

Problems of Teaching in a Foreign Language

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Abstract: The article discusses a number of problems in teaching English at a university related to violations of the integrity and functioning of the methodological system. The author proposes a solution to these problems both at the organizational and content levels.

Keywords: methodological system, method, teaching English at university, goals and objectives, conditions, selection of content, organization of content, methods and techniques.

INTRODUCTION

The importance of proficiency in a foreign language (FL) for a modern specialist in any non-linguistic specialty is dictated by the times and is reflected in the requirements of program documents, where a foreign language appears as a federal component of the state educational standard. This importance should also be reflected in the final learning outcome. Moreover, modern requirements for the level of professional training of a specialist in terms of foreign language proficiency require not only the ability to understand written and oral speech, as well as write and speak, but also the ability to act effectively in conditions of foreign language communication, which implies a significantly higher level of language, speech and extra-linguistic training. But the practice of teaching a foreign language to students shows that there are a number of multi-level problems that affect the organization of the learning process, its content, and the final result. The unsatisfactory quality of the latter was the reason for writing this article, the purpose of which is to identify as fully as possible the problems existing in this area, which will make it possible to further outline ways to solve them. It seems important to note that the problems of teaching a foreign language in a non-specialized (non-linguistic) university are not random, isolated in nature, they are a manifestation of systemic violations.

MATERIALS AND METHODS

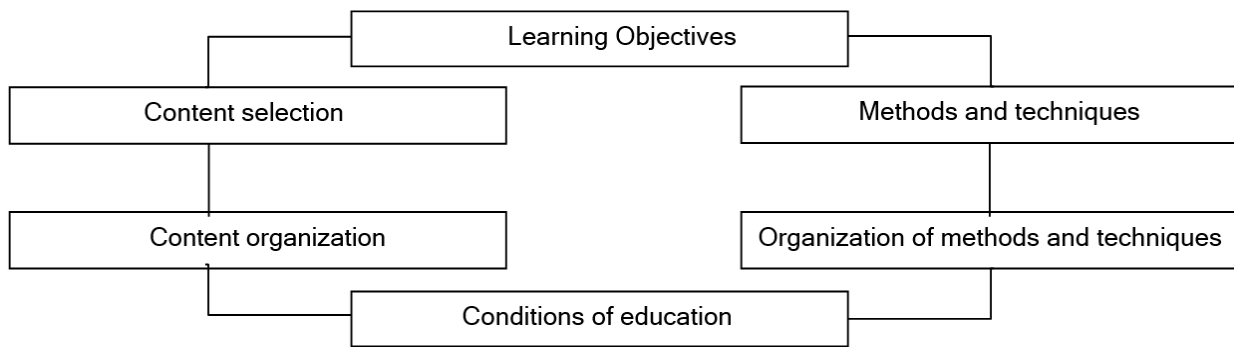
The teacher and student interact in the classroom within the framework of a methodological system consisting of generalized elements on the basis of which a specific teaching method (or technology) is built (I.L. Beam [1], G.A. Kitaygorodskaya [2]). The methodological system dictates the choice of teaching method depending on the learning goals and the conditions in which the specified goals are expected to be achieved. Communication takes place about the content of educational material, organized in a certain way, and through a flexible (which is desirable) system of methods and techniques aimed at students' assimilation of this material and the ability to use it in various types of speech activity. Any specific educational process contains all the elements of the methodological system and correlates with it as real and ideal, as particular and general. One way to check the effectiveness of the educational process is to consider it from the point of view of compliance with the ideal methodological system.

RESULTS AND DISCUSSION

It can be assumed that teaching a foreign language will be most effective if all components of the methodological system are consistent and consistent.

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Ideal methodological system

The starting point of any methodological system is the learning objectives and their compliance with the learning conditions. When setting goals, existing conditions must be taken into account so that achieving the goals is realistic. These two fundamental elements of the methodological system determine the choice of method of teaching a foreign language. The goals of teaching a foreign language at a university are dictated by state educational standards and, at the level of execution, are an unchangeable element of the system.

The goal of a foreign language course in the system of training university students is practical knowledge of language as a means of communication in the professional field, which includes reading literature in the specialty and related fields of science; translation in the specialty and a wide range of socially significant problems; participation in oral communication within the framework of general topics and situations determined by state standards; practical implementation of linguistic (systemic) knowledge, skills and abilities in the conditions of foreign language communication in oral (monologue, dialogue, polylogue, discussion, etc.) and written speech (abstract, abstract, theses, messages, private letter, business letter, biography, etc.). In addition, students should have an understanding of everyday literary, official business, and scientific styles; style of fiction; have knowledge about the culture and traditions of the countries of the language being studied; know the rules of speech etiquette. All these skills and knowledge are provided by grammatical skills, that is, they presuppose sufficient fluency in the language system at all levels, both in receptive and productive modes.

An addition to the portrait of the average student will be low motivation to master a foreign language. This obvious fact looks very paradoxical in modern conditions of the ever-developing process of global integration, interpenetration and mutual influence of different world cultures. Students are aware of the opportunities that knowledge of a foreign language opens up for them. Through proficiency in a foreign language, they can improve in professional, general cultural, and cognitive aspects; solve pragmatic problems and simply use it in informal communication. Knowledge of a foreign language presupposes extensive use of the Internet as a source of additional information to replenish professional knowledge, and real opportunities to travel abroad, both to improve one's language skills, and for professional internships and training in foreign educational institutions, as well as and other opportunities that can ultimately contribute to rapid career growth. Career growth, as modern sociological research shows, occupies one of the first places in the ranking of life aspirations of young people. But all this, unfortunately, for certain reasons and contrary to expectations, does not contribute to the formation of internal motivation in students. The only real way to increase students' motivation is to develop their interest in classes using methodological means, that is, to create external motivation, which, as is known, is much less effective than internal motivation. The problem of motivation is very relevant today and requires a separate study that is beyond the scope of this article.

In quantitative terms, there is often an unacceptably large number of students in a group. Even in universities where they practice dividing academic groups into language groups, the number of students reaches twenty people in one group. But there are universities in which academic groups of 30–40 students are not divided into language groups. In such conditions, you can only talk about the



language, and not give knowledge, form skills and bring them to automatism. In all this there is a significant discrepancy between the fundamental elements of the methodological system.

Thus, taking into account all of the above, as well as the fact that correct professional foreign language discourse pursues informational, analytical, predictive, evaluative and influencing goals, we can draw the following conclusion. A student who comprehends a foreign language at the level and in the conditions of professional foreign language discourse must have good basic (school) language and speech training; have an understanding of speech strategies and speech etiquette; have sufficiently developed abstract (logical) thinking; have a broad background knowledge of the world around you; possess knowledge about the culture of the country (countries) of the language being studied - the average university student does not possess all this to the extent necessary and sufficient for discursive foreign language learning. This does not mean that such training is impossible to achieve - it is quite possible. But for successful, effective, and not fictitious teaching of professional foreign language discourse, a solution to the problems discussed in detail in this article is required, as well as a revision of the goals of foreign language teaching, which must be achieved at the level of general education. Obviously, a revision of the goals will entail a change in the content of all elements of the methodological system.

CONCLUSION

All of the above allows us to conclude that the real process of teaching a foreign language in general and professional foreign language discourse in particular in the conditions of a non-linguistic university has significant systemic disadvantages, that is, in its main elements it does not meet the requirements of the methodological system. The main disadvantage is the mismatch between the goals and conditions of training, and the teacher's ability to influence the structure and content of these subsystems is minimized due to their essential features and objectively specified nature.

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