



TEACHING OF A FOREIGN LANGUAGE AS A MEANS OF COMMUNICATION

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Proficiency in a foreign language as a means of communication requires the ability to navigate in a particular situation, as well as to find the most effective ways and means of solving emerging problems, to predict the results of one's educational and communicative activities, i.e. active mental activity of the subject is required. Therefore, the teacher faces the need to search for such forms that would allow solving the whole complex of educational and methodological problems.

In addition to traditional methods, specialists often practice alternative methods that contribute to the diversity of the educational process and the development of students' speech skills, such as the system of educational games (grammar, phonetic, lexical), group work (in pairs), etc.

The pedagogical system under consideration includes the following structural components: 1) the pedagogical goal, the supposed formation and development of trainees' intellectual skills related to the solution of educational and practical problems in a foreign language (mastery of a foreign language as a means of communication); the content of the subject "Foreign Language", including the basics of phonetics, vocabulary, grammar and style, which determine the mastery of foreign language speech and communicative activity; 3) the system of educational games introduced into traditional education; 4) university students; 5) a teacher of a foreign language who owns the methodology of using an educational game.

A comprehensive study of the game as a means of forming and developing intellectual skills among students allows us to state that the educational game is a means of optimizing the educational process in general and intellectual activity in particular. The effectiveness of the formation and development of intellectual skills in a foreign language depends on the system of educational games: the feasibility of using them in the classroom, the focus of their content on solving educational problems (related to mastering a foreign language), the sequence of using various types of games within the framework of traditional learning, the readiness of students participation in it.

The current stage in the development of the system of teaching a foreign language (foreign language), which, as shown above, is characterized by the diversification of options for studying the subject, dictates the need to bring the content of education in line with the stages and with the specifics of different types of schools/classes, more





precisely, with the learning conditions. This should concern not only the volume of mastered language and speech material, the definition of priorities in the choice of types of activities being formed and, consequently, the corresponding speech skills. The problem of compliance of the content of training with the conditions must be solved taking into account all its (content) components.

So, it is quite obvious that it is impossible to teach students of general education schools and gymnasiums, schools of the humanitarian and technical profile on the same texts, communication situations. At the level of selection of areas and situations of communication for children of preschool and primary school age, preference is given to the game sphere (not to be confused with the game as a methodological technique that can be used in working with any age group of students). In high school, especially in the context of an in-depth study of a foreign language or a profile (humanitarian, technical) orientation of the school, the subject side of the content of education should reflect, along with others, the professional sphere of communication that interests students (of course, to a limited extent).

The introduction of educational games in the educational process can significantly improve the quality of mastering the educational material, induce motivation, arouse students' interest in the desire to master the language.

The next most relevant in our time was the use of modern methods and technologies in teaching a foreign language; a huge selection of literature and manuals creates a wide range for the self-development of teachers, the development of their own teaching methods, as well as creativity in the field of pedagogical activity. An equally important role in teaching is played by the involvement of modern information technologies in the learning process, which greatly facilitate the learning of this type of speech activity, as well as Internet technologies, cooperation technologies and projects, modular learning as innovative technologies in the field of teaching a foreign language.

As for modern information technologies in the field of education, it should be emphasized that this type of technology is increasingly being integrated into the practice of teaching foreign languages.

One of the most promising products of the development of modern digital technologies is multimedia tools - the ability to materialize the properties of our brain to display the surrounding reality. Multimedia technologies make it possible to combine various forms of presentation of educational information into a single one: text, music, graphics, illustrations, video, audio materials.

An important problem in this situation is the low level of technical equipment of educational institutions. A number of schools need to improve the material base,





technical equipment for conducting classes in listening and speaking. Many schools have cassette recorders, but not enough video playback equipment.

Particular attention should also be paid to the use of distance technologies and the Internet, which are gaining great popularity in teaching a foreign language. The richest information resources of the Internet, with their skillful use, have a positive impact on the process of mastering knowledge. The study of a foreign language and foreign culture in comparison with the native language and native culture is one of the characteristics of modern language education. Therefore, teachers of foreign languages need to create situations for network interaction between students and native speakers. Real and virtual travels contribute to a deeper study of a foreign language, foreign culture and knowledge of one's own culture.

