

EFFECTIVE AND PROBLEMATIC ASPECTS OF TEACHING FOREIGN LANGUAGES IN EDUCATION SYSTEM OF UZBEKISTAN

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Which foreign languages are studied in the country depends on many factors. The political, economic, cultural, social potential of a country and its international relations, as well as its level of connection to the regional and global network, also affect the issues of foreign language teaching and the sequence of their study. As the first foreign language in the process of learning a foreign language, the language that is most important in terms of “usefulness criteria” is a priority - today English as Lingua Franca is an example of this.

Parents often demand that English be taught as a first foreign language because they believe it is easy to learn and as a means of global communication it will provide a good foundation for their children to pursue careers in their future studies and careers. However, they point out that in areas where languages other than English are widely used, the variability and agility of society stem from regional needs, which can negatively affect interest in learning other foreign languages as English as the first foreign language. They don't consider it.

But on the contrary, when a foreign language is taught to children in a suitable and continuous way at the beginning of learning a foreign language, a positive attitude towards that foreign language and the culture of the country where the language is studied is formed. In this case, English can be learned quickly after a certain period of time, at least three or four years, so that there is no impairment in achieving the expected level of knowledge of English.

From the point of view of language policy, the concept of regional multilingualism allows different interpretations of the choice of languages and the sequence of their study. The focus is on the child's individual communication and learning needs, including his or her future personal and professional aspirations. It follows that in order to develop multilingual profiles that are regionally important in children, there is a need to organize foreign language lessons and language sequences in a multifaceted and variable way.

During last two decades the question of foreign language teaching received a closer attention in Uzbekistan. It is evidenced by the adoption of the National Programme for Personnel Training and a number of subsequent documents that have created favorable conditions for the development of methods in language teaching. Resolution “On measures for further improvement of the study of foreign languages” has been adopted just recently. According to the new document, the study of foreign languages, mainly English, gradually will start in elementary schools in the form of gaming lessons and lessons in speaking in the first grade, and in the form of learning the alphabet, reading and spelling in the second grade. In future, teaching special subjects in universities, especially in engineering and international specializations, will be conducted in foreign languages.

At the current stage of societal development, it is important for academia to educate the personality of a student aiming at the maximum of his/her educational potential opened to the perception of new experience, capable of informed and responsible choices in different life situations. In order to raise such an individual, first of all, it is necessary to teach students to solve certain communication problems in different areas and situations with different linguistic means, i.e. form their communicative competence. Educated in such conditions one should ultimately reach the level defined as the level of the “linguistic personality”.

As a result of the transformation taking place in the Republic of Uzbekistan, the process of language teaching today can evolve to meet the needs of people and gain more tangible practical and communicative orientation. Preparation of a person to communicate in target foreign languages is equivalent today to preparation for intercultural dialogue.

Such a situation can be generally noted as a positive development because it indicates an increase in people's interest in foreign languages. On the other hand, society itself is interested in such university graduates who could be recognized by the international community. Accordingly, the practice of language teaching should respond to this situation and to work out best solutions to emerging problems. The process of foreign language teaching takes place in different ways in different countries. Within the post-Soviet area, this process has its own specific characteristics. In particular, the main problem of foreign language teaching is the lack of rhetoric classes in schools and colleges in several countries.

This approach to language learning and teaching has developed due to the abolition of rhetoric classes in Russian schools in the late nineteenth century. From ancient times, the teaching of the native language was conducted simultaneously in two directions – education of rhetoric skills and the study of the theoretical foundations of the language. In the twentieth century methods of foreign language teaching in schools were based on techniques of teaching of the native (Russian) language in Russian schools. This fact has led to a tangible difference in the approaches to the problems of language teaching in our country and in other European countries. This was proved with the excessive grammatical focus of the process of foreign language teaching in our methodology. This situation, no doubt, was reflected in the practice of foreign language teaching, since for a long time foreign language teaching copied main rules of native language teaching. In the end it appeared that many graduates, having a large amount of theoretical knowledge, were helpless in communicating in studied language. It continued until the end of the twentieth century.

