

**FEDERAL STATE EDUCATIONAL STANDARD (FSES) REQUIREMENTS FOR  
TEACHING FOREIGN LANGUAGES IN SECONDARY SCHOOLS**

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**Annotation**

This article examines the theoretical foundations of interactive English language teaching in the modern education system. It analyzes key pedagogical and lingo didactic approaches underlying interactive learning, such as communicative, activity-based, and learner-centred approaches. Particular attention is paid to the role of interaction between teacher and students, as well as between students, as an important factor in developing language competence. The article emphasizes the importance of interactive teaching methods in developing critical thinking, communication skills, and motivation for foreign language learning.

**Key words**

interactive learning. English language, theoretical foundations, communicative approach, language competence, educational process, modern teaching methods.

A characteristic feature of modern society is continuous foreign language education, including language education, which is understood as “a process that ensures the continuous improvement of communicative competence in one or more languages used by a person as a means of communication” [5, p. 22].

The goal of continuous education is seen as the formation and development of a person’s ability to adapt to changes occurring in economic, professional, social, cultural, and other spheres of life. With the spread of internet technologies and the availability of a significant amount of information in foreign languages in general and English in particular, and with the expansion and development of international cooperation, the acquisition of foreign languages through continuous language education is becoming increasingly important for many.

When determining the content of English language instruction, it is necessary to determine what should be taught in terms of language and speech aspect; How to structure the process of mastering communication: sequentially, from the acquisition of linguistic tools to speech practice with their application or comprehensively, mastering speech skills directly in the process of solving communication problems.

The section on teaching speaking in middle school indicates that students should be able to perform the following actions:

1. maintain a conversation or discussion on a familiar topic;
2. request information or ask for clarification on a question of interest;
3. express their attitude and opinion regarding the issue under discussion;
4. initiate, maintain, and end a conversation in standard communication situations while observing the norms of speech etiquette;
5. ask again and clarify when necessary;
6. Ask questions and answer questions from the interlocutor, express one’s opinion, respond to requests, agree to or refuse the interlocutor’s proposal, taking into account the studied topic and learned lexical and grammatical material;

7. Be able to pursue one's own strategic line of communication in accordance with the interlocutor's speech intentions or contrary to their intentions [6, p. 9].

Based on the above requirements, it can be concluded that English language instruction in school is aimed at laying the foundations of foreign-language communicative competence and teaching students to interact interactively with representatives of a foreign-language culture.

According to Yu. V. Vavulina and D. A. Yudina, "the study of language as a linguistic phenomenon can provide knowledge of the language system, but it does not lead to the use of this system for communication purposes" [9, p. 142].

Thus, the goal of teaching middle school students should not be considered language learning, which is appropriate for philological education at a specialized university, but speech as "a way of forming and formulating thoughts and as a means of social verbal interaction" [9, p. 145].

L.L. Buntovskaya defines verbal interaction as "the influence of people on each other with the aim of stimulating responsive verbal or non-verbal actions. Without interaction, there is no communication" [8, p. 57].

Achieving this communicative goal requires appropriate teaching technologies. One such technology can be considered interactive learning technology, the key concept of which is interaction or interpersonal communication. To prevent speaking from becoming mere academic speech, when communication is unlikely to occur, the process of teaching foreign language speaking using interactive learning technology must be implemented taking into account a number of conditions. Communication should not be limited to the "teacher-student" role repertoire. It is necessary to simulate the conditions of real, everyday human speech behavior, taking into account the emerging needs for genuine communication that ensures communicative motivation.

Creating conditions for senior school students to demonstrate activity and initiative in foreign language speech activities is largely determined by a favorable, trusting atmosphere of communication, created and maintained in the classroom.

Speaking is a verbal activity that can only be realized through direct verbal interaction between communicants.

The Federal State Educational Standard (FSES) establishes requirements for the teaching of foreign languages in secondary comprehensive schools with the aim of ensuring high-quality education and developing students' linguistic competencies. It provides for the acquisition of basic language skills-speaking, comprehension of oral and written language, as well as reading and writing. The Federal State Educational Standard also defines the goals of foreign language teaching, including developing communication skills, understanding foreign culture and history, and enhancing students' general cultural and educational attainment.

An important aspect of the Federal State Educational Standard requirements is the integration of foreign language teaching with other subjects, which facilitates more effective knowledge acquisition.

Therefore, compliance with the Federal State Educational Standard requirements for teaching foreign language in secondary school allows.

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