



Language Education as A System: Structure, Functions and Main Components

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ABSTRACT

The sphere of education as a supersystem or a macrosystem includes a set of various educational subsystems, one of which is formed by the system of language education. The system of language education is also heterogeneous. It is a complex hierarchically organized social system created by people, in which people are the main component that determines their purposeful functioning and development. The integrity of the constituent parts, interrelated elements that make up the system of school language education, is ensured, first of all, by its focus on achieving a specific result.

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Introduction

Concerning the education system as a whole, such a result, which gives the interaction of all elements a systemic character, is the creation of a complex of socio-economic and organizational-pedagogical conditions for the development of the abilities of all its subjects and the realization of their creative potential at all stages of life. This goal is also directly related to the language educational system - the only specific thing is that the personal development of all subjects is carried out with the help of the language being studied and in the process of mastering the student's language as a means of intercultural interaction and cognition.

The main part

The system of language education is a complex object of study, which in its structure represents several interconnected and interdependent relatively autonomous subsystems of a single language macro system [1-7].

In this case, we can talk about different "slices" from this object, each of which represents a certain picture of the whole. As the most important systemic "cuts" can be called a system as a set of:

- a) social institutions that deal with certain problems of teaching and learning modern non-native languages;
- b) educational processes in non-native, including foreign, languages, occurring at various stages of education in different types of educational institutions, etc. [7-9].

The allocation of various subsystems within the framework of a single system of language education, reflecting only the possibility for research purposes to focus on certain aspects of its functioning, does not violate the integrity of the analyzed object. On the contrary, understanding the essence of the system under consideration is possible only in the unity and complementarity of the indicated system "sections". At the same time, it should be noted that the selection of these aspects of the consideration of the concept of a

"language education system" is conditional. These aspects are interrelated and interdependent. They, as noted above, constitute a macrosystem as a complex object of research, design and management, which is understood as a broader context - the language educational sphere. The latter is one of the subsystems of the general education system in the country [10-13].

It should be noted that at present, the idea of the system as a set of social institutions dealing with the problems of teaching modern non-native languages in school has changed radically. This system, as a component of the general educational system, is increasingly clearly turning from a rigidly centralized and monolithically stable system into a differentiated sphere of educational services that are open to operational changes. This means that the system of managerial and educational social institutions does not limit the freedom of choice of the individual, on the contrary, it tries to create conditions in which each student consciously (or based on professionally sound consultations) chooses an individual educational trajectory following his interests and abilities,

The process of teaching and learning non-native languages is institutionally organized in various types and types of educational institutions and at different educational levels. Therefore, at the present stage of school development, it is necessary to talk about the totality of educational processes as a component of the general system of language education. Educational processes in the field of non-native languages have invariant structural components, a systematic study which allows revealing the integrity of the methodological object as a single theoretical picture representing the methodological model of the subject in a specific historical period of social development.

The central element of the system under consideration is methodological science, more precisely, its entire object-subject area, which formulates, as will be shown below, the main initial theoretical concepts (goals, content, principles, methods and means of teaching, upbringing and education, etc.). This science, being in constant development, drawing new impulses both in the scientific fields adjacent to it and in its internal reserves of self-improvement, makes it possible to develop general conceptual approaches in the field of language education, i.e. "build" a certain historically determined methodological (conceptual) system (model). A methodological model (concept) is implemented in one or another "sign product" [18-22]. We are talking about those "sign products" (educational standards, programs, textbooks, etc.), the totality of which is, in a certain sense, the legal and educational basis of the general system of school language education. This set of "sign products" can also be considered as an autonomous subsystem of the general system of school language education, but on the condition that the elements included in it form unity and integrity in terms of methodological approaches to understanding the essence of modern language education in its inseparable connection with the real needs of external and the internal context of the existence of the language educational sphere as a whole. The effectiveness of the implementation of conceptual maps in the field of language education depends entirely on the level of professional skills of the teacher, personal qualities and characteristics, his motivation to choose individual tactical decisions in teaching the subject, understanding the specifics of a non-native language as an object of learning/teaching in specific learning conditions, the essence modern language education as a value, result and process. No less significant is the degree of consistency of such elements of the language education system as the teaching activity of the teacher and the activity of the student in learning a non-native language for him and, therefore, the goals of teaching and the goals of language learning put forward by each of them, respectively, and the results achieved. If there is no such relationship between the elements of the analysed system,

