

**PROBLEMS OF METHODS OF TEACHING FOREIGN LANGUAGES IN HIGHER  
EDUCATION INSTITUTIONS**

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*The Academy of the Armed Forces of the Republic of Uzbekistan*

*Doctor of Philosophy in Philology (PhD), docent*

**Muxamedova Lola Djuraevna**

**Abstract:** *This article is devoted to the problem of choosing an actual methodology for teaching foreign languages in higher education. The necessity of choosing high-quality teaching methods in the conditions of modernization of higher education in Uzbekistan is shown.*

**Key words:** *foreign language, teaching methods, higher school, methodological categories, online resources, Internet.*

**OLIJ TA'LIM MUASSASALARIDA CHET TILI O'QITISH USULLARI MUAMULLARI**

**Annotatsiya:** *Ushbu maqola oliy o'quv yurtlarida xorijiy tillarni o'qitishning dolzarb metodologiyasini tanlash muammosiga bag'ishlangan. O'zbekistonda oliy ta'limni modernizatsiya qilish sharoitida o'qitishning sifatli usullarini tanlash zarurligi ko'rsatilgan.*

**Kalit so'zlar:** *chet tili, o'qitish metodikasi, oliy maktab, uslubiy toifalar, onlayn resurslar, internet.*

Knowledge of a foreign language at a high level is one of the key general cultural competencies that a university graduate must possess for successful self-realization in modern society. The era of globalization makes this competency significant for career advancement and helps graduates choose the most prestigious and interesting offers on the labor market. Higher school, like the entire education system in Uzbek, feels the need to modernize the methodology of teaching a foreign language in the country's universities. Analysis of monitoring the level of knowledge of graduates of Uzbek higher educational institutions clearly demonstrates an urgent problem: the discrepancy between methodological support and the requirements of the Federal State Educational Standard for Higher Professional Education. The article presents the result of an analysis of pedagogical literature. Using the example of the works of such authors as Iriskulov A., Jalolov J., etc., the most current methods of teaching foreign languages in higher education and their features are described, and the priority of interdisciplinary connections between professional disciplines and a foreign language is affirmed. The main methodological categories are also revealed in detail: the content of training, methods and means of teaching. The relevance of using electronic sources in teaching a foreign language is

examined in detail and confirmed. Specific experiments are presented, as a result of which the experience of online learning using various Internet resources demonstrates both the positive and negative aspects of this method.

In the context of modernization of higher education in Uzbek, the problem of methods of teaching foreign languages is becoming more and more relevant and is filled with new tasks that require solutions. The success of university students mastering educational material and, naturally, the level of foreign language proficiency depends on how successfully and effectively the process of teaching a foreign language is organized. Downplaying the role of organizing the educational process in higher educational institutions leads to disastrous results - not only the value of the higher professional education received decreases, but its quality inevitably decreases. In the case of organizing the educational process in teaching foreign languages, there is a clear need to change and modernize the basic methods and techniques of teaching, since most of them, which guide the teacher at the university, do not always allow achieving the goals that are enshrined in modern educational standards of higher education. For example, the Federal State Educational Standard for Higher Professional Education identifies among the key tasks facing teachers: compliance with new requirements for a two-stage higher education system, convergence with international unified standards of competence in foreign languages, and a reasonable combination of teaching language, communication and cultural skills.

It should be noted that work to modernize the methods of teaching foreign languages is carried out at all levels of education, but for higher education, this final stage of education in the domestic educational system, the issue of modernization is most acute. Upon completion of their studies, students should receive not only the knowledge and competencies necessary for professional implementation, but also be able to use them in such a way as to create, strengthen and maintain international ties that can provide our state with mutually beneficial conditions for cooperation. In the context of increasing globalization, such skills and abilities are impossible without impeccable command of not only the language of the partner country, but also knowledge of its national cultural, political and religious characteristics. Thus, it becomes obvious that the high demands that are placed on modern graduates are also required from higher education teachers who prepare these specialists.

Like any other educational process, teaching foreign languages requires attention to a number of its features. Firstly, it is obvious and indisputable that a higher education teacher must have the necessary level of pedagogical and personal competence. Possession of professional skills and abilities in modern conditions for a teacher means constant self-improvement, mastery of innovative methods of teaching foreign languages, the use of modern tools and methods in organizing the mandatory process in foreign language classes.

