

THE CONTENT OF FOREIGN LANGUAGE TEACHING IN THE  
METHODOLOGY OF TEACHING LANGUAGES AND EDUCATION  
TECHNOLOGIES

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**Abstract:** This article examines the essential components of foreign language teaching within the framework of modern language teaching methodology and educational technologies. It explores theoretical foundations, principles, and practical aspects that shape the design of foreign language curricula. The integration of communicative, cognitive, sociocultural, and technological approaches is analyzed in order to define how content is selected, organized, and delivered in contemporary classrooms. Particular attention is given to the development of linguistic and communicative competence, the role of cultural knowledge, the incorporation of digital tools, and the importance of learner-centered instruction. By synthesizing current research and best practices, the article provides insights into how foreign language teaching content can be optimized to meet the needs of 21st-century learners.

**Keywords:** Foreign language teaching, methodology, language education, linguistic competence, communicative competence, educational technologies, curriculum design, modern pedagogy.

**Introduction:**

The content of foreign language teaching has undergone significant transformation in recent decades, shaped by developments in **pedagogy, psychology, linguistics, and educational technology**. Traditional approaches that focused mainly on grammar rules and vocabulary memorization have gradually given way to communicative, task-based, and learner-centered methods. Modern language teaching methodology emphasizes not only linguistic knowledge but also communicative

competence, intercultural awareness, critical thinking, and the ability to use the language effectively in real-life situations. The rapid expansion of digital technologies has also influenced the content and structure of foreign language instruction. Today's learners have access to online resources, interactive platforms, virtual classrooms, artificial intelligence tools, and multimedia environments that enhance language acquisition. As a result, teachers are expected to integrate technological tools into the learning process to support motivation, autonomy, and active participation. In contemporary methodology, the content of foreign language teaching includes linguistic elements (**phonetics, vocabulary, grammar**), communicative functions (**asking questions, expressing opinions, giving advice**), discourse skills (**cohesion and coherence**), sociocultural knowledge, cognitive abilities, and digital literacy. This integrated content is necessary for preparing learners to communicate successfully in multilingual and multicultural contexts.

Therefore, the purpose of this article is to analyze the components of foreign language teaching content, identify methodological principles guiding content selection, and discuss the role of educational technologies in shaping modern language education. The article highlights current trends, challenges, and best practices that teachers can apply in designing effective language learning environments.

## **The content of foreign language teaching in modern methodology**

In modern methodology, the content of foreign language teaching (FLT) has evolved significantly from a focus on abstract grammatical rules to a comprehensive approach centered on developing **communicative competence**. The goal is to equip learners with the ability to use the language effectively and appropriately in real-world situations.

The content is structured around several integrated components:

### **1. Linguistic Competence (Language Systems)**

While not the sole focus, fundamental linguistic knowledge remains a core part of the content. The difference from traditional methods is how it's presented:

- **Vocabulary:** Building a body of useful, high-frequency words and phrases relevant to specific contexts and situations, rather than isolated lists.

- **Grammar:** Taught inductively through meaningful use and authentic texts, rather than through explicit rule memorization and translation exercises. Grammar is seen as a means to create meaning, not an end in itself.
- **Phonetics/Phonology:** Understanding the sound system of the language and how it connects to written form to improve both comprehension and pronunciation.

## 2. Sociolinguistic and Sociocultural Competence

Modern FLT content recognizes that language is deeply embedded in culture. To communicate effectively, learners need cultural understanding.

- **Cultural Knowledge:** The curriculum includes the customs, traditions, social norms, values, and history of the target language speakers.
- **Intercultural Awareness:** This component aims to foster an understanding and appreciation of different cultural perspectives, helping learners navigate cultural differences and avoid misunderstandings in a globalized world.
- **Authentic Materials:** Content often uses authentic texts, videos, and media from the target culture to provide genuine exposure to the language in use.

## 3. Pragmatic/Discourse Competence

This involves learning how to use language appropriately in different situations and contexts.

- **Functional Language:** Content focuses on language functions such as making requests, giving advice, expressing opinions, agreeing/disagreeing, and telling stories.
- **Cohesion and Coherence:** Students learn how to structure sentences and utterances into cohesive and coherent discourse (e.g., conversations, emails, presentations).

## 4. Strategic Competence

This content area focuses on teaching learners how to overcome communication breakdowns and manage the learning process itself.

- **Communication Strategies:** Learners are taught how to use verbal and non-verbal strategies to compensate for gaps in their knowledge (e.g., circumlocution, gestures, asking for clarification).
- **Learning Strategies:** The content encourages learner autonomy by teaching students how to learn effectively, self-monitor their progress, and use resources (like technology and community links).

## Content Delivery Methods in Modern FLT

The content is delivered using methods that prioritize active, student-centered learning:

- **Task-Based Learning (TBL):** The content is organized around real-world tasks (e.g., planning a trip, ordering food, solving a problem) that require communication to achieve a specific outcome.
- **Content-Based Instruction (CBI):** Language content is integrated with other school subjects (e.g., science, history), allowing students to learn the language while learning about a topic they find interesting.
- **Technology Integration:** The content leverages multimedia systems, online forums, apps, and internet resources to provide interactive and engaging learning experiences.

The content of modern FLT is a rich tapestry of linguistic knowledge, practical skills, and cultural understanding, all aimed at producing competent and confident global communicators.

## Conclusion

The content of foreign language teaching in modern methodology has changed significantly and has become **more comprehensive, learner-centered, and communicative**. Instead of focusing only on grammar rules or memorizing vocabulary lists, modern teaching aims to develop a balanced set of linguistic, communicative, and cultural competences. Learners are expected not only to know the language, but to use it effectively in real situations. For this reason, the four main skills — listening, speaking, reading, and writing — are taught in an integrated way, allowing students to practice and apply the language in meaningful contexts. Another important aspect of modern methodology is the inclusion of sociocultural knowledge. Understanding the cultural background, traditions, and communication styles of English-speaking countries helps learners communicate more naturally and appropriately. This also

strengthens intercultural awareness, which is essential in today's globalized world. Moreover, modern teaching encourages the development of learning strategies that help students become more autonomous. Learners are taught how to plan their studies, use digital tools, guess meaning from context, and solve communication problems. As a result, they gain confidence and learn to manage their own progress. In general, the modern approach to foreign language teaching is much more practical, dynamic, and relevant to the needs of contemporary learners. By combining linguistic knowledge, communication skills, cultural understanding, and learning strategies, it prepares students to use the language effectively in academic, professional, and everyday situations. Therefore, modern methodology makes language learning not only more effective, but also more engaging and meaningful for learners.

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