



The Vital Issues of Teaching Foreign Languages

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ABSTRACT

Learning foreign language as a second language is not really easy. If you are learning language outside of the country which learning language is spoken, certainly you encounter certain kind of problems. These problems can make some obstacles to grasp new language although the learner are willing to learn new language . How can these problems can be solved? To answer this question scholars specified main dilemmas and tried to explain about the causes.

Keywords:

Foreign language, employability skills, intercultural communication competence, challenges of multilinguasm

Without any hesitation we can say that, obstacles can be encountered by learners in every day life. Actually, these are incredibly distinguishable occasion but the main ones can be said that we can count with our fingers indeed. In most cases speech disorders hinder with an individuals ability to speak. Educational systems have the responsibility to train individuals to actively participate in political, economic and social relations.

The importance of getting proficiency in English has been emphasized in numerous academic papers and reports around the world. Teaching/learning English as a foreign language is a challenging task in developing countries in general. For instance, there are problems associated with hearing, speech, language development and fluency. Whilst, the most common disorder is the speech impairment that involves articulation and voice. In this case, articulation involves

numerous aspects of speech such as sounds, phonology and syllables.

Foreign language learners may have some misunderstanding to flourish their language both internal and external. To overcome this, teachers need to work each pupil individually whose knowledge is less than others. Students taking English courses, especially in state schools, for such a long time are not gaining the significant skills at the targeted levels in reading, listening, writing and speaking. It is a common belief that our education system is not successful in teaching English.

Limited learning environments

It is not about the weather, the availability of furniture in the classrooms, the location of the building where new language is learning. Despite of the fact that all of the factors can effect learning while learning

English, what happens outside of class matters most. In most situation, learners only make an effort to speak proper English in the classroom when they are under supervision. On top of that, students do not always hear people around them speaking proper English. As a consequence, it becomes more difficult to learn correct English.

Problems about Education System

Teaching English is constantly a challenging task and that requires nationwide efforts; thus, it is vital to have a national system of foreign language teaching, which requires a scientific plan. Despite the significant developments in educational systems such as increasing the number of English course, starting English courses at earlier grades, they barely produce the expected consequences if there is a lack of scientific planning as Isik started for the Turkish educational system.

Another important drawback to completing that task is student achievement testing system, which is significant step to get promoted in higher education context. Because of that testing system, although there are some steps taken in terms of government policies that typically advocate teaching communicatively, they are frequently incompatible with real expectations and practices in the learning environment, which often focuses on grammar and vocabulary. On the one hand, as Kunnan(2005) noted, there is a tendency to “teaching to the test with less time devoted to activities that are not part of the test”. This wash-back effect has negative impacts in higher education context similar to other education contexts.

Unqualified teachers

This is the most vital and the most overlooked problem among others. What makes this problem so hard to solve is that, on the grounds that, a great deal of communities are English language learners, they can not clarify who is a good teacher and who is not. Whatever the teacher says, whether correct or incorrect, will be taken as correct by the learner. It can be led to great amount of confusion among learners since different teachers say them variously things. One of the main causes of this issue is difficulty teachers

have translating from their native languages. For instance, some words can be pronounced differently by different teachers due to their language.

It is the teacher who is mainly responsible for implementation of the educational process. Unless there are well qualified English language teachers, no amount of investment in education can improve the quality of English education. To Geringer (2003) teacher quality outweighs other factors such as motivation, funding, and class sizes, and qualified teachers can create the best environment for learning. There should be qualified teachers with the ability to teach to obtain quality education, which is an important trouble for many developing countries.

A potential challenge for teachers concerns with the level of English they require. They need to constantly update their knowledge and equip themselves with the advancements in society and the use of technology in general and in the educational environment. On the other hand, foreign language teachers’ low proficiency levels or their lack of confidence in their ability is consistently identified in the literature.

The problems related to teachers seem to be solved with the help of pre- and in-service training, but as Tutunis(2012) stated, there are problems related to the quality of the training systems. For instance, one of the problems in pre-service training is related to quality of curriculum which has been developed without field study and with merely expert view. A similar trouble faced regarding in-service training is that it has been planned by a group of foreign experts, which this problem goes on to be implemented.

Students become too dependent on the teacher

Part of learning anything means figuring out how to solve problems on your own. As long as a student goes to the instructor with every little issue she or he runs into, then the students will never be able to learn the language on their own. If students insist that they do not comprehend or know how to say and do something on their own, they require to be reassured that they actually can with

positive feedback and encouragement by others.

Improving foreign languages

Language is a key part of any family, community, culture and the human race. Without language the world today would be much different. From cavemen, to the Egyptian use of hieroglyphics, to Old English, to more than 6,500 languages spoken around the world today, the advances that humans have made in language is remarkable and inspiring. The ability to speak, read, write and understand more than one language is also striking and expands the liberties in life, especially for young people. High school students should be required to take at least two years of a foreign language class in order to graduate, as many recent studies support the benefits of doing so.

Students who have learned a foreign language in high school have proven to have a show more content. Requiring two years of foreign language study for high school graduation would benefit students greatly as they move onto college. Acceptance rate, ability to succeed in and graduation rate would flourish rapidly if all college students were bilingual. Some students would argue that taking foreign language class in high school would not benefit them after graduation, since they plan to study a major in which being multilingual is not essential. This may seem reasonable as some majors, such as cosmetology or psychology may not ever use a foreign language nor require further study of a foreign language. However, studies have shown that studying a foreign language builds more skills than just language. Memorization, critical thinking and interpretation skills improve incredibly in those students who take a foreign language class in high school. Students can then use these skills to improve academic performance in other areas, improving overall college success. Globalization has recently reached the corporate world and seemed to be instantaneous.

Conclusion

Last but not least, the most common cause of the problems faced by a learner of the English language as a second language is

existence of the inherent structure of their first language or mother tongue that they are exposed to since the first day. The above mentioned problems are just a few of other problems but these are the major ones faced by students. The hardest for a teacher in this case is to actually create a new structure of the English grammar while trying not to dismantle the existing language structure of their mother tongue. The student should be able to use the languages with ease. For the learners who are willing to grasp the foreign knowledge, there are number of steps they can take to improve their English language skills. To illustrate, they must be auxiliary careful to be sure to use correct materials recommended by a reliable teacher of English and they should get audio materials so he or she can hear the clear and accurate pronunciation of the strange words.

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