Problems of Modern Approaches in Teaching Foreign Languages at Technical Universities

| Kushakov Yu.X., | Tashkent State Transport University |

ABSTRACT

In this article, modern approach problems in teaching foreign languages, are revealed, as they have a special specificity that a foreign language teacher cannot ignore during the lessons. According to the author modern approaches are of great importance in the organization of the learning process. The author divides these approaches into several types as student –centered approach, interactive approach, an approach of development education, game learning, problematic approach, communicative approach, project method and the competence-based approach. As the author considers all of these approaches have their own features and foreign language teachers should take into account when they conduct lessons. The author highlights the main problems in this sphere.

Keywords: An approach, modern approaches, communication, communicative, competence, competence-based, development, education, game, interactive, learning, methods, a problem, problematic, a project, student-centered.

The topical issue today is what should be a foreign language lesson in modern conditions. The goals and content of education are changing, new means and technologies of education are emerging, but no matter what reforms are carried out, the lesson remains the eternal and main form of education. No matter what innovations are introduced, participants in the educational process meet only in the classroom: the teacher and the student. "The goal of teaching a foreign language today is no longer achievable by simply communicating a certain amount of knowledge that students must memorize and reproduce. Simultaneously with arming with knowledge and on its basis, it is necessary to teach students the methods of cognition and practical activity that mankind has developed" [1]. A foreign language lesson has a special specificity that a foreign language teacher cannot ignore. At present, the global goal of mastering a foreign language is considered to be familiarization with a different culture and participation in the dialogue of cultures. This goal is achieved through the formation of the ability to intercultural communication. All these activities are considered not as an end in themselves, but as a way for students to solve specific personally important problems and tasks. The personality-oriented (personality-activity) approach is based on taking into account the individual characteristics of the trainees, who are considered as individuals with their own characteristics, inclinations and interests. In a modern foreign language lesson, students, together with the teacher, carry out joint activities. The teacher becomes the organizer of the educational, collectively distributed activities of students, an equal participant in the dialogue. "The teacher leads to awareness of the problem, shows, reminds, consults. He creates a situation of success, empathizes, encourages, inspires confidence, stimulates, forms the motives for teaching, shows encouraging exactingness, coordinates, strengthens the authority of the student among his comrades.

Students set and solve educational problems, control and evaluate their activities, compare, analyze, classify, model, communicate, defend their point of view, listen and hear classmates, actively interact, plan and control joint activities" [2]. Modern approaches are of great importance in the organization of the learning process, but despite this, there are also some shortcomings, the elimination of which can significantly improve its quality, as well as be a good help for the teacher in the implementation of modern approaches to the organization of the learning process. Implementation of the comprehensive development of students, the formation of conscious, deep and strong knowledge, skills and abilities in students that help prepare them for life. Implementation of the organizational clarity of each lesson from the first to the last minute. Visual aids necessary for the lesson, technical aids, student supplies, reference and additional literature are prepared in advance, everything necessary is laid out for each workplace. Also, for this, it is possible to put an interesting task in front of the students, including them in the work from the first minute of the lesson. Instead of homework, various methods of frontal accelerated verification are used - test writing, programming, punched cards, etc. Strengthening the purposefulness of the activities of the teacher and students in the lesson. One of the important tasks of the teacher is to mobilize students to fulfill the tasks set, to achieve goals directly in the lesson. To do this, it is necessary to plan each lesson so that it provides for the shortest paths to the goal, and first of all, the structure, methodology and teaching aids are outlined in strict accordance with the goal. "The formation of students' positive motives for learning activities, cognitive interest and the need to expand and acquire knowledge. Increasing the cognitive independence and creative activity of students, the formation of the ability to study independently, acquire and deepen knowledge, work with a book and other sources of information, master skills and abilities and creatively apply them in practice" [4]. The most interesting direction is related to the issues of applying methods and techniques of problem-based learning in the classroom and creating

problem situations as a means of increasing the cognitive activity of students. This contributes to improving the quality of knowledge and developing the necessary skills and abilities. It also provides for independent work of students with educational and scientific literature, dictionaries, reference books and encyclopedias, tables, diagrams, graphs, maps. The degree of intensity of educational work depends on the productivity of using every minute of the lesson, the skill of the teacher, the preparation of students, the organization of the class team, the availability of the necessary equipment and its rational placement, the correct alternation of work and rest. In conditions of intensified learning, students master knowledge mainly in the classroom, and there is no need to memorize the material at home. Instead of memorization, students get the opportunity to better comprehend and consolidate it, to perform creative tasks that arouse their interest, a sense of intellectual satisfaction from a job well done. When we teach a foreign language a student-centered approach is very important factor. A student-centered approach teaching is the concentration of the teacher's attention on the integral personality of a person, concern for the development of not only his intellect, civic sense of responsibility, but also a spiritual personality with emotional, aesthetic, creative inclinations and development opportunities. "Student-centered education implies a focus on the training, education and development of all students, taking into account their individual characteristics: age, physiological, psychological, intellectual; educational needs, orientation to a different level of complexity of the program material available to the student; allocation of groups of students according to knowledge, abilities; distribution of students into homogeneous groups: abilities, professional orientation; treating each child as a unique individual person"[4]. An interactive approach is a certain type of student activity associated with the study of educational material during an interactive lesson. The backbone of interactive approaches are interactive exercises and tasks that are performed by students. The main difference

