

PROBLEMS OF TEACHING FOREIGN LANGUAGES IN UZBEKISTAN

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Abstract: This article describes in detail the difficulties and obstacles in learning foreign languages in Uzbekistan, the reasons for their elimination, and brief solutions to these reasons.

Key words: competence; pathological defect; context; activity

Annotatsiya: Ushbu maqolada O'zbekistonda chet tillarini o'rganishdagi qiyinchilik va to'siqlar, ularni bartaraf etish sabablari va bu sabablarga qisqacha yechimlar batafsil yoritilgan.

Tayanch so'zlar: kompetensiya; patologik nuqson; kontekst; faoliyat

Аннотация: в трех статьях описаны трудности и препятствия в изучении иностранных языков в Узбекистане, причины их устранения и краткое решение этих причин.

Ключевые слова: компетентность; патологическое заболевание; содержание; активность

"Today, the decisions made in determining the directions of education policy have a broad impact on the scientific, economic, political and cultural needs of the country." The system of teaching children a foreign language at an early age, which has been introduced in some countries of the world since the 1990s, is also in line with our country, and in 2017-2018, some legal documents related to this field were adopted.

Any child exhibiting normal development is capable of learning any language he or she encounters in the environment in which he or she lives, and has the potential to communicate with others. Reducing the number of languages a child can learn from a neurological point of view is not the topic of our conversation. On the contrary, every child without a pathological disability can learn two, three or more languages. However, a child's level of mastery (competency) of each language differs from others depending on the need and environment for using that language. Today, according to the results of many studies, the results of success are achieved if the teaching of a foreign language in childhood is carried out with appropriate methods and approaches.

However, such an achievement can be achieved only when using language teaching methods and teaching materials that are in accordance with the students' level of learning. There are two main conditions for this: the student has the opportunity to communicate in a foreign language environment, and it consists of using the foreign language being taught and demonstrating the language being taught in meaningful contexts.

In systems where a foreign language is limited only to the scope of the lesson, as in our country, the time of the opportunity to communicate in the language environment and the speed at which the language is taught are of serious importance. 5-7 years to acquire the knowledge of listening, speaking, reading, writing and vocabulary acquisition and to be able to apply all these skills in a foreign language academically correctly and flawlessly there should be a curriculum that provides for regular and effective classes during If we think from this point of view, foreign language lessons held in one week in the 2nd, 3rd and 4th grades are not enough. Language teaching, which is by nature both a written and spoken communication tool, requires continuity. It is impossible for a 7-8-year-old elementary school student to learn a foreign language system with which

he has the opportunity to communicate only 4-5 hours a week and does not have the opportunity to use it in his environment.

Another serious problem in language teaching is related to the methods and teaching equipment used to teach the language. Examining the textbooks used at the elementary level of public schools, it is clear that there is no connection between the components among the topics and there is no connection between the vocabulary units despite the abundance of vocabulary. In real life, when we use language in every situation, every sentence that comes out of our mouth is semantically connected with the sentence that was said before or after it. With today's rapidly improving technology, there is no doubt that textbooks should no longer be the only source of language learning. If we think about the fact that our teachers use textbooks in 80 percent of cases in teaching foreign languages in our country, it is necessary to prepare other books and additional educational materials with special attention.

Today, we have come to such a situation that a 7-8-year-old child who started learning a foreign language in the 2nd grade of primary school, by the end of the 4th grade, in the language he is considered to have been learning for 3 years, last week or yesterday cannot describe the action that took place. Because the content of the books used in primary school does not allow this.

At the initial stages of learning foreign languages, the influence of the characteristics of students' native languages can be observed. Such a situation, called "cross-linguistic activity", shows that there is always an interaction between the native language, which is fixed in the student's memory, and another language, which he begins to learn. Also, in language learning, many aspects of language develop slowly. Some features and aspects of language are learned earlier and some later. Sometimes it takes a long time to learn many things that seem simple because of the differences between languages. If the student does not have the opportunity to hear the language being used and use it himself, it is impossible to achieve a positive development in his language learning, and in a short time he will forget what he has already learned.

Each material presented in language learning should be meaningful and the topics should be connected with each other and, if necessary, with other things that the child has learned in other classes. In this case, foreign language teachers are required to work together and make plans together with other teachers who teach a given class. It also requires considering and connecting the experience and life of each student in the learning process. From this point of view, in the teaching process, it is possible to use content-task-based models of teaching and fairy tales, songs that correspond to the levels of cognitive, linguistic and social development and activities in which students are directly involved. In short, if we take into account that more than half of the world's population speaks two or more languages in their daily life, we can be sure that learning a foreign language is not a miracle. In addition, we can teach a foreign language to a student not only as an opportunity for success, which only a few people can achieve, but also for them to keep pace with the times.

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