



## CURRENT ISSUES OF TEACHING FOREIGN LANGUAGES

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### Abstract

This article discusses topical issues in the study of a foreign language. At present, the need of people from different countries and nationalities in intercultural communication is growing. The teaching of foreign languages in secondary and higher educational institutions cannot remain traditional; there is a transformation of the education system as a whole, including language education. At the present stage of development of society, the process of intercultural communication takes on new forms: a variety of electronic means of communication are widely used - e-mail, skype, voice and video communication, social services and much more. Teaching foreign languages in the era of globalization has its own characteristics and problems: first of all, it is a change in the content of teaching a foreign language, methods and means of teaching in accordance with the requirements of modern society.

**Keywords:** foreign languages, globalization, current issues, intercultural communication, teaching.

Recently, the status of a foreign language in Uzbek society has changed significantly. The rapid entry of Uzbekistan into the world community, the economic and socio-cultural situation in the country ensured a huge demand for knowledge of foreign languages, created a powerful motivational base for their study. Today, knowledge of foreign languages is no longer a luxury, but a necessity, there are plenty of opportunities for learning them, not to mention teaching methods.

A significant change in the social order gradually leads to a radical restructuring of the educational process, to a revision of the goals and objectives of teaching a foreign language, to the use of modern pedagogical technologies. The multidimensionally complex nature of language education poses many questions for school administrations and teachers. In our work, we set ourselves the task of highlighting the main problems that hinder the successful acquisition of foreign languages, and possible ways to solve them.

One of the key problems is the psychological unpreparedness of the student for learning foreign languages. Most teachers continue the traditions of Soviet teaching standards, set high standards - speak perfectly without an accent, write without a





single mistake and perfectly master the grammar rules that are often not followed by native speakers; in everyday speech, they do not strive for perfect pronunciation and the choice of the correct grammatical forms. Schoolchildren who have difficulty mastering certain rules do not show interest in learning a foreign language, feel their insecurity and inability to this type of activity [1].

Today, a completely new methodology for learning foreign languages is being formed, the purpose of which is the formation of communicative competence - to teach to communicate, speak, understand and respect another culture. A foreign language, be it English, German or any other, should not be perceived by students as an academic discipline, subject, but should take a higher position - as an integral part of modern life, as a means of communication [3]. That is why the difficult and responsible task of creating an easy, but at the same time practically valuable communication, interaction, and language connection between students falls on the shoulders of teachers.

Another hindrance in learning English is that we think in Uzbek and only then translate words into a foreign language, compare them with grammar rules, then say a sentence. At the beginning of training, this process is too tiring for the child. Therefore, it is necessary to teach him to think and speak English right away. This is how children learn to speak their native language, they literally absorb the language. But they don't know any grammar rules. They will comprehend the theory much later. Many modern methods of learning foreign languages are based on this principle.

To solve the first difficulty, you need the help of a highly qualified teacher who is good at practicing English in a conversational style. This is where a number of the following problems arise, such as the lack of teaching staff. Unfortunately, the following trend is observed in our country: a foreign language is in demand in the labor market, and young specialists with a high level of language proficiency prefer to work in companies. Hence, a large percentage of teachers are people of pre-retirement and retirement age.

Another problem that should not be overlooked is that not all foreign language teachers have higher pedagogical education. Today, 20% of teachers have rather low grades, which indicates the urgent need to stimulate highly qualified personnel, and especially young specialists [4].

Currently, there is a rapid increase in the need for advanced training and retraining of personnel. Foreign language teachers began to acquire additional specializations: experts and examiners at the state testing center, experimental teachers, methodologist teachers, etc. [4]. In this regard, there is a need to create new curricula





for advanced training that train examiner teachers and experts of the state test center, experimental teachers, methodologist teachers, and teachers for specialized schools. Another problem is maintaining the balance of the spectrum of learning foreign languages. Today, most parents want their children to learn English, which inevitably leads to a decrease in interest in learning French and German. If this trend continues to intensify, it may lead to the disappearance of German and French in Uzbek schools [2]. The only possible solution, in our opinion, is the introduction of second foreign languages at school, which will also expand the range of other languages studied, including Slavic and Oriental.

Another equally important problem is the low level of technical equipment of educational institutions. A number of schools need to improve the material base, technical equipment for conducting classes in listening and speaking. Many schools have cassette recorders, but not enough technical means to play video materials.

In connection with the changing role of foreign languages, there is an urgent need to create continuity in the educational process. Learning a foreign language in kindergarten - primary - secondary - high school - university. If now the mechanisms of continuity in the field of a foreign language between elementary, middle and high schools have developed in general, then the mechanisms of interaction between kindergarten and elementary school, high school and university are still being built. The introduction of early and specialized education will certainly contribute to solving this problem. The creation of continuity is also slowed down by the shortage of domestic textbooks that have a single line from the 2nd to the 11th grade and are designed for different models of teaching a foreign language.

Another way to increase the efficiency of learning foreign languages in non-linguistic schools is to introduce integrated lessons: foreign language and computer science, foreign language and geography, foreign language and literature of the country of the language being studied.

One of the urgent problems in the study of the language is the obsolescence of teaching aids and textbooks. In an era of rapid development of all spheres of social activity, one cannot ignore the linguistic changes that occur in foreign languages every hour, especially in English. Every year, dictionaries are published in Europe that publish new words that have entered the lexicon in a given year, and there are also notes in dictionaries about changing the pronunciation and expanding the meaning of many words. Domestic authors of textbooks on foreign languages do not have time to follow these changes, and quite often students learn vocabulary and grammatical phenomena that have not been used in this language for a long time. Hence there is a failure in intercultural and interlinguistic communication. The choice of educational





kits of foreign publishers approved by the Ministry of Education and Science as additional teaching aids can be considered reasonable, since these courses are systemic, built on modern concepts, taking into account the pan-European requirements for mastering a foreign language. The solution to this problem, as it seems to us, lies today in the parallel use of domestic and foreign textbooks, which will allow students to master the modern living language with the least effort [5].

It seems to us that at the present stage of development of the system of language education, the following should become priorities:

- preparation of qualified pedagogical staff capable and ready to carry out innovative activities in general educational institutions;
- the formation of a modern system of continuous language education, its continuity;
- improving the quality of foreign language education, taking into account domestic and international requirements;
- activation of innovative processes in language education;
- ensuring the availability of learning several foreign languages.

In our opinion, the effective implementation of the priority areas of the language education system is ensured by the solution of the following tasks:

- creation of conditions for improving the teaching of a foreign language at the preschool, primary, secondary and senior levels of education;
- strengthening the material and technical base of general educational institutions;
- integration of educational, scientific and practical activities of students and teachers;
- introduction of pre-school teaching of a foreign language;
- mass transition to teaching a foreign language in elementary school;
- development of qualification requirements for teachers of different categories and types of schools;
- improvement of various forms of advanced training of foreign language teachers and increase in teaching hours in linguistics and methods of teaching a foreign language.

Of course, in addition to the problems we have indicated, there are a number of others, which suggests that the system of teaching foreign languages needs serious improvement, contributing to the destruction of the old stereotypes of passive learning, forcing students to think, to look for answers to difficult life questions together with the teacher. Understanding the advantages and disadvantages of the school curriculum will allow you to adjust the course of learning English and make it most effective.





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