between interactive exercises and tasks from the usual ones is that they are aimed not only and not so much at consolidating the already studied material, but at learning new things. "Modern pedagogy is rich in a whole arsenal of interactive approaches, among which the following can be distinguished: creative tasks; work in small groups; educational games (role-playing games, simulations, business games and educational games); use of public resources (invitation of a specialist, excursions); social projects and other extracurricular teaching methods (social projects, competitions, performances, exhibitions, performances, songs and fairy tales); warm-ups; study and consolidation of new material (interactive lecture, work with visual aids, video and audio materials, "student as a teacher", "everyone teaches everyone", mosaic (openwork saw), use of questions); discussion of complex and debatable issues and problems "One - together - all together", "Change your position", "Carousel", debates, symposium); problem solving ("Decision Tree", "Brainstorming", "Case Analysis", "Negotiations and Mediation", "Ladders and Snakes" [5]. The basis of developmental education is a system of scientific concepts. The content of education is made up of elements of the historical experience of mankind. Students master them in the learning process. And then there is such a chain: this experience reflects methods of action that have common principles for their construction. In turn, these principles are fixed in scientific concepts. Knowing and understanding them and mastering them means being able to "find effective ways to solve ... new problems, go beyond the limits of existing experience." Therefore, the basis of the content of training should be a system of scientific concepts. Game learning is a form of learning process in conditional situations, aimed at recreating and assimilating social experience in all its manifestations: knowledge, skills, abilities, emotional and evaluative activity. With a problematic approach, the teacher's activity consists in the fact that he, if necessary, brings an explanation of the content of the most complex concepts, systematically creates problem situations, informs students of the

factors and organizes (problem situations), their educational and cognitive activity, so that, based on the analysis of facts students independently draw conclusions and generalizations, form certain concepts, laws with the help of a teacher. As a result, students develop the skills of mental operations and actions, the skills of transferring knowledge, develop attention, will, and creative imagination. The project method is a way to achieve a didactic goal through a detailed development of a problem (technology), which should end with a very real, tangible practical result, designed in one way or another; This is a set of techniques, actions of students in their specific sequence to achieve the task - solving a problem that is personally significant for students and designed in the form of a certain final product. The main purpose of the project method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas. If we talk about the method of projects as a pedagogical technology, then this technology involves a combination of research, search, problem methods, creative in nature. The teacher within the framework of the project is assigned the role of a developer, coordinator, expert, consultant. "The communicative approach in teaching also means that the student as the subject of educational activity is at the center of learning, and the training system assumes maximum consideration of the individual psychological, age and national characteristics of the student's personality, as well as his interests" [6]. The object of training of this approach is speech activity in its types such as listening, speaking, reading, writing, translation. The named approach implements the basic requirements for the modern educational process: the communicative behavior of the teacher in the classroom; the use of tasks that recreate situations of communication in real life and involve the implementation of educational activities within the framework of such situations; parallel assimilation of the grammatical form and its function in speech; taking into account the

individual characteristics of students. The competence-based approach is a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and evaluating educational results.

References

1. Alyavdina N. G. Innovacionnye metodiki v prepodavanii anglijjskogo jazyka dlja special'nykh celejj v tekhnicheskom vuze [Innovative Methods in Teaching English for Special Purposes in a Technical University] / N. G. Alyavdina, T. D. Margaryan // Humanitarian Bulletin, 2013, issue 7, pp. 1-8 [in Russian]

2. Brougter G. Teaching English as a foreign language. 1996.

3. Djalolov J. B. Инглиз тили ўқитиш методикаси.Тошкент, 2010 180-182 бб. [Methodics of teaching English, Tashkent, 2010, pp.180-182] [in Uzbek]

4. Lazarev V. S. Novoe ponimanie metoda proektov v obrazovanii [New Understanding of the Project Method in Education] / V. S. Lazarev // Problemy sovremennogo obrazovaniya [PROBLEMS OF MODERN EDUCATION], 2011. – No. 6, pp. 35-43 [in Russian]

5. Mueller, J. L., Friederici, A. D. & Männel, C. Auditory perception at the root of language learning. *Proc. Natl Acad. Sci. USA* **109**, 15953–15958 (2012).

6. Richard J.C, Rogers T.S. Approaches and Methods in language Teaching/Cambridge university press,-2010.