

## THE CURRENT STATE OF TEACHING FOREIGN LANGUAGES

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### ABSTRACT

The tasks set for the formation of a pan-European educational space are being addressed in the context of the competency-based approach, which determines the optimal understanding of the content of qualifications of specialists at the levels of professional training. A competency-based methodology involves the formation of a set of basic competencies for a university graduate that defines both professionally oriented abilities and worldview concepts. A unique feature of the competency-based approach is that it poses the challenges of modeling the integrative learning process. The problem of modeling is one of the key in pedagogical science.

**Keywords:** Concepts, innovative, methods, preference, speech, teaching.

The modern methodology of teaching foreign languages offers us a wide selection of teaching concepts, methods and technologies - both traditional and innovative. Curriculum developers and pedagogues give preference to certain methods, depending on the goals of training, the contingent of students, the duration and intensity of the training course, and other conditions. Moreover, each of the teaching methods has its advantages and disadvantages, and the success of their application depends on the specific goals and conditions of training.

In recent years, the role of a foreign language as a means of communication has significantly increased, which should be taken into account when teaching a language. The specificity of a foreign language is that we teach not the basics of science, but skills and abilities, and this requires sufficient speech practice. The purpose of language teaching is not only to introduce students to the system of a foreign language, but, above all, to teach how to use the language as a means of communication. Consequently, the entire structure of classes and the methods used should correspond to the real situation of communication, and training should take place in the context of student interaction.

The system of work of a teacher to ensure the results of teaching a foreign language must necessarily include the implementation of the following technologies: communication technology, technology for understanding the communicative meaning of the text, game technology, teaching technology in cooperation, design technologies, etc.

Education as a part of culture, of course, largely experiences the global process of information, and today it is advisable to talk not just about the educational function of a foreign language, but about the media education of students of non-linguistic universities. In the new educational paradigm, the student is an active subject of cognitive activity, which, with the help of new forms of organization of the educational process, is involved in a dialogue with the teacher. A student today is an active, creative personality, which should not only possess a certain amount of knowledge, but also be able to learn: search and find the necessary information, use various sources for this, including media sources, and continuously develop [3, 125].

The most important trends in the development of modern society associated with the processes of globalization and information are directly reflected in the educational process in general and

in the field of foreign language education in particular. Currently, there remains a need for further development of the issue of introducing modern Internet technologies into the educational process, especially in the field of higher professional education. There is a need to develop specially organized work with information. Today there are a large number of Internet resources.

They contain potential material for educational use. One of the modern technologies that allow students to organize cognitive activities in a special way under the conditions of an ever-growing amount of information and the appearance of accessible educational Internet resources is the technology of web quests.

Developed in 1995 by Professor Bernie Dodge, a professor of educational technology at the University of San Diego (USA), a web quest is a learning method using which students of various levels take part in a specific assignment, which uses pre-prepared online resources [4]. There are a number of other web quest definitions, for example:

- 1) a web quest is a tool used to work with certain content and contributing to the development of research skills of students through a global network [5];
- 2) a web quest is “a web project in which part or all of the information that students work with is located on various websites” [6, 93];
- 3) a web quest is “a type of informational, problem-oriented tasks of individual or group training aimed at the formation and development of skills of independent, search and research activities of students in the process of development, research, processing and presentation of language educational material” [7, 73 ].

A web quest is a specially organized research project based on the ideas of problem-design and research training, integrating a specific set of forms, methods and techniques that contribute to the development of information and analytical skills, and carried out mainly through Internet resources.

The most effective forms of defense of a quest project in a foreign language is considered to be an oral presentation with illustrative material based on a Power Point presentation or the creation of a thematic website. Web Quest architecture uses the principle of Universal Design for Learning, which aims to organize the educational process in such a way that it is suitable for all students with different levels of language proficiency.

Web quests meet all the features of teaching a foreign language at a non-philological university, as they increase the practical orientation of classes, help to overcome the shortage of hours devoted to classroom studies, and help to master the language to obtain professionally significant information.

Today, in the practice of teaching students of various disciplines, the project method is widely used, which involves relying on students' creativity, introducing them to research activities, organizing training in cooperation[11].

Group work on projects allows you to learn the skills of joint work in a team, to justify your choice, that is, to show your "I", evaluate yourself as a person and analyze your actions through the eyes of others. Therefore, one of the main tasks of project activity is the development of students' reflective skills. In the general understanding, reflection is self-observation, self-knowledge [10]. Project activity is defined as a search and research activity, which provides

not only the achievement of a particular result, framed in the form of a specific practical output, but also the organization of the process of achieving this result.

The project method can become one of the effective ways of forming and developing the personality of students who can navigate in a huge stream of information, able to make non-standard decisions, reveal their intellectual, spiritual and creative potential, increase motivation for educational and cognitive activity.

Teachers who use the case-based method have a different understanding of its essence, and it is interpreted as: innovative technology; in a methodological context: a complex system into which other methods of cognition are integrated; form of organization of students' independent work; project; a method of organizing educational material (for example, speaking foreign language); type of group work; a tool for teaching professionally oriented communication in a foreign language.

Another highly effective teaching method is to use the educational “Portfolio” in the process of studying at a university, as it is a means of increasing students' independence in educational activities and their professional and personal self-development [12]. During its compilation, a phased documented recording of student achievements takes place.

The current state of teaching foreign languages can be described as a state of struggle between traditional learning and innovation[11]. Of course, the predominance of one type of training leads to extremes. If traditions prevail over the new, then stagnation, stagnation of science and practice will result, and if in the pursuit of innovation we will forget traditions, then science will have nothing to rely on. Therefore, an optimal balance of traditions and innovations is needed in order to rely on the experience of pedagogical science towards progress and development based on experience.

We need technologies that are effective and contribute to the progressive development of pedagogical science and prepare students for future professional activities.

The improvement of higher education acts as the leading principle for the development of the entire academic system. It consists not only in changing the content of education, but also in creating a mechanism for its constant harmonized updating, transformation of the educational process into a state of continuous innovative activity, mobility, and dynamism. In this regard, it was rightly noted that: “Within the framework of existing needs, it is necessary to build an optimal system of vocational education, in particular, a real multi-level system of lifelong education” [10].

Consequently, the quality of higher education has a multifaceted set of characteristics, which, in turn, presuppose both a system-forming and decomposition architectonics of interaction, as well as a detail of all structural components.

The priority trend of the educational strategy is the interdependent multidimensional professional and personal formation of the graduate, which has its own synergetic content.

In different eras, this problem was considered from differential angles. In the era of globalization, it is associated primarily with the innovative mentality of scientific and technological civilization, with the forms of awareness of a truly virtual global reality generated by it, with the emergence of new research resources, with the need to increase the

competitiveness of university graduates not only in our, but also in the international labor market . The existing pragmatic needs of society determine, first of all, the need for elite competitive specialists.

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