

# CURRICULUM CONCEPTION OF FOREIGN LANGUAGE TEACHING

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**Abstract.** The article provides an overview on designing curriculum/State Educational Standards and looks at the characteristic features, ideologies, directions of this educational document in different countries since well – developed curriculum will provide effective teaching of foreign languages.

**Key words:** curriculum, State Educational Standard, constructive dialogue, teaching methodology, knowledge evaluation, assessment, cross- cultural communication, communicative competence, ICT, language skills, conceptual clarity, competitive, continuity, succession, phenomenology, cognitive pluralism.

As it is well-known that curriculum development is the study and development of the goals, content, implementation and evaluation of an educational system. In a world with rising education and literacy standards and interdependent global economy the quality of education is of primary importance. A myriad of deliberations about the situation in all the educational Institutions is required. Reliable information is in demand for official state organizations, stake holders, parents. The well-known Decree № 1875 from December 10, 2012 of the First President of the Republic of Uzbekistan and the recent speech of the acting President Sh. M. Mirziyoyev may be good example in this respect. Actually both of these documents state that for the further integration of our country into the world community a comprehensive system of teaching foreign languages aimed at upbringing of harmoniously developed, highly educated young generation is of primary importance which requires reconsideration of State Educational Standard. Language teaching curriculum design includes the study of the purposes for which a learner needs a language (Needs analysis), the setting of objectives, and the development of a syllabus, teaching methods, and materials the evaluation of the effects of these procedures on the learners language ability (J.C. Richards, John Platt, Heidi Platt. 1992). As one can see from the definition of curriculum that it is a conceptual framework which includes the nature of the role of the curriculum developers and the relationship among students, teachers, subject matter and educational environments. There are many approaches today to designing curricula but they are not accepted uncritically or followed slavishly every suggestion that has been made. We come across to contrastive views and a potential for controversy. One can understand such approaches since only constructive dialogue between curriculum specialists will eliminate the differences and produce conceptual clarity to academic disagreements. Curriculum is a tool for monitoring academic progress, reliable instrument for updating training, providing a fair and

accurate presentation of educational novelty and identifying appropriate achievements for any age and grade, developing assessment methodology, assessment objectives, designing test specifications. It (curriculum) is a document which provides succession and continuity of teaching materials within the different stages of education, i.e. primary and secondary school, lyceum and colleges and higher education. It is well-known that there are different systems of education in the world, there are countries in which the educational system is centralized while in many other countries the educational governance is decentralized. The approaches to curriculum development will be different since prescription actions will vary from school to school, from district to district. Thus, shaping curriculum also varies from country to country which depends on historic traditions, and the ways of their conceptualizations.

Since we are discussing key features of foreign language learning strategies and ways of developing corresponding curriculum the strategies used in the mentioned documents (curriculum) worldwide are not similar.

M. Vahobov in his article “Implementation of state Educational Standards Based on Competence Approaches Paradigm of Modern Education” (2016) discusses the development and implementation of state education standards (curricula) to the educational process on the basis of competence approach. He considers that competence, competitiveness and morality are the main tasks of continuous education system and that the quality of education depends on how they are realized in practice the basic competences foreseen in curricula of different countries are not similar. In the Republic of Uzbekistan the State Educational Standard covers six basic competences, they are: communicative competence, information science competence (i.e. interdisciplinary information science which draws on work in linguistics, communications, computer sciences and so on). The competence of personal self-development, active social and civic competence, cross-cultural communication competence, mathematical competence and competence in other modern sciences and technologies.

In countries of European Union there are eight competences: communication in the mother tongue, communication in foreign Languages, mathematical competence and basic competences in science and technology, digital competence, the competence of learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.

The widespread curriculum ideology in the United States is based on six fundamental ideologies which are: Rational Humanisms, Developmentalism, Reconceptualism, Critical Theory, Multiculturalism and Cognitive Pluralism.

The philosophical beliefs under the mentioned ideologies are as follows:

- 1) the best education for the best is the best education for all. Since time in school is short, limited, expose students to the best of Western culture;
- 2) Developmentalism presupposes that cognitive structures develop as naturally as walking. If the setting is right, students will raise questions to push their own thinking;
- 3) Reconceptualism presupposes that one learns through experience. We can learn to understand experience through phenomenology, psychoanalysis and literature;
- 4) Critical theory presupposes that a just society maximizes the advantage for the least advantages. Schools are part of the larger community and must be analyzed as such;
- 5) Multiculturalism presupposes that students need to feel good about their ethnic identities. All people participate in various cultures and subcultures;
- 6) Cognitive Pluralism presupposes that our senses cue into and pick up different aspects of the world. Combined with our individual history and general schemata, our sense allows us to construct meaning. Curriculum lesson plans and units ought to be aesthetically pleasing in appearance and ought to represent a variety of ways of knowing [6].

As one can see a general overview of state – level guidelines for teaching a foreign language is similar enough worldwide. The most important thing here is the following the guidelines established by state departments of education. In all the countries the emphasis is placed on the development of foreign language vocabulary and structures in the areas of both receptive and productive skills, i.e. listening, reading from one side and writing and speaking from the other.

All in all the purpose of teaching and learning a foreign language to master it properly which depends on many factors one of which is learning strategies.

Learning strategies are steps chosen by teachers and language learners. They are especially important for language learning because they are instruments or tools for active developing communicative competence which is the final goal for all students. Learning strategies are becoming widely recognized all over the world. Communicational or conversational fluency is an ability to communicate Rebecca L. Oxford (1990) suggest four-part definition of communicative competence:

1. Grammatical competence or accuracy is the degree to which the language user has mastered the linguistic code including vocabulary, grammar, pronunciation, spelling, and Word formation.
2. Sociolinguistic competence is the extent to which. Utterances can be used or understood appropriately in various social contexts. It includes knowledge of speech acts such as persuading, apologizing and describing.

3. Discourse competence is the ability to combine ideas to achieve cohesion in form and coherence in thought, above the level of the single sentence.
4. Strategic competence is the ability to use strategies like gestures or “talking around” an unknown word in order to overcome limitations in language knowledge.

Conversational fluency presupposes intercultural awareness. Language acquisition cannot be separated from understanding of world cultures and traditions since international relations are closely connected with cultural diversity of ethnicities. We must be sure that foreign language learners have acquired:

- Habits of thought and feeling that distinguish cultures from one another.
- Comparative and cross-cultural perspectives
- Analytical skills appropriate to the study of international and intercultural relations.

All these are connected with living traditions of different ethnic groups and language learner will have to know this and should be able to explain his/her own culture and traditions in the language he/she is learning. foreign language learning is closely connected with confronting our differences and discovering our similarities.

Regardless of students` backgrounds, it is the responsibility of educational Institutions to develop programs that`ll enable language learners to have equal access to them irrespective what ethnic groups they have come from nor den to make curriculum to be democratic, the ideology and material recommended should teach language learners to respect all the cultures.

The inseparable constituent part of any curriculum knowledge evaluation should take into account identification of appropriate achievement goals for each grade, developing assessment objectives, designing assessment methodology and guidelines, preparing test specifications. Knowledge evaluation is inseparable from data analysis and reporting them on the institutional, regional and national levels which is also to be taken into account for curricula designers.

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