



PROBLEMS AND METHODS OF TEACHING FOREIGN LANGUAGES

Akbar Kazakbaev,

Senior Teacher of Al-Azhar Department of Arabic Language and
Literature, International Islamic Academy of Uzbekistan

Abstract

At present, the scale of teaching foreign languages in schools and universities is actively increasing. In connection with this, new areas of training are opening up, new curricula are being developed, and new disciplines are being developed.

In the modern world, the study of foreign languages has become a requirement as we find ourselves involved in two, three, or more cultures at the same time. Various life circumstances contribute to the emergence of such situations: long business trips, interethnic marriages, educational programs, immigration, as well as living in multilingual and multicultural regions. Knowledge of foreign languages has become necessary, as in connection with the expansion of relations between other countries, it has become necessary to speak at least one foreign language. Representatives of many professions, in addition to their specialty, must know a foreign language in order to be able to find a common language with foreigners.

It is the knowledge of foreign languages that makes it possible for a specialist to obtain a higher qualification, apply for a high salary, etc.

Learning languages is impossible without studying the culture of the country and the native speaker. Communication in modern society activates the links between traditional culture (values, religion, knowledge of previous generations) and rapidly developing modern phenomena in the mass culture of our generation (clips, videos, computer games, etc.), between elite and popular culture.

The study of foreign languages is becoming more relevant as university graduates and employees who speak foreign languages are in increasing demand from employers. All of the above creates the need to reconsider the goals and objectives of teaching foreign languages as well as to create a modern teaching methodology. The main issues of modern language education are presented in the content of education, methods, and means of education. These categories of methods of teaching foreign languages in the innovation process are being transformed, like the entire education system.



A significant change in the modern social order gradually leads to a significant transformation of the educational process, a revision of the goals and objectives of teaching a foreign language, and the use of modern pedagogical technologies.

The process of teaching foreign languages has a number of problems that hinder the successful acquisition of foreign languages and possible ways to solve them.

1. The first problem is related to the role of the teacher in the study of foreign languages. High demands are placed on modern specialists in all fields of knowledge, dictated by the need to comply with international standards, allowing professionals in their field to remain competitive and successfully implement the experience of foreign colleagues. High demands should also be placed on teachers who train these specialists, in particular on teachers of foreign languages, who, ideally, help to build this very "bridge of continuity" of the experience of countries and nationalities and establish a dialogue of cultures. Every university teacher must be a professional. Unfortunately, in reality, understanding the professionalism of a teacher often comes down to his actual knowledge of the subject. The tasks of the teacher should not be limited to the transfer of information; it is important to consider not only the informative content of the discipline being taught but also how and under what conditions the educational material is presented to students. "Dry" and boring retellings of textbook texts or limiting assignments to reading, translating, and retelling texts—all these methods are long gone.

A similar opinion is shared by E. Khudaiberganova in her article "Modern methods and technologies of teaching foreign languages in higher education, believing that as educational technologies for teaching foreign languages, teachers of foreign languages often use time-tested standard teaching methods. Sometimes the process of teaching a language, regrettably, continues to be a "somewhat modernized version" of the grammar-translation method. The requirements for a foreign language lesson change over time, and the latest teaching methods are being developed. At the present stage of the development of science in Uzbekistan, one can definitely say that the times when the ability to translate adapted, non-authentic texts from a foreign language and vice versa existed have already passed. Today, the educational process is being reformed in the universities of Uzbekistan in accordance with the pan-European requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, establishing cooperation between universities and European educational institutions in the



field of educational and scientific activities, student international exchanges, and the possibility of obtaining a second higher education education and training in master's programs abroad. In the context of reforming higher education, language education itself should also change, which is also being gradually modernized through the introduction of a modular rating system for teaching foreign languages. Interdisciplinary integration, democratization, and economization of education lead to the introduction of innovations that form the basis of modern teaching of foreign languages.

Unfortunately, this situation is also due to the fact that many teachers of foreign languages, due to certain circumstances, approach the educational process only as a job, and therefore the teacher's motivation and incentive to work are reduced.

The next, no less important factor, is the poor organization of conditions for the advanced training of teaching staff. The teacher, as well as the student, must increase the level of knowledge and practical skills. The professional development of teachers involves the improvement of their professional and pedagogical knowledge. The goal of advanced training for teachers is to update their theoretical and practical knowledge in accordance with the ever-increasing requirements of state educational standards.

As Safonova G.I. notes, "most teachers have a good basic knowledge of grammar, but the lack of speech practice and the lack of modern vocabulary make their speech not fast enough, containing, as a rule, formulaic expressions and clichés. The main mistakes made by teachers were: pronunciation when reading the text and speech when constructing a sentence; non-compliance with the rules for constructing an interrogative sentence in the language being taught; inconsistency of the content of the statement with the goal.

The teacher must replenish his knowledge on his own by communicating with native speakers, watching films and reading literature in a foreign language, mastering modern teaching methods, and having knowledge in the fields of pedagogy and psychology.

