

## Issues of Enhancing Teaching Foreign Languages in Uzbekistan and the USA

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### Annotation

*This article considers the reasons for the low level of knowledge of foreign languages in Uzbekistan and the United States, discusses urgent problems of improving foreign language teaching based on the introduction of innovative techniques. Particular attention is paid to the communicative method and issues of motivation in the learning process. The authors note the widespread use in the USA and in Uzbekistan of IT-technologies, such as e-mail, chats, web-conferences and the distance learning system. An analysis of the state of American and Uzbekistan education allows the authors to conclude that the United States has made significant progress in introducing innovations, especially in the use of bilingualism in education, and their experience can be useful for testing it in our country.*

**Keywords:** foreign languages, training, IT-technologies, communicative approach, motivation, educational

policy, comparative analysis, innovative methods, bilingualism in education.

It is unlikely that in today's world you can find a country where foreign languages were not taught at one or another level of education. And that is understandable. In the context of the widespread increase in international economic, political and cultural ties, knowledge of foreign languages is becoming an urgent need for people of a wide variety of professions. And this, in turn, poses a challenge to the modern state the development of new, more effective training methods that are capable of carrying out various types of linguistic and intercultural communication in their professional activities.

Experience gained was clearly insufficient. In medieval universities in Europe, living foreign languages were not taught. The only language of instruction in them was Latin. It also served as a means of communication between scientists or simply educated

people from various countries. As for the foreign trade relations of that period, for their implementation there was quite enough elementary knowledge obtained in specialized schools of the lowest level.

For the development of Latin, translation and grammar methods were used, which later had a decisive influence on the teaching methods of German, French, English and other languages. In addition, teaching them both in form and content was elitist in nature. It was intended, first of all, for the training of future diplomats, politicians, military specialists, and persons of free professions. Often, considerations of prestige, a common culture and social status prevailed over the requirements of practical expediency.

The pragmatic and at the same time penetrated by revolutionary romance XX century turned high school, and then higher school into mass institutions, expanded and democratized their social composition, demanded adaptation of the entire education system to a radically changed outside world. The urgent need for innovation was not slow to make itself felt in the teaching of foreign languages. The pragmatic and at the same time penetrated by revolutionary romance XX century

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At the time of the former USSR, one could hear a joke, by the way, and today that is sufficiently relevant, about who in the world knows foreign languages worst. The answer is Russian (as well as Uzbeks) and American. First of all, this was noticeable by the example of many of those who found themselves abroad for work or as tourists. Local traders quickly grasped the popular words and phrases of foreign-language visitors, and literally on the second day they briskly used them, offering their goods and services. But on the other hand, things didn't go beyond of two or three words like "hello", "thank you" and "goodbye".

If you say that they had a very definite interest, generated and stimulated by a concrete benefit, then you will be absolutely right. Proof of this can be seen in the opposite situation, when Soviet smugglers easily found a common language with visiting foreigners, or when, after the collapse of

the USSR, the first post-Soviet traders with incredible speed mastered the lexical minimum necessary for the successful sale of souvenirs and other products to curious foreign tourists who surged in abundance to us in the early 90s.

Of course, in these examples, we are essentially talking about mastering only rudimentary language knowledge. Many of the verbal means of expression that were missing here had to be abundantly compensated by eloquent gestures, facial expressions and intonation. It is clear that such a pidgin is absolutely unsuitable for modern business, intercultural, or simply full-fledged interpersonal communication. At the same time, these examples clearly show what role such factors as motivation and a communicative approach can play in the development of foreign languages.

Why, then, have these clearly effective methods been in the shade before and began to be widely used only in recent decades? Among the most typical reasons of an objective and subjective nature are the lack of maturity and evidence of new phenomena, the lack of the necessary capabilities and means for an adequate response, conservatism and inertia of thinking, and a lag in awareness of overdue changes.