Currently perspective directions of development of foreign language teaching methods are communication skills and implementation of innovative technologies, humanization of the educational process. Optimization of the process of foreign language teaching involves the development of certain areas of methodical science. These are:

- to explore the possibility of increasing the practical orientation of lessons and achieve the situation in which the goals of lessons are planned in the form of practical tasks;
- to identify ways to strengthen communicative orientation of lessons. To do this, it is important to use interactive teaching methods;
- to include the creativity in the process of language teaching, which takes the form of co-operation of teacher and student. To do this, it is necessary to introduce the idea of "pedagogical communication" in classes;
- to increasingly rely on new information and communication methodologies, which involves the use of modern equipment and facilities;
- to expand the idea of developmental education through the establishment of appropriate training texts and the use of modern and up to date information in the content of exercises performed in class;
- to use of the differentiated learning tasks and widely implement the principle of personality-oriented approach;
- to develop students' speaking skills initiative, which corresponds to the principle of humane learning.

The main purpose of teaching foreign languages in the curriculum is defined as "education of students to communicate fluently in the target language." To obtain such a result it is necessary to take care of the formation and development of communication skills of students, focusing on the achievements of modern methodical developments.

A promising orientation in the development of the direction in communicative methodology of foreign language teaching is text centrism. In the methodology for foreign language teaching, which has the aim of linguistic personality formation, it is necessary to introduce an organic component aimed at developing students' skills of perception of the text, work with the text, and the text formation.

Significant changes are taking place in the methodology of foreign language teaching. From this point of view the identification of new ways in developing the technique of language teaching becomes an important problem of modern methodical science. We believe that the development path of methodical science requires deep analysis and reflection. Special attention should be given to the question of incorporation of the effective, constructive and rational innovative teaching techniques in the process of education. It should be noted that there is a gap in the literature devoted to this subject. Innovations in foreign language teaching can be associated with changes not only in the objectives, content, methods and techniques, forms of organization and management system, but also in the styles of teaching activities and the organization of educational and informative processes. Based on the understanding of the process, we identify innovations in techniques, tools, and methodology of foreign language teaching. Consequently, the identification of the best ways to implement the innovative practices in the process of education becomes one of the urgent problems of modern methodology. Consideration of the above mentioned issues in the organization of the process of foreign language teaching satisfies demands of people as well as general social needs. Successful solutions to these problems can lead to the optimization of the process and increase of its effectiveness.

Language policy in Uzbekistan is a reflection of the needs of society and the desire of the population to learn foreign languages.

Methods of teaching foreign languages as the science will continue to develop in the future with the flux of technology and demands of time. The methodology of teaching languages as science, is connected with the needs of society and the process of integration that occurs in the global world of science. Optimization of the process of language teaching to some extent depends on the integration efforts of professionals working in the field of teaching different foreign languages, including the Russian language.

The successful development of methods of teaching foreign languages is connected, on the one hand, with the research and study of language teaching techniques and experiences in other countries, and on the other — with the encouragement and support of innovative research in within the country.

To sum up, The English language and the situation itself, in which it happens to be involved in the 21st century, are unique, indeed. None of the languages before has gained the same spread and popularity within such a short period of time. Knowledge of english not only contributes to the international ties of the country, it also facilitates smooth communication among academic communities. Today, English language is performing the function of this bridge among the academic and scientific researchers from all the corners of the world. The younger generation of our republic can enjoy vast opportunities with the knowledge of English. Moreover, it is the obligation of the academic communities to deliver the rich cultural and historical heritage of Uzbek people to the world by translating the literature and academic works of our national scholars and ancestors into the English language — a very effective approach to promote the country in the international arena. In conclusion it should be noted that there are several tasks to implement the main directions of reforms. Nowadays it's crucial that teachers need to revisit the factors which are expected to improve the standards of higher education of English, the modernization of the content and structure of higher education of English. The specialists need to work out new internal mechanisms, applying the elements of other systems, to implement the best practices and recommendations on innovative educational technologies, to assess primary standards, to refresh educational process by means of modernizing educational system personnel and developing international cooperation in the sphere of higher and specialized education of English.

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