language material. First, the learner is directly educated during the learning process (e.g., greetings, farewells, expressing attitudes toward the environment in the target language). Second, the content of the materials that are listened to, spoken, read, and written in English contains moral and educational elements that guide learners toward enlightenment and satisfy their spiritual needs [2].

In addition, the educational goal in teaching English is also realized by learning about the culture of speech, ethics, and lifestyle of the people whose language is being studied.

In upper-grade English education, due attention is given to students' upbringing. By achieving the above goals, the personality and professional competencies of future young specialists are formed, and thus the developmental objective is attained.

The developmental objective in English language learning is defined by the broadening of students' worldview throughout the learning process. Studying English enhances students' logical thinking (reasoning, comprehension, analysis, synthesis) and develops their ability to work independently. This objective manifests in learners' skills of analyzing language materials, synthesizing information, drawing conclusions, and independently understanding

word meanings. Therefore, in English language teaching, the first aim of the developmental objective is to raise the intellectual level of students, promote their cognitive development, enrich the content of their thinking, and help them grow mentally.

The second aim is to cultivate students' emotional intelligence through English learning, enabling them to perceive and understand external stimuli via sensory channels and cognitive analysis. Thirdly, the developmental goal requires the strengthening of learners' internal motivation and desire for active participation and learning.

In conclusion, the ideas to be presented further in this research pertain to the interconnection of teaching objectives. In the field of foreign language education, the unity of instruction and upbringing is considered one of the key pedagogical principles. Through the process of education and moral development, students' consciousness is shaped, their emotions and feelings are developed, and behavioral habits necessary for social life are formed.

Ensuring the unity of education and upbringing largely depends on organizing the process correctly and effectively utilizing various teaching methods. To achieve this unity, it is particularly important to:

- a) structure the educational content scientifically and ideologically;
- b) make full use of opportunities to reveal both the educational and moral value of the studied topics;
- c) ensure deep and lasting mastery of the acquired knowledge;
- d) increase students' interest, engagement, and initiative during the learning process.

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