However, there were other factors generated by the circumstances, which were in many ways unique to a particular country. It is no coincidence that it was USSR and the United States that were among the countries with the lowest level of knowledge of foreign languages.

Let's start with our country, more precisely with its relatively recent history of the Soviet period. In the republics of the former USSR all aspects of public life, including education, were strictly subordinate to communist ideology and morality. Accordingly, a foreign language was considered, first of all, as a means of criticism and condemnation of capitalism and propaganda of the Soviet way of life abroad. In the Soviet school, he served as an additional tool for educating the future builders of communism. Foreign language training at the highest level was built. The tasks were achieved by a whole range of measures. For example, in general English textbooks there were almost no authentic texts or illustrations, and if they came across, their content had little in common with the realities of the country of the language being studied. Pupils could learn foreign languages only from Soviet textbooks, reading texts compiled by Soviet authors and looking at pictures that told mainly about their own country. There was a lot

of official paths in them, but there was very little vocabulary necessary and appropriate in a situation of real communication, for example, with foreign-language peers. It is clear that in such conditions there could be no question of preparing for intercultural communication.

True, certain information about foreign culture and the everyday life of foreigners could be gleaned from carefully filtered translations of literary works of foreign authors or dubbed films. But here, too, the connection between language and culture was broken. All publications in foreign languages, as well as in Russian, were subject to mandatory verification. It is not surprising that most students had a sense of artificiality and aimlessness of learning a foreign language, especially since the Iron Curtain actually nullified the possibility of practicing the language abroad. And inside the country, any communication with foreigners that was not related to work or participation in an official event aroused suspicion.

But even those who seem to be “politically passive” and deserving of trust, for example, scholars who studied the history of foreign countries, were limited in access to “ideologically harmful” literature. It is no wonder that the new generation of Soviet-style

teachers, especially outside large cities, had almost no experience in communicating with native speakers of the language they taught, did not hear how they speak it, which phrases and intonations they use in a particular situation. Naturally, the language that sounded in the lips of such teachers could not but differ lexically and phonetically from that spoken by its native speakers<sup>1</sup>.

Of course, in the USSR it was possible to meet people who were fluent in foreign languages, for example, among translators, diplomats, or special services’ officers. But there were very few of them, and fluency in a foreign language was, as a rule, the result of special conditions for its development.

As for standard education in the republics of the USSR, it was carried out on the basis of translation and was aimed at developing grammatical competence. The emphasis was on the formal side. It was believed that grammar exercises help to develop the habit of correctly building phrases and sentences, gaining oral and written speech skills. The same purpose was served by such techniques as memorizing phrases, dialogs and passages from texts, and correction of errors. This approach developed anything - attention, memory, the ability

to accurately reproduce what was read or heard, but not the ability to apply the acquired knowledge in a situation of everyday or professional-business communication, whether verbally or in writing. The learner resembled a tape recorder - recorded (memorized) material, and then mechanically reproduced it without any connection with extralinguistic reality. A foreign language appeared de facto as an end in itself and was studied rather as a kind of self-contained sign system, similar to modern computer programming languages, in isolation from the context in which it functioned, that is, in isolation from material and cultural aspects of the life of native speakers of a given language, from their daily life<sup>3</sup>.

Until about the late seventies of the last century, training foreign languages in Uzbekistan passed under the sign of grammar translation and lexical-translation methods. In the lessons, they mainly did grammar exercises and translated texts into a foreign language and vice versa. The grammar was explained in their native language and all the mistakes were corrected. Students using this technique knew the grammar rules and, albeit with difficulty, they could translate a foreign text. However, they could not speak, because they did not acquire the skills of active monological speech abilities, not

to mention the skills of dialogic interactive communication. Acquired grammar and translation knowledge, not supported by a lively context and further practical interest, were quickly forgotten.