The methodology of teaching foreign languages in higher education differs significantly from the methodology of teaching other disciplines, both technical and humanitarian. So, Iriskulov A, speaking about the problems of teaching a foreign language in higher education, writes: "It is obvious that a foreign language teacher ... must constantly look for something new, know his subject well, understand the psychology and developmental characteristics of his students, the basic psychological mechanisms of social perception, master pedagogical technologies, those forms, methods, techniques of teaching and upbringing." One way or another, a foreign language teacher constantly faces three main problems in his professional activities: the content of teaching, methods and means of teaching. Methodological category – answers the question "what to teach?" and reflects the content of teaching foreign languages. Let's consider several approaches of domestic teachers to defining this category. So, G.V. Rogova identifies three main components in the content of training: linguistic, psychological and methodological. A.N. Shchukin considers the content of learning from the perspective of the object of learning, the object of assimilation and the results of learning. He writes: "The content of training consists of those knowledge, skills, abilities, competencies, mastery of which ensures the ability to use language as a means of communication, formation and development of personality." At the same time, the main teaching unit is the text. One way or another, the degree of understanding and level of intercultural communication are extremely important. And then the text is simultaneously an object for visual and auditory recognition (reading and listening) and a product of speech generation (speaking, writing).

Being a universal source of knowledge in the field of lexical and grammatical organization of a foreign language, the text demonstrates to students the use of language units in everyday speech. With the help of text, students develop lexical, grammatical, phonetic and rhythmic intonation skills that help students master a foreign language. Understanding a foreign language text is determined not only by the individual characteristics of the participants in the act of communication, but also by the laws, norms and means of the national language and culture that exist in their minds." And this diversity creates a unique opportunity for students to form a coherent and adequate understanding of the use of language units in the speech of native speakers when using text in teaching a foreign language. The text helps to understand the structure of speech formation. However, it can be read in different ways. At the moment, many teachers successfully use not boring texts from a textbook or manual as text exercises, but texts from their electronic sources. It should be noted that such texts are a kind of living tissue that demonstrates changes in the norms and rules for the use of linguistic units in the society of the carrier country.

Indeed, general globalization has led to an increase in Anglicisms in almost all languages of the world, because it is English that is considered the language of world activity - both business and cultural. Anglicisms, superimposed on the unique material of the national language, are distorted and sometimes even change their meaning. And here

the problem of perception arises - while studying the standard, classical version of the language, a student can get into trouble when talking with native speakers, using these generally accepted, as it seems to him, Anglicisms. Using texts from electronic sources in teaching helps to avoid this.

The use of Internet resources will help the teacher give students an additional incentive to learn a foreign language. Translating a favorite book, watching a favorite film or concert of a favorite band in the original language, participating in an international competition - each student has his own motivation and goals for learning a foreign language. The use of Internet resources helps the teacher cope with the lack of hours of classroom work, which is the basis for learning a foreign language.

Within the framework of the Bologna system, as is known, the period of study in higher education is shortened, and teachers increasingly have to use the system of independent work of students for timely study of the volumes of educational material determined by the curriculum. The need to effectively organize independent work and the ability to control its implementation is one of the huge advantages of using Internet resources. The presence of classrooms equipped with computers and Internet access, which help teachers organize effective independent work of students, is one of the requirements of modern educational standards. However, it is important not only to have such classrooms, it is important to ensure their availability for students to study outside of class hours, to give them the opportunity to independently master the educational material. The ability to use electronic resources gives the teacher a wide field for choosing sources - both text and audio files, video files - these can be both recent and archival press publications, encyclopedias and linguistic libraries of universities in various countries, including those with a worldwide reputation, the ability to watch online programs and films in the national language. In addition, there are YouTube channels that can also help teachers organize independent work for students.

And the YouTube channel "Spanish with The Web Spanish School" contains several hundred lessons taught by highly qualified Spanish teachers. Such channels allow students to understand a complex issue in grammar or vocabulary, and remember the basic rules for using certain parts of speech. Separately, it is worth mentioning the organization of the educational process through the use of the Skype program, which allows eliminating obstacles to communication between teacher and student, even at great distances and living in different countries. This program has a text chat, which also helps teachers practice the studied material - with the help of chat, communicating with native speakers, students improve their writing skills, the use of language units, parts of speech and the rules for their use. Skype, like any other network video communication tool, implements live communication between representatives of two linguistic cultures, helping to simultaneously gain experience in sociocultural communication and find out all the phonetic, lexical, grammatical features of the language being studied.

Thus, the use of Skype technology in teaching makes it possible to create interest in learning - a new teacher, who is also a native speaker, teaches using a different methodology, sometimes implementing it through completely unexpected methods and forms, using means unusual for Uzbek students.

Among the positive effects of the experiment, students noted overcoming the psychological barrier of communicating in a foreign language. An emotional positive attitude when talking with a native speaker via Skype allows you to overcome the fear of making a mistake or giving the wrong answer. Participants in the experiment - both students and teachers - noted that foreign teachers build their communication with students in an unusual manner - lighter, more emotionally charged, thereby reducing psychological stress from the first minutes of the lesson.

