

## CONTENTS OF LINGUISTIC EDUCATION

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**Abstract**

The article discusses the content of foreign language education, which goes beyond a simple set of knowledge, covering a layer of social meanings, professional values and cognitive characteristics of the individual. In this system, the foreign language performs the function of a central link. The personal-activity approach implemented today finds its logical continuation in the competency-based paradigm, which formed the basis of modern educational standards.

**Keywords**

competence paradigm, activity, educational standard, linguistics, formation, communication, audiovisual competence, interactive potential.

When considering the category of "content of linguistic education," it is necessary to emphasize its multifaceted nature, which correlates with the understanding of the language learning process itself [Galskova, Nikitenko 2020]. Relying on didactic concepts, in the structure of foreign language (FL) training content, we distinguish two inseparable planes that determine the development of students' audiovisual competence:

1. External (extensive) contour: This includes the institutional environment and tools: target settings and objectives, educational programs, methodological support, the logic of constructing classes, and the university's technological base. An important factor here is also the psychological climate and emotional background of the interaction between participants in the process.

2. Internal (intensive) contour: This layer reflects the student's personal "educational increment," namely:

- Axiological sphere: humanistic ideals, academic motivation, attitude toward future profession and striving for self-actualization.
- Cognitive-perceptual basis: individual abilities to decode and comprehend foreign language audiovisual data.
- Interactive potential: readiness for professional cross-cultural dialogue, including skills in operating media information.
- Subjective qualities: initiative, autonomy and responsibility in solving professional-communicative tasks.
- Cumulative experience: synthesis of linguistic, professional and life knowledge accumulated in the university environment.

This model orients all components of learning—from goals to final results—toward forming the graduate's profile as a set of interconnected competencies. In this structure, foreign language audiovisual competence serves simultaneously as a vector of development and the desired product of learning. Consequently, within the framework of our research, the problem of content narrows down to the applied aspect—the learning process. We are talking about organized interaction where content is closely intertwined with the teacher's activity (teaching) and the student's purposeful work (learning), aimed at mastering the competence under study.

In modern language didactics, the category of "learning content" is traditionally interpreted not as a frozen mass of data, but as an evolving system. Such mobility is conditioned by the inseparable connection of content with goal-setting, which, acting as a socio-pedagogical guideline [Galskova, Gez 2006], transforms under the influence of the state order for training personnel for the agro-industrial complex. The strategic vectors of higher education and the

current level of scientific and methodological research in the field of teaching FL in non-language universities also influence the development of goals and content. Despite the fundamental status of this category, there is no consensus in the professional community regarding its internal structure. A systematization of the views of leading domestic methodologists (I.L. Bim, N.V. Baryshnikova, A.N. Shchukina, etc.) allows us to conclude that content, being a pedagogical projection of learning objectives, is classically subdivided into two key dimensions: substantive and procedural.

1. Substantive dimension (Declarative aspect) This perspective covers the layer of linguistic and extra-linguistic data embedded in the learning process. This includes thematic areas of communication, textual arrays, and the aggregate of language tools. Within G.V. Rogova's conceptual approach, this block correlates with the linguistic component, which unites the verified language minimum (acoustic, morphosyntactic and lexical levels) and speech content determined by specific communicative situations.

2. Procedural dimension (Activity aspect) The second vector of content focuses on developing operational abilities: skills, abilities and educational strategies. It is this resource that allows the student to practically implement the accumulated baggage of knowledge, in particular—for effective synchronous decoding and interpretation of audiovisual messages in a foreign language. In G.V. Rogova's system, this direction is represented through the synthesis of two components:

Within the framework of forming foreign language competence, the following key aspects are distinguished:

Psychophysiological vector: oriented toward the stage-by-stage formation and subsequent transition to the phase of automatism of linguistic and communicative skills in conditions of active speech interaction.

Methodological basis: aimed at mastering the system of cognitive techniques for comprehending linguistic reality and cultivating the ability to operate these instruments for semantic interpretation of foreign language audiovisual messages.

In addition to traditional didactic units, it is critically important to integrate into the architecture of language education (and, in particular, into the methodology of improving audiovisual perception) the experience of emotional-axiological contact of the subject with educational material. This level covers the student's affective (sensory) sphere, psychophysical determinants of teaching and learning processes, and the internal evolution of the subject in the course of mastering educational content.

Focusing on this component in developing audiovisual competence is critically important. The effective operation of perception mechanisms is impossible without relying on emotional intelligence, positive value orientations and the student's internal motivation. It is these factors that ensure the depth and quality of assimilation of all other segments of educational material.

The methodological basis for forming audiovisual competence (AVC) must be coupled with the strategic tasks of personnel support for the agro-industrial sector. Taking into account the systemic significance of a foreign language as a tool for professional-communicative mobility, we determine the content of AVC training as a four-component structure integrating subject, cognitive, operational-processual and axiological (value) modules.

Specifics of the communicative segment of training. In the educational space of an agricultural university, the communicative block aimed at developing AVC is structured as follows:

Communicative domains: include everyday interaction, cross-cultural connections, academic environment and specialized professional plane.

Thematic content: covers current discourse and interactive scenarios where the general cultural context is organically combined with the industry specifics of the agro-industrial complex.

Discursive basis: a set of multi-genre audiovisual resources in a foreign language, explicating the realities of modern agricultural science and production.

The fundamental criterion for filtering these elements is their strict correlation with the intellectual and career intentions of future agricultural specialists. The anthropocentric vector of the educational process is reflected not only in the qualitative composition of content, but also in the methodological tools that students master in the process of audiovisual reception.

Content of the cognitive component. The cognitive module in the system of forming foreign language AVC is interpreted as a dynamic synthesis of linguistic, subject-declarative and supra-professional knowledge. Assimilation of this array of data relies on the previously described mechanism of simultaneous (synchronous) decoding of audiovisual streams. This process is modeled taking into account the psychophysiological patterns of the functioning of auditory and visual analyzers operating in the conditions of a modern digital educational environment.

Language knowledge in the bachelor's training system is treated as a cognitive basis allowing the transformation of linguistic units into meaningful discursive constructions. Through the prism of this knowledge, students perceive not only the surrounding reality, but also the specifics of their future professional field. In this context, mastering the terminological apparatus of the specialty and understanding the sociocultural codes of the target language country becomes critically important. It is noteworthy that the formation of "language intuition" directly depends on the activity of the analyzers of perception. When designing the content of training at an agricultural university, two basic priorities should be taken into account.

Thus, for students of non-language profiles, the subject load (substantive aspect of the message) always prevails over purely linguistic form. Deep knowledge of professional vocabulary alone cannot compensate for the deficit of communicative skills. Consequently, subject and metasubject knowledge (for example, about the specifics of digital platforms for professional dialogue) must be assimilated through the mechanisms of simultaneous processing of the audiovisual stream.

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