The sharp expansion in the 90s of international relations and contacts between Uzbekistan and foreign countries created an urgent need for the ability to communicate freely in foreign languages<sup>2</sup>. On the agenda in its entirety, the question arose of finding new forms and methods for their development. One of the first attempts to overcome the shortcomings of grammar-translation and lexical-translation teaching methods was the appearance of an audio-lingual technique, in which listening is preferred. Its occurrence is associated with increased attention to teaching foreign languages in the United States by the end of the 50s of the last century. The term “audio-lingual method” was proposed in 1964 by Professor Nelson Brooks, and the method itself was designed to transform language teaching from art to science, giving students the opportunity to effectively master a foreign language.

The new approach as a methodological basis in educational institutions in the USA and Canada continued to hold this status until the

1980s, when it became more and more criticized and was eventually supplanted by other approaches. Nevertheless, the audio-lingual method and materials developed on its basis continue to be used today. Education in this case is mainly not through translation, but through following and imitation of the oral speech pattern. However, as it turned out, this technique cannot be sufficiently effective without being supplemented by knowledge of at least the basic laws of language construction.

It is not surprising that the communicative method that combines both of these approaches has become most widespread in our country. In Uzbekistan, as well as in the USA and England, it is considered by its supporters as the main method, the purpose of which is to develop the student's ability to diversify actively in a foreign language<sup>4</sup>. The communicative method is aimed at the simultaneous development of basic language skills (oral and written speech, grammar, reading and listening, or listening) in a process of lively, easy communication. The vocabulary, grammatical structures, syntax and intonations of a foreign language are presented to the student in the context of a real, emotionally colored situation, which contributes to the quick and lasting memorization of the material studied.

One of the important places in various communication techniques is given to games and gaming technologies. The vast majority use the so-called role-playing games in which students are invited to present themselves in one role or another. Especially irreplaceable are games when teaching a foreign language to children of primary school age, when students still do not know how to communicate, express their thoughts, exchange opinions and impressions in a foreign language, but can already build simple phrases and need to be trained in the acquired skills.

The authors of the Total Physical Response methodology, which appeared in America in the 1960s, argued that "a person learning a language needs a motor reaction to the information received: after all, young children always respond to adult speech by executing a particular command. This reaction, on the one hand, confirms that they understood the content of the words addressed to them, and on the other hand, allows them to more clearly link the form of the order with its content"<sup>3</sup>. Following the methodology of Total Physical Response, language learners had to fulfill all kinds of teacher commands, as well as participate in games involving movements and actions related to the information received.

Subsequently, this technique was subjected to serious criticism, since students in this case performed a passive role, not being able to carry out their own speech activity. According to experts, this methodology was one-sided, with students practicing mainly verbs in the form of an imperative mood.

The communicative method involves the destruction of the psychological barrier between the teacher and the student, removing fear of communication. Numerous game elements in teaching, work "in pairs", "in triples", participation in discussions on topics of interest to students - all this allows the teacher to take into account the individual characteristics of students, to make classes creative and exciting. The use of audio, video and interactive resources, which contributes to the formation of the skills necessary for a person in modern business life, was greatly emphasized. As an optional event, the teacher can give a variety of joint projects. For example, each student must prepare a presentation and present it in a foreign language. But it is to retell, not to read it out from the sheet<sup>4</sup>.

The classical grammar-translation method of teaching is focused on the academic study of the language: it gives an in-depth understanding of the

grammatical structure, a stable writing skill. The communicative method is applied, it is aimed at the successful development of oral communication abilities, it creates a person's additional motivation to learn the language, which ensures the student's interest in the lessons, which means their effectiveness and efficiency.

In the 80s of the last century, communicative competence has become a kind of symbol of linguodidactics. Learning a language has become inseparable from studying the laws of communication. The purpose of teaching a foreign language was to develop the ability to use a foreign language in interactive communication. The technological revolution has entered the stage of creating computer networks that allow the use of computers as a means of two-way interactive communication. Computers have opened up new prospects for teaching foreign languages, as they allow you to master the theory and practice of communication directly through interactive communication on the Internet.

