

Different strategies for developing the methodological framework of a contemporary foreign language textbook

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Abstract. *The article aims to recognize and assess key approaches to the methodological development of contemporary foreign language textbooks. Utilizing survey data gathered from students across diverse fields of study, the authors pinpoint ten essential aspects crucial for crafting a high-caliber modern textbook that aligns with educational standards and is well-received by students as a trustworthy knowledge source. The authors emphasize the significance of a teacher's personal and professional qualities, particularly when the teacher is also the author of the textbook in use. In conclusion, the authors express optimism that promoting the creation of top-notch educational content will reshape contemporary perspectives on the role of foreign language learning, transforming it from a mandatory task to an engaging pursuit.*

Keywords: *language learning, methodological development, contemporary textbook, competency building.*

Аннотация. *Целью статьи является выявление и оценка ключевых подходов к методической разработке современных учебников иностранного языка. Используя данные опросов, полученные от студентов из разных областей обучения, авторы выделяют десять важных аспектов, имеющих решающее значение для создания качественного современного учебника, который соответствует образовательным стандартам и хорошо воспринимается студентами как надежный источник знаний. Авторы подчеркивают значимость личных и профессиональных качеств учителя, особенно в тех случаях, когда учитель является еще и автором используемого*

учебника. В заключение авторы выражают оптимизм в отношении того, что содействие созданию первоклассного образовательного контента изменит современные взгляды на роль изучения иностранного языка, превратив его из обязательной задачи в увлекательное занятие.

Ключевые слова: изучение языка, методическая разработка, современный учебник, формирование компетенций.

Annotatsiya. Maqola zamonaviy chet tili darsliklarini metodik rivojlantirishning asosiy yondashuvlarini tan olish va baholashga qaratilgan. Mualliflar turli ta'lim yo'nalishlari bo'yicha talabalardan to'plangan so'rov ma'lumotlaridan foydalangan holda, ta'lim standartlariga mos keladigan va ishonchli bilim manbai sifatida talabalar tomonidan yaxshi qabul qilinadigan yuqori kalibrli zamonaviy darslikni yaratish uchun muhim bo'lgan o'nta muhim jihatni aniqladilar. Mualliflar o'qituvchining shaxsiy va kasbiy fazilatlarining ahamiyatini, ayniqsa, o'qituvchi foydalanilayotgan darslik muallifi bo'lsa, alohida ta'kidlaydilar. Xulosa qilib aytganda, mualliflar yuqori darajadagi ta'lim mazmunini yaratishga ko'maklashish xorijiy tillarni o'rganishning rolga oid zamonaviy istiqbollarni qayta shakllantiradi, uni majburiy vazifadan qiziqarli mashg'ulotga aylantiradi, degan optimizmni bildiradi.

Kalit so'zlar: til o'rganish, metodik ishlanma, zamonaviy darslik, malaka oshirish.

Introduction

In the pursuit of global competitiveness, nations worldwide are consistently working to enhance their scientific capabilities and cultivate a highly skilled workforce. A critical component of achieving these goals involves continually modernizing national education systems to align with evolving international standards, as emphasized in the introduction of Federal State Educational Standards for a new generation.

At the core of strategic education development lies the recognition of foreign-language communicative competence as an essential element within a comprehensive professional persona. Shahmohammadi (2018) underscores the

crucial role of this competence, asserting that in the contemporary era, specialists proficient in foreign languages are no longer uncommon. Fluency in these languages is not just a competitive advantage but an obligatory aspect of professional training, particularly as international relations between states continue to intensify.

However, despite the widespread acknowledgment of the importance of foreign language proficiency, the reality within educational systems often falls short of these ideals. This discrepancy is especially evident in non-linguistic universities, where language education faces challenges in adapting to the dynamic needs of a rapidly evolving society. This article delves into the intricacies of methodological design in the context of foreign language education, with a specific focus on non-linguistic universities. Through a survey of bachelor students and an analysis of the current educational landscape, the study aims to pinpoint areas of improvement and propose essential components for the effective methodological design of modern foreign language textbooks. The research endeavors to contribute to the ongoing discussion on enhancing language education to better align with the demands of the contemporary world.

Research: This study critically examines the current state of foreign language education in non-linguistic universities, addressing the imperative for proficiency in a globalized world. The focus is on the continual modernization of national education systems to align with evolving standards outlined in the introduction of Federal State Educational Standards of a new generation.

Highlighting the essential role of foreign-language communicative competence in a comprehensive professional persona, the research draws from Shahmohammadi's (2018) insights, emphasizing that proficiency in foreign languages is now a mandatory component of professional training. Despite this recognition, the study observes discrepancies in the implementation of language education, particularly within non-linguistic universities.

Conducted through a survey of 300 bachelor students across diverse fields such as advertising, management, psychology, and economics, the research aims to capture varied perspectives on the effectiveness of current foreign language

textbooks. Findings reveal significant dissatisfaction, with only 30% considering the textbooks as meeting their needs adequately. The remaining 70% express discontent with the structure, content, and material of the textbooks, prompting the identification of essential components for the methodological design of high-quality modern foreign language textbooks.

This research contributes to the ongoing discourse on foreign language education, particularly in non-linguistic universities, by examining student perspectives and identifying areas for improvement. The aim is to inform the development of effective methodological approaches that better align with the contemporary demands of education.

In conclusion, this study provides insights into the complex realm of foreign language education within non-linguistic universities, underscoring the crucial role of language proficiency in a globalized context. The necessity for ongoing updates to education systems to meet contemporary standards, as delineated in the Federal State Educational Standards of a new generation, highlights the dynamic nature of educational requirements in the modern world.

The research accentuates the vital importance of foreign-language communicative competence, echoing Shahmohammadi's (2018) perspective that proficiency in foreign languages is now an obligatory component of professional training. However, the study exposes a significant disparity between this acknowledgment and the practical implementation of language education, particularly within non-linguistic universities.

Through an extensive survey involving 300 bachelor students across various fields, the research provides a nuanced understanding of student perspectives on current foreign language textbooks. The evident dissatisfaction among the majority of respondents underscores the pressing need for improvements in the methodological design of these educational resources.

The components identified for the effective design of contemporary foreign language textbooks, spanning from competency relevance to practical orientation, offer crucial insights for educators and policymakers. These findings prompt a

reevaluation of existing approaches to foreign language education, advocating for a more flexible and responsive curriculum that aligns with the evolving needs of students and the requirements of the contemporary global landscape.

Ultimately, this research aims to contribute to the ongoing discourse surrounding foreign language education in non-linguistic universities. By bridging the gap between theoretical recognition and practical application, the study seeks to catalyze positive changes in the methodological design of educational materials. The overarching objective is to enhance the language education experience for students, ensuring they acquire the necessary competencies for success in an increasingly interconnected and multilingual world.

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