For teachers, such an experiment also yielded certain positive results. Thus, they gained invaluable practical experience in using foreign methods of teaching a foreign language. Thanks to closer communication, the teachers participating in the experiment established new professional connections that will help improve the professional level and competence of a higher school teacher. However, at the same time, a number of problems emerged, some of which we mentioned above. Thus, the discrepancy between the programs of Uzbek and foreign educational institutions was more clearly revealed. Most language schools offer General English and Business English programs. Unfortunately, Business English programs are very generalized and do not take into account the specifics of students' specialization.

The organization of the educational process in foreign universities is more focused on the student's independent work, which is justified in the context of undeniable motivation for the quality of the education received. However, for Uzbek students, whose motivation to receive a quality education is still quite low, independent work still remains an additional form of acquiring knowledge. However, despite all the shortcomings and identified problems, such an experiment showed the need to modernize the methods of teaching a foreign language. The use of Skype has proven that attracting foreign specialists by organizing such non-traditional classes increases not only the motivation of students attracted by new forms of organizing the educational process and its content, but also the level and quality of the knowledge obtained. Webinars (from the synthesis of the words "web" and "seminar") are also very popular among participants in the educational process - online events during which participants communicate, have the opportunity to ask questions that interest them and get answers to them in real time, take part in the discussion, etc. In addition, if the listener for some reason cannot participate in the webinar, he can listen to it in the recording, which is another positive factor in the use of Internet technologies in foreign language teaching methods.

It is necessary to establish reliable communication with high speed image and sound transmission between the speaker and participants. You can use "chat" (including "private chat") and a microphone. We can conclude that, although a webinar is a fairly new means

of organizing the educational process, nevertheless, it is one of the most convenient and cost-effective solutions for conducting training using Internet technologies. However, teachers of domestic schools, accustomed to working with a live target student audience, often find it difficult to use this tool in their methodological work. With all this, the webinar allows you to diversify the number of forms and methods of teaching a foreign language. On a predetermined topic, you can organize conferences, including with native speakers. In addition, attracting foreign specialists to work helps motivate students to learn the language and work independently to improve their language proficiency. Technology that allows you to work with students interactively, revitalizing the educational process, putting it on a more modern, advanced level, can undoubtedly become one of the alternatives to classroom work.

However, it is necessary to ensure a reliable and high level of communication, which is not always possible given the specifics of Uzbek reality. By determining the methodology for working with a wide range of diverse information that is freely available on the Internet, the teacher fulfills the specific goals and objectives facing him and the student at one or another stage of the educational process, and is also guided by personal educational needs. In addition, the interests of all participants in the training are taken into account. There is no doubt that the use of Internet technologies in organizing foreign language teaching makes it possible to fully implement the principles of a student-oriented approach in teaching a foreign language. The essence of this approach is to take into account the personal characteristics and needs of each student. In addition, it is important to emphasize that the use of Internet technologies allows not only to increase the amount of independent work of students by partially replacing classroom lessons with distance learning, but also to monitor the quality of the work done, point out errors and save the entire amount of information.

The introduction of Internet technologies into the educational process, with all its positive aspects, does not, however, completely replace the usual organization of the educational process within the walls of the classroom. However, the very methods of using Internet resources pose new problems for teachers. One of them is how to integrate innovative forms and means of a teacher's work when organizing the educational process of learning a foreign language into the usual ones? The combination of two types of organization of the educational process - using both modern and traditional methods - requires modern educational and methodological materials that will meet the needs of a foreign language teacher in any university - both linguistic and non-linguistic. Most often, foreign language teachers talk about the need for a comprehensive development of educational and methodological materials, because only a complex in which all topics logically follow one another, and the rules and requirements are the same, is able to cover the needs of both students and teachers. In our opinion, there is an urgent need to create educational and methodological complexes that will make it possible to use information resources to the fullest, facilitating the teacher's task.

One can cite as an example the educational and methodological complex “Q: Skills for Success by Oxford University Press. This teaching aid can be used in a student classroom for students with different levels of foreign language proficiency. It is an integrated course that harmoniously combines innovative and classical methods of teaching English. A multimedia workbook and access to online resources, which the teacher can use as additional practice for each module of the complex, allow you to build the learning process focusing on a student-centered approach. Effective monitoring of the quality of students’ language training also plays a role in this complex - often this component of the educational complex is its most problematic part. In general, monitoring allows you to control the success of the process of developing language competence, assess the level of intercultural and communicative competencies, and analysis of the results obtained will allow the teacher to adjust the training program for a particular student.

The use of information and communication resources, social networks, educational platforms and other types of Internet resources helps teachers regularly monitor the educational process outside the classroom, monitor the results of students’ assimilation of educational material, and timely adjust the educational process program on an individual basis, determining using electronic control and measuring instruments.

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