The computer network creates the opportunity for the emergence of new types and forms of communication, for their rapid and wide distribution. In these conditions, it is absolutely

necessary that students in the learning process receive a complete picture of them. This is important for mastering any foreign language, and, of course, English, which accounts for the largest share of international online communication<sup>5</sup>.

Computer network provides access to unlimited information. For the practice of teaching foreign languages, this creates the following opportunities: students' communication with the teacher and other students, distance learning anywhere in the world with the help of native speakers, communication in synchronous or asynchronous mode via e-mail or programs Messenger, Skype, ICQ, etc. . Moreover, their correspondents can be either individual or a small group, a whole class or even a global conference that involves hundreds and thousands of people in different regions. Hypertext, globally represented in the World Wide Web, has become a reality of the new world. Using it, students can search for any information, get access to any materials: newspaper, magazine and other online publications within minutes.

Extensive and unique language material provided by the Internet can significantly accelerate the process of learning a language. The global nature of the information changes taking place

today is obvious, as is the need for a revision of approaches to education in general. The modern development of science, its liberation from stereotypes and innovative orientation require the creative integration of modern approaches in the system of higher education<sup>3</sup>.

The role of the Internet in the modern education system is only beginning to be recognized by the wide pedagogical community in Uzbekistan. This applies, first of all, to distance learning, the significance of which for the system of lifelong education and advanced training has become apparent not only from the example of foreign experience, but also from our own. Everywhere, not to mention technologically developed countries, the need for educated, highly qualified specialists who speak foreign languages, and especially English, is increasingly felt. Knowledge and qualifications become priority values for a person.

It is not surprising that in our age of dynamic changes and business employment, distance learning is gaining more and more popularity. After all, it has a number of indisputable advantages such as: a flexible individual work schedule, and, therefore, the ability to learn a foreign language at any time convenient for the student (from audio



recordings, texts, using linguistic portals), continuous monitoring of academic performance, which the teacher exercises with special computer programs, being at any distance, whether it be another city or even a country.

In the USA, for example, the AJA (American Junior Academy) distance education project is being implemented, in which a number of colleges, universities, municipal and private schools participate. The meaning of the project is that children from different countries have the opportunity to study in absentia at an American school and prepare for admission to an American university. In addition to the usual school subjects, the curriculum includes computer lessons in English. AJA offers intensive home-based multimedia courses with a high degree of interactivity and advanced audio tools. All these programs are developed in the USA, but they are also on the Uzbekistan market.

Now everyone understands that the Internet has created unique opportunities for learning foreign languages: it allows you to use authentic texts, listen and communicate with native speakers, that is, it creates a natural language environment. The leading role in learning is played not by memorizing certain foundations, rules

and regulations of the discipline, but by mastering various types and methods of speech activity - speaking, listening, reading, writing, abstracting, annotating, performing tests, presentations at Power Point, etc. Moreover, the training system should be built in such a way that students can get acquainted with the culture of the country of the language being studied, traditions and customs, develop the ability to intercultural interaction.

The Internet has become a major factor in lifelong education, since it can be used to update your knowledge or receive additional education, attend foreign language lessons in virtual schools at any time, without leaving your home or being anywhere in the world where there is a connection. Internet technologies help to recreate the real atmosphere of classroom or classroom activities at a convenient time for you and at a given pace. This type of e-learning training, i.e., training using electronic storage media, is widely practiced throughout the world. The entire learning process in such a virtual school is built on-line. At the same time, the developers are trying to take into account all the necessary requirements for the course of studying English in a distance form:

- creating a project based on modern Internet technologies;
- use of multimedia capabilities of a computer;
- attraction of training materials created by native speakers;
- providing the student with the teacher the opportunity to communicate regardless of their location and time difference;
- Organization of virtual classes for students with real-time teacher attendance.<sup>5</sup>

The on-line English language learning program has several features that ensure its interactivity. For example, chat rooms with a teacher and other students in the school; a forum where you can discuss various relevant topics; correspondence by e-mail with the teacher and interlocutors; checking written assignments by the teacher on-line; report card built into the distance learning program, allowing students to adjust their individual learning pace. All these functions create the feeling of learning in a real classroom, in which they not only transmit a certain amount of information, but also help to understand, remember new material with the help of previously studied. In the didactic plan, the Internet network includes two main components: forms of

telecommunications (e-mail, chat rooms, forums, web conferences, etc.) and information resources (text, audio and visual material on various topics in different languages).

