

CHALLENGES AND OPPORTUNITIES IN TEACHING ENGLISH BASED ON CEFR (B2) REQUIREMENTS

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ABSTRACT

This article discusses the old methods, which do not meet modern requirements, not to apply them to students, to reduce the redundancy of material in improving their knowledge, to enrich the educational process with real and useful materials, textbooks.

Keywords; method, teaching, education, foreign language, improve, reduce

Currently, the emphasis is on teaching foreign languages, and with this in mind, the ultimate goal of every teacher is to prepare students for new thinking, creativity and life. Naturally, this in itself requires hard work from the teacher and the assimilation of science from the student's psychology. This process does not just happen. Until you continue your higher education, the "foundation" for learning English will be laid. At school, this stage was not clearly defined in the early years, and with the beginning of the emphasis on foreign languages, the transition from one stage to another in the process of teaching a foreign language is carried out gradually. Therefore, the end of the academic year is conventionally considered the boundary between the stages. In fact, the specificity of some stages may persist for some time after the transition to the second stage.

Due to the fact, that the first stage is the initial stage of teaching and learning a foreign language. It pays great attention to the development of oral speech and reading technique. At this stage, it is important to teach pronunciation to understand a foreign language speech, which is an element of a foreign language speech mechanism, and to use the simplest and simplest question-answer speech combinations of oral communication. In the first academic year, special attention should be paid to teaching English pronunciation, since it is during this period that pronunciation skills are formed, and at later stages it expands and develops. If students at the beginning have clear pronunciation and articulation of English sounds, then at later stages it will be more difficult to solve this problem. The process of teaching a foreign language in higher education is also a process of further improving the previously acquired knowledge. Controlling the learning process of each student in a group is a difficult task, but it is important to master the given topic. This increases the need for a comprehensive study of the personality. Thus, the teacher must simultaneously turn the student into a central, key figure in the learning process.

One of the most difficult issues that needs to be resolved for the further development of the educational process today is the ability to sufficiently improve the original, but well-developed non-standard (professional or field) speaking skills among students. In the early years, the goal of teaching a foreign language was the formation of an understanding of the language system, the gradual mastering of grammatical knowledge, as evidenced by the sharp increase in students' need for the development of speech in the educational process. Language learning is mainly based on sight, listening and understanding. In many non-philological universities, it often happens that students do not develop good conversational skills with a thorough knowledge of grammar (System) and holders of CEFR B1, B2 (Common European Frame) certificates. This situation further develops the competition between them. This situation requires the teacher to work on himself, in contrast to the usual educational process. It is clear that learning using only blackboard and chalk will no longer satisfy any student. The teacher must use innovative educational technologies and pay special attention to their organization, so that students with problems in group speech activities have a need for regular work on themselves, so that everyone

tries to master the given topic in the lesson. Interactive teaching methods play an important role in developing students' speaking skills and understanding of the lesson. In subsequent years, the techniques and handouts used by the teacher in the formation of the atmosphere of verbal communication in order to increase the activity of students in the lesson, using the internal potential of memory, should be aimed at this goal. A psychological situation focused on verbal communication is one of the necessary tasks to increase the activity of students. Speech activity should be taught consistently and complement each other.

The existing practice has shown that the audiolingual and audiovisual methods used in a number of previous lessons were not effective enough or need further enrichment and improvement. Today, the old methodology, which does not meet modern requirements, requires not to use the methods of students, to reduce the redundancy of material in improving their knowledge, to enrich the educational process with real and useful materials, textbooks. They should take into account the students' comprehensive practical and scientific mastery of the material and should be approached to organize a specific aspect or improve existing knowledge. For this reason, it is important for the teacher to orient students' language materials towards productive (speaking, writing) and receptive (listening, reading) learning, as well as expanding the potential vocabulary of students. The content of training is one of the most important issues in the methodology. At present, the content of teaching a foreign language in higher educational institutions that do not specialize in languages is understood as the nature and volume of knowledge, materials, exercises and skills that are determined by the goals and objectives of education that students receive.

Recently, optimization has also been widely used. Optimization involves the search and selection of an easy, convenient method, path, method, system, principle, means, exercise, appropriate to the situation, conditions, university students and their chosen field of learning a foreign language. Optimization is typical for different types of higher education institutions, since the hours of classes differ, and the characteristics of the students' native language are also affected. Current communication skills, the ability to provide information in a foreign language (through speaking, writing) and receiving information (through reading, listening comprehension) for the further development of skills and abilities, education requires upbringing.

If opportunities are viewed in terms of continuing education, foreign language classes can provide students with skills and knowledge that will help them further expand their foreign language skills or later learn one or more foreign languages. If foreign language teaching is done in a social context, it can help students understand the complexity of personal interactions; it serves to prepare them to work more effectively in social relations not only in a foreign language but also in their mother tongue. Examples of situations in which a student acquires CEFR (B2) language skills in English classes include practical processes in daily life:

- predict the language; situations involving personal line actions.
- giving students the opportunity to establish and support social networks, including business;
- understand the essence and / or relevant details of written or oral texts.

To make this situation clearer, let's look at some examples (examples are given in English)

- procurement: purchase of consumer goods;*
- advertisements in newspapers, magazines, etc. for shops and consumer goods*

Students, in turn, have the following information;

- know the basic concepts of the nature of goods, the conditions of their use and sale;*
- reading publications in markets, supermarkets, shops, etc .;*
- know the availability of products and where to find them;*

- discuss the nature and relative advantages of certain variants of goods;
- Negotiate prices and understand the terms of sale;
- making payments and, if necessary, requesting prices, bills, etc .;
- incorrect, incorrect or redundant things should be discussed and returned;

In the field of B a n k:

- public notifications (especially inquiries on cash payments, currency rules and banknote exchange rates / travel checks);
- create opportunities for requesting, setting up and using bank accounts (for temporary residents);

The competency approach aims to enable students to use a foreign language for their own purposes. These goals depend on the personality, circumstances, needs, and interests of the students. They are never fully predictable, but starting with a specific task group, no matter what the situation, all of them, at least, need to work in a foreign language or find out what they want. In order to do this in any way, we need to try to identify situations where a foreign language is likely to be used, what role it plays in those situations, and what problems it may have with the foreign language. From the above, it is clear that language teaching is a complex process, but also requires constant updating and research. It is a misconception that future professionals should acquire knowledge only in their field and rely only on the program.

If we look at the development of each field, it is a set of disciplines. Each area has a special place in the development of society. Among them is the financial and economic direction. The process of teaching a foreign language in philology, where language is the main field of study, and the methods used are completely different from the process of teaching a foreign language in non-philological areas. Unlike philological education, non-philological education differs between the hours allocated for foreign language classes. What methods and programs should be used by future economists and financiers to improve the quality of foreign language teaching, or what should be considered when changing the methods and literature that need to be changed now, and what additions to the existing literature The rapidly evolving era itself requires consistent action in the conduct of research on the introduction.

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