

# PRACTICAL AND THEORETICAL PROBLEMS OF TEACHING FOREIGN LANGUAGES

**Axmedova Matluba**

PhD, The methodology of teaching English department, FerSu

**Raimjonova Feruza Sobir qizi**

Student of Foreign Language and Literature Faculty of Fergana State University

## **Annotation**

This article reflects on the relevance of Foreign Language Teaching today, practical and theoretical problems in teaching foreign languages and their solutions.

**Keywords:** new Uzbekistan, teaching foreign languages, tutorials, problems, level of knowledge, information technology, interactive materials.

In enriching the new Uzbekistan with new ideas, innovations, it is necessary for today's youth to make extensive use of modern information technologies, master their specialties, as well as to have a good knowledge of foreign languages. Because the real purpose of teaching a foreign language lies in a comprehensive practice, upbringing, cultural promotion and development in under . The adoption of the PQ-5117son resolution of May 19, 2021 “On measures to bring the activity of popularization of foreign language learning to a qualitatively new level in the Republic of Uzbekistan” by our president is clear evidence of my opinion. This decision serves as an important factor for the creation and improvement of conditions in all educational institutions in which it is necessary to further teach foreign languages.

When teaching English, we were faced with such problems as the inability to provide the educational process with sufficient educational material components in a timely and complete way, the quality of textbooks does not meet the requirements for preparing for exams, additional didactic materials, visual aids, audio, video and interactive materials are not as complete as necessary, often the structure of the textbook is

Of course the problems were lowering the level of creating an effective, modern demanding educational environment in most educational institutions.

In teaching a foreign language, we die not only for such practical problems, but also for theoretical problems of teaching languages in their place

One of the important problems of teaching foreign languages is the choice. Currently, the selection of the composition of teaching foreign languages is organized taking into account the purpose and stage of knowledge of students. The basic principles of selection are: 1) the adequacy of content to achieve the purpose of training, 2) the relevance and availability of content to master it. In addition, the following principles are used to select the composition of the teaching of foreign languages: the frequency of functions and concepts; complication of difficulties depending on the stages of training; motivation, which implies the selection of domains and communicative situations that are inherent in and close to student life; the potential of content for the further development of individuals.

Criteria for the selection of cultural material: 1) student accessibility; 2) cultural diversity; 3) student needs; 4) the correlation of information with purpose and native languages and culture; 5) the degree of variability of cultural material and its importance to a communicative purpose.

It should be noted that students in most cases do not take language learning seriously. Problems such as attachment to grammatical rules, language barriers cause students to take language acquisition less seriously by fading interest. In fact, I believe that the idea that sentences composed do not have to be grammatically correct in order for communication to be intelligible is partly correct and partly incorrect at the same time. This is because language fluency is undermined when a sentence is made in the colloquial language by constantly replacing grammatical rules.

Learners only learn another language well when they are forced to use it. The teacher must require students to communicate in the language being studied. Only in this case does the level of achievement increase in language learning,

fluency in pronunciation increase. Mastering a foreign language is successfully carried out if it is persistently required in the course of the lesson and restrictions are established.

Working on oneself independently, solving problems independently and researching serve to master any science well. The fact that the student will continue to contact the teacher on each small problem indicates the dependence of the student. This reduces the student's chances.

A number of paths can be listed as a solution. One of these is that the student must make extensive use of audios so that he can learn the correct pronunciation of sounds and words. It is independently that films in a foreign language, watching videos adapted to Language Teaching, serve as a bridge, albeit in part. Secondly, there is also a role of teachers in teaching English, and motivation, interest in the lesson occupy the main place. In addition, the use of different techniques should be taken into account when teaching the language, as it helps teachers to create appropriate conditions for students when learning English as well as to deal with students' academic problems.

In addition, the interest of young people in language learning, the development of logical and creative thinking and the use of various interactive effective methods in this area provides the basis for an increase in interest in the study of foreign languages among the younger generation, a craving for knowledge, and the effective organization of classes. As a result, a thorough preparation of the student for the lesson is achieved, a rapid increase in the effectiveness of mastering.

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