An important role in the modern teaching of foreign languages is played by the services of Web 2.0 (Web 2.0). Web 2.0 refers to an integrated approach to organizing, implementing, and supporting Web resources<sup>6</sup>. Let's look at the main Web-resources used in teaching and learning foreign languages. A blog (from “web log”, “weblog or event diary”) is a website whose main content is regularly added posts containing text, images or multimedia. Blogging people are called bloggers / bloggers. The totality of all Web blogs is called the blogosphere. Using blogs in the learning process has its advantages:

1. Helps students become experts in the field of study. To find information that can be used in the online diary (comment, criticize, refer), blog authors visit many sites on a specific topic. The need for regular work makes continuous the process of replenishing students' knowledge on certain topics.
2. Enhances interest in the learning process. The novelty of technology is one of the motivating factors in learning. Students themselves manage their

learning by actively seeking information.

3. Opens up new opportunities for working in the classroom and beyond. Blogging allows each student to participate in the discussion.

The following massive blogging platforms are popular on the Internet:

Russian and Uzbek ones:

- LiveJournal

<http://www.livejournal.com/> -

LiveInternet.ru

<http://www.liveinternet.ru/>

- Diary.ru <http://www.diary.ru/>

- <https://uz-uz.facebook.com>

Overseas

- Blogger <https://www.blogger.com/start>

- Wordpress <http://www.wordpress.com>,  
<http://en.wordpress.org/>

- MySpace <http://www.myspace.com/>

- Facebook <http://www.facebook.com/>

Twitter (from the English twit - “twitter”, “chat”) - an Internet site that is a microblogging system that allows users to send short text notes (up to 140 characters) using a web interface, SMS, instant messaging services. Thanks to the Twitter site on the Internet, a new way of communicating “twtitting” (from

the English twitting) has appeared. Twitter can be used in language learning to help students focus on writing competently and concisely. Students can read what others are writing, as well as take part in twitter discussions.

Web quest (eng. WebQuest / webquest) in pedagogy is a problem task with elements of a role-playing game, for which information resources of the Internet are used. In general, Quest translated from English is a long-term targeted search that can be associated with an adventure or a game. On the Internet, this term came to refer to one of the varieties of computer games<sup>8</sup>. The web quest as a learning task was developed by two American scientists Bernie Dodge and Tom March in the mid-nineties of the XX century. Subjects of web quests can be very diverse, and problem tasks with a degree of complexity. The results of the work performed are recorded in the form of an oral presentation, computer presentation, essay, web page, etc.

The use of web quests and other tasks based on Internet resources in language learning requires students to have an appropriate level of language proficiency to work with authentic resources. In this regard, the effective integration of web quests in the process of teaching foreign languages is possible

in cases where the web quest is a creative task that completes the study of any topics and is accompanied by training lexical and grammar exercises. Podcasting (English podcasting, from iPod and English broadcasting - ubiquitous, large-format broadcasting) is the process of creating and distributing podcasts, i.e. audio or video broadcasts, on the World Wide Web. As a rule, podcasts have a certain theme and frequency of publication. What is new in the podcasting system is that you do not need to download data separately from the site and constantly monitor if something new has appeared on the site you are interested in. Instead, you can subscribe for free and from now on automatically receive new information on your computer or MP3 player. To do this, you need to download the appropriate software, for example iTunes or Juice, which will regularly check sites and download new audio or video files to your computer / MP3 player.

