

THE LEARNING PROCESS OF FOREIGN LANGUAGE

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ABSTRACT

The article discusses the main challenges in learning of a foreign language in non-linguistic institutions. The basic methods and principles of the organization of educational process are studied. In addition the motivation, which is directly related to the efficiency of learning, methods of forming the students' motivation for mastering foreign language during school and extracurricular process, because any learning process is based on the desire of the students to get some new knowledge of foreign language and foreign culture.

KEYWORDS: *Learning Process, Foreign Language, Problems, Methods, Principles, Motivation, Aims, Learning, Challenge.*

INTRODUCTION

The process of teaching foreign languages in non-linguistic universities (i.e. a higher educational institution where a foreign (English) language is not a profile language) primarily reflects the history and process of changing approaches and priorities to teaching a foreign (English) language in search of the most effective and acceptable scientific and methodological activity. However, this process of teaching a foreign (English) language in higher educational institutions must be considered in the broad context of what is happening on the world stage in general and in the field of vocational education in particular, since the need for modernization and improvement is due to the need to adapt the higher education system to the socio-economic needs of society. The opinion and assertion that the knowledge of a foreign (English) language is an essential condition for the success and competitiveness of a modern specialist in the labor market has long been accepted by Russian society. The use of a foreign (English) language for professional purposes has become a necessity for engineering specialists whose activities are directly related to the global market. In turn, the situation on the world market and the desire of our country to fully integrate into the world community as an equal participant force us to move from simply accepting this statement to its full acceptance and implementation. In practice, however, we can state that the level and quality of training of engineering specialists does not always meet the requirements. One of the factors complicating the entry of our engineering specialists into the global market is the low level of foreign (English) language proficiency. In the current modern conditions, a foreign (English) language should not be considered as a secondary discipline, but as a necessary tool for professional activity, since academic and labor mobility, common international educational standards, joint international research and production activities are impossible without a high level of foreign language proficiency (English language [1.1]).

Materials and methods

When analyzing students' mastery of the level of foreign language proficiency, it was revealed that international criteria, and the criteria for the requirements of the state educational standard of higher education, require a higher level of foreign (English) language proficiency for students [1.2].

In connection with all of the above, we can single out the main barrier that affects the acquisition of a foreign language - the low quality of foreign language competence of applicants. Linguistic or linguistic competence involves the possession of a system of information about the language being studied at different levels - phonetic, lexical, word composition and word formation, morphological, syntax level of a simple and complex sentence, stylistic [2.1].

A student has linguistic competence if he has an idea about the system of the language being studied and can use this system in practice, using all morphological and syntactic transformations in his speech. However, in practice, students who entered a technical university do not have basic foreign language knowledge, skills and abilities. Unfortunately, this trend is typical for all institutions that provide training for bachelors and masters in non-linguistic areas. Without a solid base of formed language skills and abilities, which we talked about above, it is impossible to develop conversational skills, terminology, fluent reading and other communicative, linguistic and intercultural competencies [3.1].

However, the goals of universities should not include teaching a basic level of a foreign language. This task must be solved at the stage of school preparation, which is why continuity and consistency in the reform of general and vocational education is so important. Despite all these problems, the departments of foreign languages of universities are looking for ways to most effectively teach a foreign language and a professional foreign language with a minimum number of hours allocated for this discipline and a low level of language proficiency among school graduates. Thus, the institutes have put into practice the distribution of students into subgroups in accordance with their level of foreign language proficiency, which is determined in the first classes by testing methods. This allows, within the framework of one program, to provide the most effective teaching of a foreign (English) language both for students who know the basic level of the language, and for the advanced level [3.2].

An important role in mastering the studied language is played by independent work of students, for which mandatory hours are allocated in the work program. Classroom hours allocated in the basic cycle for teaching a foreign language are used in the first two years of study and are spent mainly on "pulling up" the language level of the majority of students [4.1].

RESEARCH AND DISCUSSION

For most of them, the question of learning a professional foreign language is not at all worth it. Such a number of hours is clearly not enough to master all the competencies that are required from today's youth. Often, the problem of the lack of classroom hours is solved by the so-called variable component, which involves the conduct of practical classes in a professional foreign language by teachers of specialized departments. Such classes, as a rule, are devoted to the consideration of problems directly related to the profile of training, and involve the discussion of these problems at a higher, professional level [5.1].

Therefore, as one of the solutions to this problem, a large amount of educational material in a foreign language is submitted to the independent work of the student, which he must perform outside the classroom. For this, Internet versions of independent works of various levels have been developed, both for first-year students and for students studying a professional foreign language.

Also, the insufficient motivation of students to master a foreign language plays an important role. Motivation, as you know, is directly related to the effectiveness of training [6.1]. Any cognitive process is based on the desire to learn a foreign culture. Low motivation to learn a foreign language is largely based on the negative experience of learning it at the level of secondary education. Students, having entered a university, often do not see the scope of a foreign language in their future profession, as they simply do not yet imagine their professional future. Low motivation to learn a foreign language is also due to the limited use of it in educational, industrial, as well as in real life conditions. And here for the university, for specialized departments and departments of foreign languages, there is a wide field of activity in the field of establishing international educational and research contacts, joint international projects, academic exchanges, etc [6.2].

Another effective (in terms of increasing student motivation) method is projects, festivals, theaters, scientific and practical conferences, which are organized on the basis of the institute by departments of foreign languages. This type of event not only increases the motivation of students to learn a foreign language, but also contributes to the development of communication and presentation skills, teamwork skills and other competencies necessary for a future specialist. It should be borne in mind that all extracurricular activities require a lot of time to prepare. But even participation in competitions with a minimum language component gives the student a sense of achievement, which is multiplied in case of winning a prize. Success and attracting attention are associated with the English language, which contributes to the growth of motivation. This growth is especially noticeable in the case of group work of students in preparing speeches. Joint creativity unites and gives additional importance to the unifying principle, which, in particular, in the conditions of the competition, is the need to master certain linguistic phenomena, no matter how insignificant they may be [6.3].

CONCLUSION

Undoubtedly, the solution of this problem requires a comprehensive, systematic approach, which involves reforming the systems of general and higher education. The experience of teaching a foreign (English) language and a professional foreign language in universities shows the need to increase the number of hours devoted to studying the latter, the introduction of intensive teaching methods and technologies that are as close as possible to real communicative situations of professional and academic orientation, ensuring the continuity of language training between juniors and seniors undergraduate and graduate courses. Close cooperation with specialized departments is an important condition for the quality training of students of technical universities in a professional foreign language.

Partially, the solution of these problems is within the power of one department of foreign languages, however, without serious analysis, full interaction with the professional department and modernization of the language training system as a whole, their solution seems impossible to us.

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