

EUROPEAN INTERNATIONAL JOURNAL OF PEDAGOGICS

VOLUME03 ISSUE08

DOI: <https://doi.org/10.55640/eijp-03-08-04>

Pages: 14-18



PROBLEMS IN TEACHING A FOREIGN LANGUAGE TO HIGHER EDUCATION STUDENTS

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ABOUT ARTICLE

Key words: Teaching foreign languages, bachelor, non-linguistic university, new concept, method.**Received:** 20.08.2023**Accepted:** 25.08.2023**Published:** 30.08.2023**Abstract:** The article deals with the problems of teaching foreign languages in universities related to educational and methodological support, organization of the educational process; The author proposes a new concept of teaching foreign languages at a university based on evidence-based reform of curricula, programs, technologies and conditions for teaching foreign languages in the preparation of bachelors.

INTRODUCTION

Profound changes in the economic, political and cultural life of the modern world force us to rethink the tasks and prospects of universities from the standpoint of the already clearly formed tendencies of democratization, humanization and specialization of the educational process.

The purpose of this article is to consider the problems of teaching foreign languages in a non-linguistic university, associated with a lack of professionally oriented textbooks of a new generation, reference literature, audio and video materials, professionally oriented periodicals published abroad, and the need for evidence-based reform of curricula, programs, technologies and conditions for teaching foreign languages.

MATERIALS AND METHODS

The profound changes that have taken place in the life of the country and in the field of international relations force us to rethink the tasks of training specialists in all areas. Both the general concept of bachelor's training and its individual aspects, in particular, the foreign language program, should be reviewed from the standpoint of the already clearly formed tendencies of democratization, humanization and specialization of the educational process.

It is known that the system of teaching a foreign language is determined primarily by social and economic factors that create a context for solving language policy in society. Pedagogical science, being

in relationship with all aspects of society, allows you to develop approaches to the implementation of educational policy in the field of foreign language education.

RESULTS AND DISCUSSION

Political, socio-economic and cultural changes in Uzbekistan have significantly expanded the functions of a foreign language as a subject. The expansion of cooperation with foreign countries has significantly increased the possibility of contacts for representatives of various social and age groups. There are real conditions for education and work abroad, for the exchange of students, schoolchildren, specialists. As a result, the role of a foreign language in society has changed, and from an academic subject it has become a basic element of the modern education system, a means of achieving professional realization of the individual.

The modern system of teaching a foreign language is characterized by the fact that, firstly, practical knowledge of a foreign language has become an urgent need for wide sections of society, and, secondly, the general social context creates favorable conditions for the differentiation of teaching a foreign language. The new socio-economic and political situation requires the implementation in society of a language policy in the field of foreign language education, aimed at meeting both public and personal needs in relation to foreign languages. The implementation of the new language policy is associated with the creation of a flexible system for choosing languages and conditions for their study, as well as a variable system of forms and teaching aids that reflect the current state of the theory and practice of teaching a subject. The variety of options for teaching a foreign language, teaching tools imposes new requirements on the professional training of foreign language teachers, who in the new conditions need to be able to act not according to strictly prescribed rules, but in accordance with their own choice from among the possible methodological systems of the one which is more adequate to the learning conditions.

Analysis of the requirements of international standards, the modern standard, which includes requirements for the educational minimum of the content of training, also focuses on the development of communication skills in one of the foreign languages.

The study of the daily practice of teaching foreign languages in universities shows that the focus is on the formation of skills and abilities, professional communication, mainly in an indirect form. Particular attention is paid to reading and translating professionally oriented texts. Little attention is paid to acquaintance with the culture of the countries of the language being studied, with the existing intercultural differences that create difficulties in intercultural communication. Some features of the organization of the educational process in universities do not contribute to the successful mastery of a foreign language. In particular, the following:

- firstly, a limited grid of hours allocated for the study of a foreign language;
- secondly, the lack of a sufficient number of modern textbooks and teaching aids;
- thirdly, the insufficient use of audiovisual means and multimedia technologies that allow rationally organizing the educational process, both in the classroom and in the conditions of independent work of students;
- fourthly, the low level of students' motivation to learn a foreign language, due to the lack of continuity in the "school-university" system, when the university program, repeating the school program, does not open up new prospects and opportunities for students in learning a foreign language as a means of acquiring new knowledge. Therefore, university graduates for the most part experience difficulties when reading authentic literature, when communicating in a foreign

language in a dialogical or monologue form, not to mention the ability to compose a business letter or write an annotation of a professional article.