Skype is a program that is used for two-way audio and video communication between subscribers or downloading new audio and video files to a computer / MP3 player. Using the Skype program, you can carry out communication (chat, voice, video) between subscribers located anywhere in the world, send files of any size at the

highest possible speed, organize and conduct telephone conferences with several people. Recently, the Skype program has been actively used in education to communicate between students who are at one or another distance from each other. Communication of participants can take the form of voice chat. If students have webcams, they can see each other during communication.

YouTube is a video hosting service.

Google Maps - a set of applications built on the basis of a free mapping service and technologies provided by Google. Maps and satellite images made by this company give students the opportunity to virtually visit any place in the world during class, to get directions or conduct a virtual tour<sup>7</sup>. However, speaking about the new opportunities that this or that innovation opens before us, it should be borne in mind that it is far from always and not at all that it causes positive assessments or associations. To begin with, the term “innovation” itself came to education from the economic sphere. There, it was inextricably linked with the concept of profit, and the criterion for the effectiveness of innovation was the additional financial benefit that was derived from the emergence of a new product or service.

In education, the result of innovation is not so clearly and much slower to be detected, since its product is a person whose general educational level and professional qualities are assessed very conditionally, using criteria that do not have an exact financial equivalent. It may take many months or even years to evaluate the feasibility and effectiveness of an innovation in education, and there is no guarantee that the outcome will be as planned or generally satisfactory. It is no accident that some innovations give rise to different points of view from enthusiastic assessments to complete rejection. To verify this, just look at the situation that has developed in our country today and the transition of higher education, first to a two-level (bachelor and master's), and then a three-level (bachelor, master, postgraduate) system. All recent years have clearly shown that the decisions adopted by Uzbekistan on joining the Bologna process are being implemented slowly, as they come up against numerous objections both from the authorities and the public, as well as from the pedagogical community<sup>9</sup>.

Despite the ongoing experiments in various regions of the country in the field of education, society has not yet formulated a clear, scientifically and practically verified position according to

the innovation. To solve this complex problem, one must bear in mind, first of all, two important circumstances:

*first*, to realize that in the field of spiritual production it is extremely difficult to develop a more or less accurate, not causing serious doubt measure of the quality of education, eliminating the subjectivity of interpretations and value judgments to a more or less acceptable extent;

*second*, take into account that the same innovation, carried out in different conditions, can lead to uneven and even contradictory results, especially in the initial stages of an innovation project. Much here depends on circumstances such as the educational concept and state policy; sources and amount of financing of innovative projects, the relationship of universities with business, politicians and local authorities. An important role is also played by such factors as the initiative and enthusiasm of the scientific and pedagogical staff of the university, the attitude of the leadership towards innovative teachers.

One of the most important ways to help eliminate or reduce the negative consequences in such a rather risky business as educational innovation is to turn to someone else's experience. A careful and comprehensive study and critical borrowing of what has justified

itself in foreign practice may turn out to be applicable and useful on our basis. This fully applies to the consideration of the US experience. It is noteworthy that, although the American educational system is considered one of the most advanced in the country and beyond, the US government considered it necessary to begin its large-scale reform. As Barack Obama stated in his presidential address to Congress on February 12, 2013, the planned reform is designed for about seven years and will cover all levels and aspects of education<sup>10</sup>.

As for his current state and, in particular, teaching foreign languages, it is worth recalling that the Americans have such a joke: —Why did they invent foreign languages? - So that people can talk about the Americans behind them. Of course, there is some truth in this joke. But in order to seriously understand why many Americans are not eager to learn foreign languages, it is necessary to consider a number of factors. Let's start with motivation. Americans do not feel the need to learn other languages because English has become a global language. Going abroad, they find that almost everywhere you can easily find someone who, in one way or another, speaks English.

