



SOME PROBLEMS FACED IN THE PROCESS OF FOREIGN LANGUAGE TEACHING AND THEIR SOLUTIONS WITHIN INSTITUTIONS

Latipova Dilnoza Shorasulovna

Tashkent Pediatric Medical Institute, Tashkent, Uzbekistan Foreign Languages Department. Tashkent, Uzbekistan

Annotation: *The importance of owning a foreign language for a modern specialist of any non-linguistic specialty is dictated by time 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 result of the training. The article deals with a number of problems of teaching English in the university, related to violations of the integrity and functioning of the methodical system.*

Key words: *methodical system, method, teaching English in the university, goals and objectives, conditions, selection of content.*

RELEVANCE

Modern requirements for the level of professional training of a specialist in foreign language skills presuppose not only the ability to understand written and verbal speech, but also to write and speak, but also the ability to effectively operate in a language that speaks a language, which implies a much higher level of language, and extra linguistic training. Nevertheless, the practice of teaching students to students shows that there are a number of different levels of problems that affect the organization of the learning process, both its content and the result. The unsatisfactory quality of the latter has become the reason for writing this article, whose goal is to identify the problems as much as possible in the area, which will allow us to outline the ways to solve them in the future. It is important to note that the problems of teaching IJ in a non-specialized (non-linguistic) university are not accidental, single in nature, this is a manifestation of systemic disturbances. The methodological system dictates the choice of the method of instruction, depending on the objectives of the training and the conditions in which it is expected that these goals will be achieved. Communication takes place about the content of educational material organized in a certain way, and by means of flexible (that is desirable) system of methods and techniques aimed at mastering this material by students and the ability to use it in various types of speech activity. Any particular educational process has in its composition all elements of the methodological system and correlates with it as a real and ideal, both private and general.

PURPOSE

The starting point of any methodological system is the goals of instruction and their conformity to the conditions of instruction. When setting goals, the existing conditions must be taken into account, so that the achievement of goals is realistic. The goal of the IUE course in the system of students' training is the practical knowledge of the language as a means of communication in the professional sphere, which includes reading of literature on the specialty and related fields of science; translation by profession and a wide range of socially significant problems; participation in oral communication in the framework of themes and situations of a general nature determined by state standards; practical realization of linguistic (system) knowledge, skills and skills in the conditions of speaking in another language (oral, monologue, dialogue, polylogue, discussion.) and written speech (Annotation, Annotation, theses, messages, private letter, business letter, biography, etc. etc.). In addition, the students must have an idea of the everyday literary, official, scientific styles; style of fiction; to have knowledge of the culture and traditions of the countries of the studied language; to know the rules of speech etiquette. The terms of language training are very far from the requirements put forward. The average undergraduate student cannot conduct a conversation in English. The greatest difficulty, as experience shows, is the choice of the verb and its use in the desired temporal form. This speaks, first of all, of the lack of formation in the minds of students of first-year students of the concept of the English language system in part of the grammatical time. Actually, like other simpler grammatical phenomena. The problem of motivation is very relevant today and requires a separate study that goes beyond the scope of this article. In quantitative terms, there is often an unacceptably high number of students in the group. Even in higher education institutions, where the separation of academic groups into linguistic groups is practiced, the number of students reaches twenty in one group. But there are universities in which academic groups of 30-40 students are not divided into linguistic groups. In such conditions, one can only talk about language, and not give knowledge, form skills and bring them to automatism. In all this, a significant discrepancy between the fundamental elements of the methodical system is seen. In such a situation, we have to talk about the insufficient number of hours of the teaching load, although today the universities have the opportunity to increase it, as in the curriculum (electives, special courses, elective courses, etc.), and at the expense of additional education services (for example, the organization of a translation course in the field of professional communication), but the latter is associated with problems of additional funding, which may allow s does not every student and every institution. It remains to talk about the standard situation in which a foreign language in a non-specialized university is allocated on average 3-4 hours per week of auditorium classes and about 1 hour of independent work of students.



RESEARCH MATERIALS

Optimal is the presence of such an educational methodical complex or work program that in terms of content would differ in different levels of complexity of the educational material and would suggest a greater variety of techniques for mastering it and speech skills. The latter comprise an integral part of the fourth component of the methodological system that includes the material means providing interaction between the teacher and students, as well as students among themselves in the process of communication about the educational material—all this is also about in the educational methodical complex or work program. This subsystem is most accessible to the teacher in terms of the possibility of changing it in order to improve and achieve consistency between the elements of the methodological system. In other words, the teacher can influence the functioning of the methodical system, using various teaching aids, methods and techniques, their combinations and possibilities for variation. Within the framework of this subsystem, the teacher can most fully reveal his creative potential, realize the individual-personality component of the learning process. The teacher is looking for new forms of work with the teaching material, the ways of its development and presentation. It is supposed that the training of professional communication in English is carried out on the basis of sufficiently formed linguistic and speech skills and skills with which the graduate of yesterday's school comes to the university. Since professional communication (discourse) is understood in modern linguistics as a complex three-component phenomenon consisting of participants in discursive communication (the author and the recipient), the text about which communication is carried out, and the situation in which this communication takes place, then its participants need not only basic knowledge of a foreign language, but also the ability to apply special grammatical structures and knowledge of special rules for the use of vocabulary. The three-sided essence of discourse presupposes, on the one hand, birth, which means that the first stage of his reflection and planning, then his presentation in oral or written form. On the other hand, it is expected that the discourse recipient will perceive, analyze and interpret it through listening or reading, taking into account the whole situation of communication.

RESEARCH RESULTS

The generation and perception of professional discourse in a foreign language is complicated by the abundance of complete syntactic structures used because of the need to preserve the logical integrity and unambiguity of the discourse, which is manifested, for example, in the frequent use of causal logical structures, and this requires the use of special linguistic means. In addition, professional foreign-language discourse is a system of special terms reflecting the professional characteristics of university specialization, which, as a rule, is the basis of professional foreign language texts. In this regard, the teacher faces the task of full or partial adaptation of such texts, depending on the level of

preparedness of students. Thus, taking into account all of the above, and also that the correct professional foreign-language discourse pursues information, analytical, predictive, evaluative and impacting goal, you can draw the following conclusion. A student who comprehends a foreign language at a level and in conditions of professional foreign-language discourse should have good basic (school) language and speech training; have an understanding of speech strategies and speech etiquette; have sufficiently developed Annotation (logical) thinking; possess broad background knowledge about the world around us; know the culture of the country (countries) of the studied language-all this in a measure necessary and sufficient for discursive foreign-language instruction the student does not have a university. This does not mean that such training is impossible to implement, it is quite real.

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