However, alas, many foreign language teachers do not meet these requirements for one reason or another. The reasons may be different: the lack of a constant desire to improve the quality of teaching, working conditions, low pay, etc.

In this regard, it is necessary to continue systematic work to improve the models of advanced training of teaching staff by increasing the number of trainee



practices and master classes, as well as by involving the best teachers and practitioners of the region in the advanced training courses.

2. Equally significant is the significance of the learner in the course of the learning process. Speaking about the difficulties and problems of the functioning of the educational environment, one cannot ignore the role of the student. In our opinion, the main difficulty in involving students in the educational process is the change of generations (the so-called "x", "y," and "z") and the change in life priorities and patterns associated with this change. In particular, a large number of students have experienced a significant change in their attitude towards the education they receive; many do not realize (and do not feel) its practical significance, considering a diploma only a formality necessary for subsequent employment. With such an approach to learning, how can we talk about the high motivation of students? Of course, without the proper interest of the student, it is very difficult (if not impossible) to make him master the educational material in a quality manner and learn how to apply the acquired knowledge, skills, and abilities in practice. This circumstance significantly complicates the teacher's work and, sadly, often reduces all his efforts to zero.

Another problem typical of the process of teaching foreign languages is the insufficient degree of assimilation of the intended educational material. In this matter, in addition to the motivation of students, the relevance and attractiveness of the proposed training materials, as well as the professional and business competence of the teacher, play an important role.

3. Motivation of students If it were possible to single out the leading factor in the process of mastering knowledge, then priority should be given to motivation. Motivation is defined as the cause of an action or the urge to do something. Motivation should be understood as all the reasons that encourage students to acquire knowledge and develop abilities.

According to Adam M. Dreher, "When we have a motive for action or a goal that we strive hard for, our efforts become much more vigorous and consistent than without them. With insufficient motivation, the student is unlikely to realize his potential even under favorable conditions for the assimilation of knowledge.

We have already noted that both the teacher and the student should be interested in achieving results in the learning process. Thus, both parties must be motivated, i.e., interested in the end result. Motivation for learning a foreign language is an internal driving force that makes a person spend time and effort on learning a foreign language. Foreign languages are becoming one of the main factors in both



the socio-economic and general cultural progress of society. Learning motivation can be divided into positive and negative categories. So, the construction "if I learn English, I will get excellent marks at the exam" is a positive motivation. However, the construction "if I learn English, I will pass the exam and I will not be expelled" is negative.

Motivation can also be divided into extrinsic and intrinsic categories. External motivation is not directly related to the content of the subject but is due to external circumstances (being an excellent student in all subjects, the student tries to have "excellent" in a foreign language—an external positive motive; a student learns a foreign language because of fear of strict parents or a teacher—an external negative motive). External motivation exists in two varieties: broad social motivation and narrow personal motivation. The external motivation of the "learning process is associated with a rather acute sense of civic duty to the country and to dear, close people; it is associated with ideas about learning as a way to master the great values of culture; it is associated with the idea of learning as a way to fulfill one's purpose in life.

Therefore, students need to be motivated, and their motivation lies in learning a foreign language. You can list some sources of motivation for students, such as awareness of the value of the subject. Even if the student is not interested in the subject, he can make considerable efforts to study it. In this case, the student realizes what real value this discipline represents for him personally, how important and necessary it is in everyday life, as well as in terms of his prospects and plans for the future. A student who, say, does not have a soul for studying English grammar, nevertheless, will diligently master it as soon as he realizes the universal usefulness of this subject.

Other sources of student motivation may be the special interests of students, the desire to achieve attention, special success, the desire to avoid failure, approval and encouragement from the teacher or parents, etc.

4. Methods, programs, and teaching aids No matter how professional the teacher is and no matter how high the involvement of students in the learning process is, the success of learning largely depends on the circumstances and conditions in which it takes place. Oddly enough, the importance of foreign languages is often underestimated in the course of drawing up educational programs.

The next issue that has to be faced in training is the methodology and means of training. Modern methodological science is a complex science that includes linguodidactics and methods of teaching foreign languages. Linguodidactics acts



as a methodological aspect of the theory of teaching a foreign language. This is a science that studies and forms the general patterns of ways to master foreign language knowledge, skills, and abilities.

The methodology of teaching a foreign language considers general provisions regarding the process of transferring foreign language skills, knowledge, and abilities. The object of the methodology is the process of teaching a foreign language or the process of mastering the content of education in a foreign language by students in specific learning conditions.

In the era of globalization, a foreign language is turning into a leading discipline since the value of a school or university graduate in the labor market in the context of the active development of international contacts is largely determined by the level of his language training. Meanwhile, the methodology of teaching a foreign language was developed in Soviet times. The main disadvantage of this technique is the lack of conversational practice. Schoolchildren studying a foreign language, as a rule, cannot communicate in it in real life. Likewise, the majority of teachers also have poor conversational skills. The reason for this is the fact that most teachers still practice the so-called traditional method without involving new technologies in the learning process, limiting themselves only to theoretical skills and "proven" teaching methods, which results in a lack of language practice for teachers.

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