An important role in the spread of the English language was played by the ascent to the economic, military and political power of two English-speaking powers - first Britain and then the USA, whose influence is still felt in many parts of the world. One billion people speak English. For them, this language serves as a means of communication, and for many it is also a tool of labor, a source of income and the possibility of a comfortable stay abroad. English has become the most widely spoken intermediate language in many professions and fields of activity. The leading position of the United States in the creation and development of information technology has led to the fact that English has become the most widely spoken language in computer science, computer systems, and e-mail. Knowledge of English is a serious competitive advantage in global markets today. English is the first in terms of literature not only in electronic but also in paper. These and similar facts make many Americans think they don't need to know other languages. Not surprisingly, outside the United States, many people think that Americans do not study foreign languages at all.

In fact, most American students get to know a foreign language quite early, sometimes already in the elementary grades. At the same time,

teaching is often conducted irregularly, and the curriculum is not perfect. Moreover, the standards of training in different places are different. For Americans, this is a completely natural occurrence, as under the US Constitution, education is left to the discretion of the states. The US federal government encourages certain educational areas and programs, but does not set national goals and does not require compulsory teaching of a particular subject. Moreover, even in cases where local authorities nevertheless establish requirements for primary and high schools in schools on their territory, they also follow their local standards. As a result, there are large differences in the teaching of foreign languages across the country.

As a rule, American students learn a foreign language in elementary school for a year or two, and after a few years, they study it in high school (although some high schools offer more advanced education). In colleges and universities, learning a foreign language is mandatory for some specializations, and students who want to learn a foreign language more freely get this opportunity. However, in general, the teaching of foreign languages is limited and uncoordinated. Despite the promotion of learning foreign languages, only seven out of 50 states included foreign

languages in the compulsory curriculum for students aged 6 to 12 years. To further support language learning in elementary schools, the US government developed a special legislation in 2002 called “No Child Left Behind ACT of 2002 (NCLB),” which, however, caused much debate about its effectiveness<sup>11</sup>. In recent years, the American media have been actively highlighting the positive aspects of compulsory teaching of foreign languages in educational institutions, emphasizing the importance of the linguistic aspect for solving many pressing problems arising from public policy and ethnic characteristics of the US population.

Despite certain advances in the linguistic education of its citizens, the United States is still significantly lagging behind other developed countries in this area. This is especially evident when it comes to languages that are formally considered foreign, and in fact are native to large ethnic groups of the country. Many teachers say that children from immigrant families who do not speak English well should be able to study in their native language at least in the elementary grades of the school in order to keep up with their English-speaking peers. However, solving this issue is not so simple. The fact is that the USA is not what we usually understand today by the term “state”.

This is a kind of association, sometimes called the Union (Union), which includes 50 states, which, although they transferred part of their power to the federal structures, retained a number of functions inherent in independent states. Not surprisingly, the federal Ministry of Education has a predominantly advisory and supportive role. And this means that in the US there are actually 50 different educational systems. It is the state authorities that regulate education within their borders, set its standards and examine students. In the whole country, they manage over 100 thousand comprehensive schools, in which more than 50 million schoolchildren study.

A number of rather acute problems are common for the American school education. So, the average age of a school teacher is 44 years, half of young teachers leave schools in the first 5 years of work. Local authorities are trying to find ways and means to overcome existing difficulties. Particular attention is paid to young teachers, they are paid lift, appoint special curators, etc. However, the teacher's salary is considered small and young people leave schools.

Many problems that arise in the process of learning foreign languages are explained by the following reasons. Since English is one of the official

languages of the UNO, many schoolchildren and students do not consider it necessary to bother learning other languages. Often, as a foreign language, especially in high school, Latin or another "dead" language is chosen. True, those students who want to get a higher education understand that in the modern world, knowledge of foreign languages is simply vital and they choose "live" languages from the practical perspective.

Therefore, the fact that over the past ten years, thousands of secondary schools have refused to study foreign languages (as evidenced by the results of a study recently commissioned by the state) is sad news for a country that seeks to maintain and strengthen its leading position in the field of global business and international relations.