Acquaintance with the practice of teaching foreign languages at the faculty of industry and transport, engineering and construction, natural science faculties of the institute shows that the above assumptions are confirmed. The teaching of foreign languages at the faculties of the Institute complies with the requirements of the standard. A big problem is the provision of the educational process with authentic professionally oriented textbooks of the new generation. There are practically no professionally oriented textbooks in German and French. There are not enough modern manuals in English for training builders and biologists. There are not enough bilingual dictionaries. There are very few textbooks and teaching aids published abroad, as well as reference literature of a linguistic and regional nature. Teachers are trying to fill this gap by issuing methodological recommendations, teaching aids, collections of texts for reading and translating authentic texts, professionally oriented bilingual dictionaries. Although the educational process is provided with audio and video equipment, there is a lack of audio and video materials, especially those aimed at teaching a foreign language in the field of professional communication. There is an acute shortage of economic periodicals published abroad. Students do not have the opportunity to get acquainted with the news of economic life, to master modern professional vocabulary. Computers are almost never used in the educational process. There is no clear system of independent work in a foreign language. Types of independent work are limited to performing laboratory work and preparing extracurricular reading. This situation is explained by the lack of the necessary material resources for organizing independent work, primarily computers and telecommunication technologies. There are no incentives for independent work and effective forms of its control.

The financial situation does not make it possible to send teachers of foreign languages for internships at advanced training faculties even in central universities, not to mention foreign internships.

In view of the foregoing, the need to develop a new, more modern concept of teaching foreign languages at a university can be justified.

It can be stated that the role of a foreign language as an effective factor in the socio-economic, scientific, technical and general cultural progress of a society should be reflected in this concept. It suggests that the role of the subject "Foreign language" in the educational process for the preparation of bachelors should be reviewed. This concept provides for a science-based reform of curricula, programs, technologies and conditions for teaching foreign languages in the preparation of bachelors, which meets modern requirements for teaching foreign languages.

The socio-cultural approach to language education served as a conceptual basis for determining the content, teaching strategies and selecting the means of teaching a foreign language. This approach reflects global trends in the content and organization of language education, focuses on teaching intercultural communication in the context of a dialogue of cultures.

The goals of teaching a foreign language in the light of this concept can be described as:

- the formation and development of foreign language competence necessary and sufficient for the correct solution of communicative and practical tasks by trainees in the studied situations of everyday, scientific, business communication;
- development of abilities and qualities necessary for the communicative and socio-cultural self-development of the student's personality. Foreign language communicative competence is a certain level of proficiency in linguistic, speech and sociocultural knowledge, skills and abilities, which allows

the student to communicatively acceptably vary his speech behavior depending on the situation of communication.

Structurally, foreign language communicative competence consists of:

- linguistic;
- sociolinguistic;
- discursive;
- strategic;
- social;
- sociocultural.

It is fundamental to single out a socio-cultural component as part of the communicative competence. This component assumes knowledge of the sociocultural context, as well as how this context affects the choice and communicative effect of the use of linguistic forms [1].

In this case, the student shows his awareness of those norms of social behavior that determine the performance of specific roles in a foreign language community. With this approach, teaching foreign The use of language is closely related to its intensive use as a tool of cognition. The main principles of the sociocultural approach include:

- a) teaching foreign language communication in the context of the dialogue of cultures;
- b) reliance on interdisciplinary knowledge of students, primarily professionally oriented;
- c) reliance on the intellectual potential of students when choosing forms of foreign language communication.

The result of the implementation of this approach should be the preparation of students for the implementation of intercultural, professional communication, for intercultural activities (including professional ones) in our country and abroad, for working conditions in the modern foreign-language world.

The course of a foreign language in the implementation of this approach should be aimed at the formation and consolidation of the skills of oral and written speech in various communication conditions, in introducing students to the culture of the people whose language they master [2]. It also assumes the development of the personality of the trainees, their assimilation of general democratic values, the upbringing of the need for constant self-education as a means of socio-cultural development of the world.

Based on the goal, it is necessary to review both the content and the organization of the foreign language course.

It seems expedient to carry out training in a foreign language during all 8 academic semesters allocated for the preparation of bachelors.

The number of classroom hours is expected to be increased to 480-500 in semesters I-IV, 380-390 in semesters V-VIII, linking this, if possible, with the curriculum.

The first stage of training bachelors in a foreign language (I-IV semesters) should have as its objectives the consolidation and development of listening, speaking, reading and writing skills in close interaction in communication on general humanitarian topics, familiarization with culture countries of the language being studied and an introduction to the language of business professional communication.

The need to enrich professional foreign language education with the language content of general humanitarian topics is dictated by the need to form a more complete and objective picture of the world among students that meets the personal needs of specialists. Topics for oral speech should cover the

social, educational, labor, socio-cultural, administrative spheres of communication in our country and in the countries of the language being studied.

CONCLUSION

Thus, we believe that the role of the subject "Foreign language" in the educational process for the preparation of bachelors should be reviewed. This provides for a science-based reform of curricula, programs, technologies and conditions for teaching foreign languages in the preparation of bachelors, which meets modern requirements for teaching foreign languages. The whole program should be permeated with the idea of interdisciplinary integration.

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