The introduction of Internet technologies in teaching foreign languages, and above all information and communication tools, is considered as a set of methods and technical means for obtaining, organizing, storing, processing, transmitting and storing information that expands people's knowledge and develops their ability to manage technical social processes. The task of searching and extracting information of a given type from a text, building a psycholinguistic model for understanding hypertexts is the subject of modern scientific research. In addition, the interactive network itself is already a powerful public demand.

The content of the competencies of using a foreign language and information technologies is innovative due to the fact that they are considered not as an independent goal, but as a means of solving the problems in which they are applied. In particular, researchers point to the use of information technology by engineers for such purposes as the collection, accumulation, processing, storage, presentation and dissemination of information necessary to solve professional engineering problems; programming and automation of production processes and their management.

In the educational process, the use of computers not only increases the motivation of education, stimulating cognitive activity, but also forms a quasi-professional educational environment. At the same time, a foreign language is used as a means of implementing information technologies and collecting, storing, and moving information.

The use of computers in foreign language lessons significantly increases the intensity of the educational process. Interactive learning with the help of educational computer programs contributes to the implementation of a number of pedagogical, didactic, psychological principles, making the learning process more interesting. This method of learning makes it possible to take into account the pace of work of each student. At the same time, the value-semantic sphere of the student is transformed, his cognitive





activity increases, which undoubtedly contributes to an effective increase in the level of knowledge and skills. However, it must be remembered that a computer cannot replace a teacher in the educational process. Here it is necessary to carefully plan the time of working with the computer, use it only when the educational process requires it.

Thus, the integrated use of all the above technologies in the educational process stimulates personal, intellectual activity, develops cognitive processes, helps to diversify learning activities, and also helps to increase motivation to learn a foreign language, which ultimately helps to solve the problems of language learning.

However, even here, despite the possibility of introducing modern technologies in teaching languages, there are some obstacles. Multimedia accompaniment of lectures, as it is organized now, is difficult to use to the fullest extent. The brightness of the projectors is not enough for the image on the screen to be clear enough, it is problematic to use color. In this area, the future, of course, belongs to the interactive whiteboard, as well as equipping each workplace with a monitor. You can use a smaller number of monitors, distributing them throughout the audience and providing a convenient overview for entire groups of students. Then the visual possibilities could be fully used.

This problem also includes the insufficient preparedness of teachers when using a computer as a means of working with information. The correct application of textbooks and teaching aids in a foreign language closes a number of the above problems.

It is well known that the textbook is still the main and most massive comprehensive teaching tool. The textbook differs from the manual in that it contains a systematic and consistent presentation of the program material in accordance with certain educational cycles. If the program divides and distributes educational material, focusing on the purpose of learning, then the textbook indicates a specific way to work on the assimilation of this material. In other words, the textbook is built in accordance with the curriculum and the current program and implements the main theoretical provisions of the methodological concept laid down in it. It meets the requirements of the state standard, which reflects the current level of requirements for knowledge of foreign languages.

Currently, the number of published textbooks, manuals and dictionaries is growing, but there is still no single textbook, say, for students of language universities. The reason for this is the shortcomings of this or that manual, where some linguistic aspects are poorly covered, some are well covered. For example, in some textbooks the grammatical material of the language is described in great detail, however, the





texts and vocabulary in it have long been outdated for the modern generation. Conversely, it seemed that, being equipped with modern texts from original sources, these textbooks did not have detailed grammatical appendices. Many teachers to this day adhere to the so-called classical methods and use the textbooks of classical linguists in their practice.

Perhaps the most famous representative of the classical methodology of teaching a foreign language is N.A. Bonk. Her English textbooks, written jointly with other authors, have long become classics of the genre and have withstood the competition of recent years. The classical method is otherwise called fundamental: no one promises that it will be easy, that you won't have to study at home and the teacher's experience will save you from mistakes in pronunciation and grammar. But the reward will be, by developing the metaphor of the fortress, the state of a real local resident who knows how not to get lost in the labyrinth of the subjunctive mood or the past tense [native-english.ru].