The system of language education (regardless of what its "section" is in question) exchanges energy, information, and materials with the external environment about it, and therefore its effectiveness is largely determined not only by its systemic qualities but also by the conditions of the environment in which it functions. Since the conditions are constantly changing, the system of language education can be recognized as adequate to the social realities of each historical stage if it acquires new qualities that are consonant with the current state of the external environment around it - a multidimensional background space, which refers to both reality and methodological science and related scientific fields. In other words, the system of language education should be modelled taking into account all factors.

Such a division of these factors is conditional, and sometimes it is quite difficult to draw a clear line between them. This is because the relationship between the above factors is not causal; rather, they are interrelated and

interdependent. The latter gives reason to consider their totality also as "a fairly complete and at the same time dynamic, contradictory system" [23-25], the analysis of which allows us to establish the relationship of such categories as "society" - "science" - "practice" (Scheme 5). Changes in public life, new data in the field of basic and related sciences equally, as well as innovation in the field of management of the language education system and in the field of the totality of factors that determine the system of language education and the practical activities of teachers influence each other. For example, new socio-economic conditions, as noted above, inevitably lead to a change in the requirements for the level and quality of linguistic and cultural education at the public state, general civilizational and individual levels. In addition, a particular non-native language for a student acts as one of the means of social and intercultural interaction, so socio-economic and political factors affect the prestige and practical expediency of learning this language and, of course, the content of the educational process as a whole. In other words, the socio-economic and political factors that form the socio-cultural "background" of the language education system are primary in relation to other factors. In addition to these factors, methodological science also plays an important role.

It, as one of the subsystems of the general system of language education, has integrating properties, "transforming" the requirements put forward by society / the state and the system of basic and complete secondary education in relation to the subject "non-native/foreign language" into curricula, teaching aids and recommendations for organization and content of the educational process. At the same time, the real educational process, due to certain circumstances, can slow down or accelerate the introduction of new effective forms and technologies of education. This most naturally affects the implementation of public-state and individual-personal requests in relation to language education. These circumstances include, first of all, the poor level of professional training of teachers,

As is known, the target and content aspects of the education system are dependent on the paradigm of relations "state" - "individual" that prevails in society. This approach was based on philosophical ideas about a person as a passive product of the development of the social environment surrounding him and his typological (biological) structures, and not as a subject of historical creation. This can explain the relevance for several decades in Russian language education of the idea of "activating" learning as one of the components of the education system as a whole. Following this idea, the centre of the educational process was not a person, but a product planned as a result of this person's performance of activities to master foreign language knowledge, skills and abilities. In other words,

Currently, society constitutionally proclaims the priority of its citizens as subjects of social life. The new paradigm of relations between the state/society and the individual determines the introduction of a new philosophy of education [30-34]. According to the new conceptual foundations, the quality of modern education is determined not only by a certain amount of knowledge, but also by special personal characteristics that make a person capable of constantly resuming an informational dialogue with his social environment, mobile and free in his actions, and also responsible for decisions made, including those. which are of future importance.

Thus, in accordance with, personality-oriented orientation language education should be translated into the mechanism of development of a culture of formation of the image of the world and the person in it. The implementation of the personality-oriented concept of education makes it possible to make the transition from "pedocentrism" to "child-centrism" and put the interests of development, and personal structures of consciousness at the centre of the educational system of the child/student. It is in this sense, according to philosophers, that education acts as one of the conditions for the formation of a free and responsible personality [25-27]. Thus, at present, there has been a change of priorities in domestic education. This change is due to the transition from the subject-centric school to the school, "the leading goal of which is the development and education of the child's personality, when subject knowledge, skills and abilities are considered as one of the important means of the child's development" [28-32].