The ethnic and racial composition of the US population is extremely diverse. Membership in a particular ethnic group in the United States is determined during the census. Each person himself calls his ethnic origin or, as we traditionally speak in Uzbek - nationality. Today, the most numerous ethnic groups in the USA are the descendants of Germans, African peoples, Irish, British and Mexicans.

Nearly 50 million people (or about 16 percent of the US population)



qualify as Hispanic or Latino. This is one of the fastest growing groups in the United States, both due to increasing immigration from Latin America, and due to the high rate of natural growth. Hispanic Americans are characterized by a steady desire to resist cultural assimilation from the English-speaking majority. They try to maintain their national identity, speak mostly Spanish, as a rule, live in closed communities. Increasingly, classes appear in schools that are entirely composed of Hispanic children. And then the task for the teacher is to either learn Spanish yourself, or start using the services of an assistant who speaks that language. Today, a real situation has arisen in the country of the appearance of entire regions where people do not speak English at all, but use their native language. The state authorities are concerned about this problem and therefore try to ensure that children of such Americans must learn English. All lessons in all subjects for such children are in English, but the teacher is allowed to use Spanish to explain obscure points. In addition, children themselves sometimes speak their own language and this is also not prohibited. In fact, there is real bilingualism in the lesson. Therefore, very often begin to use a term such as "bilingualism."

In the United States, the tasks of multicultural education are largely achieved through bilingual education, which helps children to realize their cultural and ethnic identity. In addition, it helps to solve problems such as:

- the need for intercultural communication;
- teaching languages of ethnic minorities;
- the need to preserve local languages;
- adaptation to the growing cultural diversity in the conditions of urban civilization;
- the growth of "linguistic nationalism", that is, the desire through language to maintain cultural and ethnic identity.

In public institutions, bilingual education is supported by federal funds and programs. Funds are allocated for: training of special teachers, research on bilingual education, for additional assistance to schools with students primarily from Hispanic families. Bilingual education programs are varied, but all of them suggest that, after mastering them, students should acquire such competence in the language and culture of the majority that will provide them with the necessary level of communication in society. The pedagogical and social results of

bilingual education are mixed. According to them, it can be argued that bilingual education in a certain sense is a means of encouraging or, conversely, inhibiting the socio-cultural and intellectual development of students.

In general, the social and pedagogical results of bilingual education are positive. For example, it has been experimentally proved that this method improves the conditions for the successful training of schoolchildren with limited knowledge of English and French. Bilinguals were more inventive, active and dynamic. On the motivation of adults to learn foreign languages, the following fact can be noted. US Air Force personnel who speak foreign languages receive a salary increase. So, for the knowledge of Russian and Uzbek languages they pay extra \$ 500 per month. The allowance can be received by all military personnel, and not just those whose official duties require fluency in foreign languages, for example, interpreters or intelligence officers. For knowledge of two languages you can get a premium twice as much. But military personnel need to confirm their knowledge of a foreign language annually by passing appropriate exams. The Pentagon leadership took up the promotion of knowledge of foreign languages after it came to the conclusion that the success

of various foreign military operations largely depends on the ability of soldiers to communicate in the language of the inhabitants of the country where it is conducted.

In conclusion, we would like to say that this review is not without subjective preferences. The collected data led to the following conclusions. In Uzbekistan and the United States, there are currently a number of common or similar problems requiring urgent solutions. This is, first of all, an increase in students' motivation to master foreign languages, the development and application of progressive pedagogical methods that meet the needs and spirit of modernity. For a number of reasons, the innovative approach to teaching foreign languages in the United States is more diverse and intensive than in Uzbekistan. From our point of view, the American experience of bilingual education, which is very relevant for us in connection with the massive influx of foreign labor, or, for example, a more active invitation for native speakers to work in our universities, could be especially useful, which would be very productive for our students in terms of greater opportunities for immersion in the natural environment of functioning of the studied languages, and for teachers in terms of sharing experiences and improving their teaching skills.

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