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## Actual Problems Of Teaching English

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**Summary:** *According to the state educational standard of the new generation, teachers must develop a personality, first of all, through the formation of universal educational actions that act as an invariant basis for the educational and educational process. One of the main functions of universal educational actions includes: - providing the student with the opportunity to independently carry out the activities of the exercise, set educational goals, seek and use the necessary means of achievement, monitor and evaluate the process and results of his activities.*

**Keywords:** **systemization, sociocultural skills, case technology, complex methods**

The role of English in the modern world is obvious. It is the most important communication tool at the international level. A modern person without certain linguistic knowledge cannot use the latest benefits of civilization. All spheres of our life to one degree or another require knowledge of the English language. Learning English is becoming more popular every year.

The purpose of teaching a foreign language at universities is the development and formation of a common communicative competence and professional and communicative competence.

The teacher poses a problem, and the task of students is to organize research work to study the problem. Method of modular training. In this method, the content of the training is distributed among the didactic blocks-modules. Teaching a foreign language is considered one of the priority areas of current school education.[4]

A foreign language is studied in the section of general humanitarian and socio-economic disciplines, the main tasks of which are:

- systematization, activation, development of linguistic, speech, sociocultural knowledge, skills, the formation of experience in their

application in various speech situations, including situations of professional communication;

– development of independent work skills, creative and intellectual abilities of students.

In implementing the requirements of the state educational standard of secondary vocational education, teachers have to face a number of problems: the learning process takes place in an artificial language environment, a foreign language is considered as a secondary discipline, an insufficient number of textbooks and teaching aids that have a professional focus, etc. One of the main problems, in my opinion, this one is associated with students, since it is they who are the focus of attention in the educational process. Those who have worked in the education system for 20 years or more remember well the contests for admission to academies and colleges and the qualitative composition of applicants. With the reduction of state educational institutions, the qualitative composition of students has changed: mainly “solid three-thirds” and only a small number of students with good and excellent grades have come to educational institutions. This is confirmed by the results of entrance testing, which is carried out at one of the first classes. Thus, the first problem arises before the teacher: if you pay more attention to the weak student in the classroom, the learning process will slow down. And the teacher has a program in accordance with which he must build the learning process. Education at the university does not set as its goal - to teach "from scratch", but to continue education, already having a basic level of knowledge behind.[3]

Many who entered college even with good grades are not confident in their abilities, they say that they do not have the ability to learn a foreign language - this is a psychological problem. Another problem, also from the field of psychology, is overcoming the language barrier. The student knows enough, hesitant to say. Getting into a language situation, he is lost, does not know where to start, afraid

that he will say everything wrong and, in the end, prefers to be silent. The main task of the teacher is to help the student teach to express their thoughts in a foreign language, without fear of mistakes. There is nothing shameful in the fact that a person makes mistakes, speaking not in his native language. Students experiencing difficulties in mastering certain rules, feeling their insecurity and inability to this type of activity, cease to be interested in learning a foreign language.

A personality-oriented approach helps to solve these problems, which takes into account the personal interests of students, their individual characteristics and creates the prerequisites for greater learning effectiveness. With this approach, special relations are created between students and teachers, between students themselves, and diverse learning and educational environments are formed.

A foreign language has a special position in educational institutions of secondary vocational education: students believe that they went to college in order to get some specialty, but they do not need a foreign language. A foreign language is considered a secondary discipline. Therefore, one of the main tasks of a foreign language teacher is to maintain interest in the subject, the desire to work day after day. In order for this interest not to disappear among students, the teacher should not only know his subject, but also look for new teaching methods that develop a cognitive interest in learning.

In such a situation, the main factor in successful learning is motivation, i.e., a positive attitude of students to a foreign language as a discipline and a conscious need for knowledge in this area. Motivation formation is not an offer of ready-made motives and learning goals for students, but the creation of such conditions in which they will have internal motives (motives, goals, emotions) to learn. In this case, the teacher does not act as a simple observer of how the student's motivational sphere develops; he stimulates its development with a system of methodologically and psychologically thought-out methods.

**Case technology.** Learning to speak has many difficulties, one of which is the low motivation of students. Therefore, in teaching this type of speech activity, I use case technology. Students do not receive ready-made knowledge, but learn to mine it on their own. Decisions made in a life situation are more quickly remembered than the learned rules.

Case technology is a method of active problem-situational analysis of specific tasks - situations. The case method is complex and contains all types of speech activity: reading, speaking, listening and writing. The essence of the case-study method, which is translated into Russian as a teaching case, is to use specific training situations when describing the learning process, describing certain conditions from the life of the organization, a group of people or individuals, orienting students to formulate a problem and search for solutions followed by analysis in training sessions.

Thus, the integrated use of all of the above technologies in the educational process stimulates personal, intellectual activity, develops cognitive processes, helps to diversify educational activities, and also helps to increase motivation for learning English, which ultimately helps to solve language learning problems and helps to implement tasks, set by universities.

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