The modern system of language education, based on a new educational philosophy, is aimed not at shaping the student's personality in a "predetermined direction" (as was previously thought), but at creating conditions in which the student "appropriates" his own universal essence, his natural forces. Thus, the personality-forming function of language education is the main and leading one. Its implementation is closely related to the creation of favourable socio-pedagogical conditions for the normal development and full functioning of

all elements of the system under consideration.

Normal development is ensured by the democratization and regionalization of the language educational sphere, its variability, diversity and openness, and full-fledged life activity is ensured by the introduction of a new educational concept based on the ideas of humanization and humanitarization of education, its developing activity character.

With regard to the system as a set of social institutions involved in various aspects of language education, democratization means, in particular, strengthening the independence of specific educational institutions in choosing the strategy and tactics of both their development (for example, the choice of a foreign language and the option of studying it), and the goals, content and methods of teaching languages. The regionalization of the system of language education implies the rejection of a unitary educational space, giving the regions the right and duty to choose their own educational strategy and tactics for the implementation of language education policy. On the contrary, we are talking about the creation of flexible management mechanisms that should allow (with a certain autonomy of the region and general educational institution) to strengthen a single educational "field" in the country,

Diversity and variability include:

- a) emergence and functioning in the general system teaching various types of schools (general education school, gymnasium, lyceum, a school with in-depth study of foreign languages, etc.);
- b) introduction of various options for language learning (early learning teaching, in-depth study, additional education, professionally oriented, bilingual education, a wider "palette" of foreign languages offered for study, including the possibility of studying several languages at the same time, etc.);
- in) creation of a network of non-state educational institutions, in the curricula of which the academic discipline "non-native/foreign language" occupies a worthy place.

The openness of the system of language education as a set of social institutions is due to two circumstances. The first of them is connected with the need to solve the problem of the continuity of language education, which, as noted above, is ensured by the continuity of educational institutions that create opportunities to meet the language educational needs that arise at the public state and individual-personal levels. In this regard, the inclusion in the language educational system of various types of institutional, non-formal, continued, parallel education in the field of languages and self-education, the system of advanced training and retraining of personnel, and various forms of additional language education are of particular relevance.

The second circumstance, which determines the openness of the language educational system, suggests:

- a) creating conditions in which each student has the opportunity to "connect" to any link in this system to meet their educational needs;
- b) the inclusion of the system at each regional level in the general educational context of Uzbekistan and, more broadly, in the European and world educational space.

In turn, the humanization of the system of language education as a set of social institutions means its turn to the personality of the child, his interests and needs. From this, it is obvious that in their activities both the managerial links of this system and the executive ones are called upon to create a "culture-forming and nature-conforming educational environment conducive to the development of the student's personality", as well as the disclosure of the potential capabilities and abilities of each subject of the managerial and educational process. And finally, the humanization of language education in the illuminated aspect of the system means that the latter, at each level of its consideration, is directed at the turn of education "... towards a holistic picture of the world, and above all - the world of culture, the world of man, the humanization of knowledge, the formation of humanitarian and systemic thinking".

Conclusion

Thus, speaking about modern trends in the development of the language education system as a set of social institutions, one should keep in mind the expansion of the market for educational services in the field of teaching and learning languages and the reassessment of their organizational and content foundations in terms of more consistent satisfaction of state / public and individual personal needs.

As for the system of language education as a set of educational processes, democratization, in this case, is associated primarily with the emancipation of the pedagogical relations of the subjects of the educational

process, as well as with its reorientation to the personality of the student, to the formation of his ability for autonomous/independent mastering of the language being studied and to interact with native speakers of this language in conditions of real intercultural communication.

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