This range of tasks is also complemented by the correct drawing up of a lesson plan, a selection of exercises, the ability to find an approach to each student, and arouse interest in the language.

A modern teacher of a foreign language needs to be able to evaluate and choose textbooks created in the countries of the language being studied, as they are written by native speakers who do not imagine the difficulties in mastering the language that the Russian audience faces. In addition, foreign manuals do not take into account national educational standards, programs and their corresponding exams. The teacher should be able to understand the flow of foreign literature, its scientific value and novelty, and evaluate its methodological significance. Choosing one or another textbook, the teacher proceeds from the characteristics of the educational institution in which he works, the psychological and age characteristics of students, the specifics of his methodological preparation, his mentality. An urgent need today is the creation of new textbooks in a foreign language, which is explained by the lack of a market for domestic textbooks. However, not all textbooks meet the requirements of the curriculum, so the teacher must independently select a number of additional materials, for example, from other textbooks, manuals, etc.

Thus, an important guarantee of successful teaching of foreign languages is the high quality of teaching materials, their relevance and diversity.

Closes a number of the above problems is the question that foreign language teachers have to face - the interaction of two language systems in the mind of the speaker, since all the mental processes of students, their mental activity are closely related to the native language, its phonetic, grammatical and lexical structure.





The study of a foreign language, focused solely on comparing it with the native one, somewhat violates the natural process of comprehension of a foreign culture. In the process of teaching a foreign language, we can draw certain parallels with our native language, and then the learning process will be less difficult. The positive influence of the native language on the formation of similar language and speech skills is called transference. At the same time, we often encounter such linguistic phenomena that either have no analogues in the native language, or are used in different ways. In this case, a negative interference phenomenon occurs. In the learning process, foreign and native languages come into close contact. Consequently, the question arises of the correctness of the use of the native language when studying a foreign language, the inadmissibility of excessive or, conversely, insufficient use of the native language.

In order to express any thought in a foreign language, it is not enough to know a certain number of English words. One must have at least elementary ideas about the syntactic structure of a sentence and be able to construct them independently. Without the ability to construct sentences from individual words, it is impossible to express an idea either orally or in writing. Many syntactic constructions of the English language differ in their structure from the same constructions in the native language. This discrepancy makes it difficult to study. Under the influence of these factors, various errors are made. In order to minimize them, it is necessary to skillfully and competently correct them, as well as to anticipate such errors and prevent their occurrence in advance. At present, it is almost impossible not to take into account and not use the native language when studying a foreign language. It happens unintentionally, spontaneously, naturally. The principle of taking into account the native language is one of the most important when teaching a foreign language. Leading methodologists especially advise using it when teaching children of primary and secondary school age, as well as those who are starting to learn a foreign language for the first time. The application of the principle of taking into account the native language when learning a foreign language is one of the most effective and efficient principles of teaching a foreign language, it should be applied at different stages of language learning. This principle allows students to most clearly see the intricacies of learning a foreign language, to be more deeply imbued with the culture of the language being studied. This principle allows the teacher to freely explain the material using comparisons of Russian and English grammar, phonetics, vocabulary, phraseology, and culture. The principle of taking into account the native language, like no other principle, helps in teaching a foreign language. At present, it is almost impossible not to take into account and not use the native language when studying a foreign language. It happens unintentionally, spontaneously, naturally. At the initial stages of teaching





a foreign language, during the lesson we speak with students in their native language (in Russian), explain all the rules in Russian, try to draw analogies with the Russian language, use exercises based on the native language. In the upper grades, there is a comparison of the native and studied languages, a comparison of phenomena, structures and constructions. Of course, students already speak and write in a foreign language for most of the lesson, but their native language cannot be ignored. The explanation of grammatical structures, lexical units, phraseological units, methods of translation - all this cannot but rely on the native language of the students.

So, the main difficulties of modern language education lie in the content of education, methods and means of education. These categories of methods of teaching foreign languages in the innovative process of social life are also being transformed, like the entire education system.

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