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CURRENT ISSUES OF TEACHING FOREIGN LANGUAGES AT SCHOOLS

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ABSTRACT

The article addresses the challenges that students face while acquiring a second language, showcasing findings from a student conducted study aimed at pinpointing learning obstacles.

KEYWORDS: *language, competence, children, mistake, challenge, teacher, communicative.*

I. INTRODUCTION

Recently, the status of foreign languages in our society has changed significantly. Foreign language fluency is becoming increasingly important. The value of a graduate in the job market is greatly influenced by their language proficiency in today's interconnected global landscape. Currently, the Council of Europe's educational policy regarding foreign languages focuses on fostering communicative competence. The components of communicative competence are outlined below:

1) Linguistic competence involves grasping the language system comprehensively, understanding the operation of linguistic units in speech, accurately interpreting other's thoughts, and effectively articulating personal opinions verbally and in written form.

2) Sociolinguistic competence entails comprehending the process of thought formulation and expression through language, along with the capacity to employ language suitably according to the contextual factors of the speech situation and speaker's communicative objectives.

3) Sociocultural competence encompasses grasping the social and linguistic behaviors' national and cultural traits among language users, along with the capacity to employ language in communication while respecting customs, behavioral norms, etiquette standards, and similar aspects.

4) Strategic competence refers to the capacity to address deficiencies in language proficiency, speech, and social communication experience while engaging in communication in a foreign language.

5) Social competence is exhibited by the readiness and skill to interact with others, the capability to navigate communication contexts, and formulate expressions in line with the speaker's communicative purpose and the circumstances.

Therefore, it can be inferred that students should not view a foreign language (like English, German, French, etc.) as an isolated academic subject. Instead, it occupies a more elevated status as an essential component of contemporary life and a tool for communication. In both mainstream and private language institutions offering foreign language instruction, educators aim to cultivate student's communicative competence and its constituent elements. The research revealed two main obstacles that stand in the way, which can be categorized into psychological and educational- practical.

II. RESULTS AND DISCUSSIONS

According to N.D. Linda (p.20), the psychological issue entails an individual's emotional fixation on pursuing an unachievable goal or obstacle, impeding their ability

to take appropriate actions. This issue could occur as a result of the student's lack of confidence. It occurs when a child hesitates to demonstrate the simplicity of their understanding, fearing misinterpretation or misunderstanding. Students frequently express sentiments like, (This is not my thing, I am not capable), or (Learning English is tough).

The language barrier contributes to psychological challenges, stemming from the fear of making errors and revealing one's lack of understanding. Some students, particularly perfectionists, strive for flawless pronunciation and sentence construction from the outset. However, it's crucial to recognize that perfection is unattainable in language learning. Making mistakes is not only acceptable, but also necessary for children at the early stages of learning. When confronted with similar scenarios, a seasoned educator can devise their own approach to management. Based on my teaching experience, it's best not to interrupt students while they speak to correct mistakes. Additionally, I have observed the importance of giving encouraging looks during student participation. It's crucial for them to feel empowered to navigate independently and perceive their errors as incidental. If a mistake stems from a lack of understanding of a rule, it's preferable to address it later on. Another factor contributing to the mentioned issue could be the absence of support. Practical experience indicates that the most students' parents go about their lives without utilizing a foreign language, resulting in them not placing much significance on this subject in school. Teachers specializing in subjects like Uzbek language and literature frequently echo the sentiment: If they struggle with Uzbek language, how will they master a foreign language?! This demotivates children from pursuing other languages, as they perceive it as validation for their lack of proficiency. Parents and teachers should to foster and nurture a child's enthusiasm for acquiring foreign languages, consistently emphasizing their significance in personal growth and broadening prospects for adapting to shifts in the economic, social, and cultural landscape of society. Learning foreign language also presents educational and practical challenges. Differences in students' knowledge levels can make it difficult to achieve desired

learning objectives quickly. Some students progress from elementary to intermediate levels with minimal language preparation. Allocating a substantial amount of class time to such students slows down the overall process, given that teachers must follow a curriculum and lesson plan. While motivating struggling students in challenging, it is feasible. The crucial aspect is to identify an approach, such as emphasizing the child's personal interests, while managing the rest through technique. Learning vocabulary and grammar norms is the foundation of knowing any language; nevertheless, understanding collocation is more difficult. For instance, in dialogue learning, we rely on suitable speech patterns, clichés, and fixed word combinations, which should be memorized as complete phrases rather than individual words. This is essential because structures in one language may not align with those in the target foreign language. To acquire the ability to think in another language, it is essential to practice regularly, visualize objects, mentally, and swiftly name them, but in English rather than Uzbek. For instance, we prompt children to envision themselves flying a kite and promptly request them to construct a sentence in English: I am going to swim in swimming pool.

This indicates that there is a need for substantial improvements in the foreign language teaching system to dismantle outdated stereotypes of passive learning. Instead, it should encourage students to think critically and work, with teachers to address complex life questions.

In this context, aside from student motivation, the relevance and appeal of the provided learning materials, along with the teacher's professional and business competence, are crucial factors. Typically, students exhibit a high level of interest at the outset, and it falls upon the teacher to sustain this enthusiasm by incorporating a wide range of contemporary educational resources and pertinent supplementary materials, while also utilizing modern methodologies that foster interaction among participants in the learning process.

LITERATURE

- 1) *The article published in the journal “Young Scientist” in 2016, issue, pages 933-935, Niyazeva L.F. delves into the subject of “Communicative competence.*
- 2) *Linde N.D., in the textbook “Psychological Counseling: Theory and Practice published in 2010, page 20, which examines various aspects of psychological counseling.*