

*Khodjaeva Guzal Djahonobodhonovna  
Fergana Polytechnic Institute  
Fergana, Uzbekistan*

## **ACTUAL PROBLEMS OF TEACHING A FOREIGN LANGUAGE IN SECONDARY SCHOOLS.**

*Annotation: This article reflects the actual problems of teaching a foreign language in secondary schools. The author tries to highlight the key points by classifying learning difficulties and suggests several solutions.*

*Keywords: foreign language; education; knowledge; teaching, problems; technique.*

*Ходжаева Гузаль Джахонободхоновна  
Ферганский политехнический институт  
Фергана, Узбекистан*

## **АКТУАЛЬНЫЕ ПРОБЛЕМЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЕ.**

*Аннотация: В данной статье отражены актуальные проблемы обучения иностранному языку в общеобразовательной школе. Автор пытается выделить ключевые моменты, классифицируя трудности в обучении и предлагая несколько решений.*

*Ключевые слова: иностранный язык; образование; знания; обучение, проблемы; техника.*

Today, the role of a foreign language in the life of every person has changed a lot. Do not take foreign languages as exclusively academic subjects. Indeed, knowledge of languages, in addition to the native, will not surprise anyone, since it has become an integral part of the life of a modern person. That is why a foreign language should stand along with other leading disciplines.

These changes are connected with changes in political and economic relations in the country. Therefore, qualified specialists are needed who could freely cooperate with foreign partners. The value of such employees in the labor market is now much

higher, since in the conditions of the modern development of international relations it is determined by the language level. To do this, the training of future specialists requires the creation of a methodology that will help increase the level of knowledge of students. Today, a completely new way of learning foreign languages is emerging, the basis of which is the communicative component, namely, learning to speak, communicate and understand each other.

It should be noted that teaching a foreign language begins in the lower grades, however, not every student is able to speak it fluently, unless, of course, he additionally studies with a tutor or does not go to courses, which once again proves the inefficiency of modern school teaching methods.

Institutions of both secondary and higher education cannot yet fully meet the actual needs of students. In this regard, a number of problems arise that impede the successful study of foreign languages, which teachers and students face. It is worth paying attention to them and finding possible solutions.

And you should start with a comprehensive school, highlighting and designating the difficulties that are the most significant and decisive. Of the many problems in teaching a foreign language at school, I would like to single out three main ones: psychological, technical and methodological.

Psychological problems are the problems of a student's psychological unpreparedness for learning foreign languages. Let's look at a few examples. Lack of self-esteem.

Many students assure themselves that they simply do not have the ability to learn languages, but this is a clear delusion, since these people have already mastered one of the most difficult languages - Russian. For foreigners, learning our native language is a titanic effort, as many do not understand cases, gender, changing stress, as well as a huge number of exceptions.

It is possible that psychological problems are also associated with the overestimated, strict requirements of the teacher in learning the language: perfect knowledge of grammatical rules, which are often violated by native speakers themselves, speech without an accent, writing essays and letters without a single

mistake. Thus, the students' interest in the language is reduced to a minimum, during the day their learning becomes a burden, they feel their insecurity and inability to learn languages.

The language barrier. Many students are afraid to say something wrong, to make a mistake, they are afraid that they will be misunderstood or not understood at all. The main thing is to overcome your insecurities, this requires more practice. There is nothing shameful in the fact that a person makes mistakes in a language that is not native to him. In addition, native speakers themselves do not strive for perfect speech in everyday life and make grammatical errors themselves.

Lack of support from parents. Many parents do not understand the importance of learning foreign languages for modern children, since they themselves have spent most of their lives without this knowledge. Therefore, they turn a blind eye to this subject at school, since they do not consider it to be the main one. Parents should explain to their children the role of foreign languages in modern society, talk about what prospects it gives in the future.

The next group of problems is technical. These include the insufficient number of allotted hours for language learning. With 2-3 hours a week, it is impossible to fully master a new foreign language, not to mention the communicative part, which is impossible without a good base with confident knowledge of grammar and a rich vocabulary. Teachers do not have enough time for a more detailed approach to the material, individual work with students. This task was partly undertaken by schools with in-depth study of languages, such as lyceums and gymnasiums, but the bulk of students attend general education schools.

Schedule disruptions are also a technical problem in foreign language teaching. The order of the classes often changes due to various circumstances: holidays, quarantine, extended vacation periods, etc. Thus, the subject may be absent from the schedule for up to several weeks. And in such large time intervals between classes, it can be quite difficult for a teacher to introduce forms of active learning and implement a communicative learning program. As a result, students forget the material, and the efficiency and effectiveness of the work is reduced.

We should not forget about the lack of technical equipment. Not all schools and not every foreign language classroom is fully equipped technically. Lack of a computer, speakers, interactive whiteboard, etc. reduce the effectiveness of training. The technique helps in visualization and real examples. For example, the use of video material immerses the student in the environment of native speakers, allows you to hear the speech of not only a teacher or a classmate; motivates the student who can watch and understand the undubbed film, and interactive exercises make the student become part of the learning process, realize their importance.

Methodical problems are a different level of language training of students. Students come to schools with different levels of knowledge of a foreign language. This is especially true for new schools and for the so-called "new" and "transfer" (fifth, tenth) grades. The teacher has a program that he needs to follow, however, this becomes difficult when students do not have basic knowledge, and they have to be "trained", devoting more time to this in the classroom, therefore, the learning process is inhibited. The student has to go to additional classes in order to reach the required level, but often students lose interest in the subject and the desire to learn, as a result, he hardly survives every quarter.

The lack of consciousness among students in teaching various types of speech activity is another methodological difficulty. Learning to communicate involves the conscious assimilation of not only grammatical structures, but also vocabulary, since full-fledged communication is impossible in the absence of one of the foundations. It is not enough to learn words and grammar rules. It is also important to know their compatibility, use. There are words and phrases that are not used in everyday spoken language, there are those that are not used in business speech. Set phrases must be memorized as a whole, and not as separate words, because the constructions of the native language may not coincide with foreign ones. This and much more should be conveyed to the student.

No less important is the inability to think in language. To convey their thoughts, students begin to translate sentences like their native language, forgetting

the grammar of a foreign language and word usage. This process is too long and is usually accompanied by a lot of lexico-grammatical and stylistic errors.

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