

METHODS OF APPLYING MODERN KNOWLEDGE AND METHODS IN TEACHING FOREIGN LANGUAGES

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ANNOTATION

In Uzbekistan ELT is seen as a career in a field of educational specialization: it requires a specialized knowledge base obtained through both academic study and practical experience. Nowadays the demonstration of a certain level of proficiency in English as component of certification is required.

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In Uzbekistan the multistage model of FLT has been worked out on the basis of continuous, succession, taking into consideration the international standards, and localization of EL teaching and learning methodology and materials (adapting to the national context). It is related to the well-known multilevel model of FLT in the foreign countries. The domestic multistage model of continuous and successive FLT includes the following levels of FL8 given in the Table.

Table 1.
The stages and levels of FL

Educational stage	Classes	Classes Levels according to CEFR
Primary and secondary education	1 -4 forms at school	A1
	5-9 forms at school	A2
	Language-oriented schools	A2+

Special secondary education	Academic lyceums courses 1-3	B1
	Vocational colleges	
	Language-oriented academic lyceums	B1 +
	Bachelor degree non-linguistic institutes and universities	B2
	Master degree non-linguistic institutes and universities	

Higher education	The second language in Bachelor and Master degree institutions and universities	
	Bachelor degree linguistic institutes and universities	CI
	Master degree linguistic institutes CI and universities	

School education falls apart into two stages:

1) the primary education (1-4 forms) and 2) the secondary education (5-9 forms). Education at academic lyceums is considered as upper secondary education. At vocational colleges ELT concerns 1) General English and 2) English for Specific Purposes (ESP) or English for Occupational Purposes (EOP).

ESP is traditionally associated with study at college and non-linguistic institute and university. In the Uzbek educational system study at lyceum and college is considered as a profile education:

1) study at academic lyceum provides intensive development of intellectual abilities, deep, differentiated and vocational-oriented education, after academic lyceums they can continue further education at institutes and universities, or undertake some job;

2) study at vocational college provides deep development of professional abilities, obtaining one of the professions, graduates of professional colleges get certificate of a junior specialist. Teaching and learning English at this stage of education demands study of general English and English for specific purposes, i.e. to develop both the language competency, study skills which will help them to succeed in further education and occupation/job.

The higher education provides training of qualified specialists at the Bachelor and Masters' degree departments (Pre-service FL training). The Table above does not present post-graduate education (institution of senior scientific personnel and researches) and upgrading courses of In-service teachers training and retraining to change a qualification.

The domestic model of education has the following advantages:

1) Introducing the primary and post-graduate education, that contributes to work out the successive structure and content of FLT.

Succession provides systematic and continuous content in FLT, an absence in doubling transitive components of FLT content from one stage to another one. Multistage and gradual character of the process of cognition is reflected in the FL progress. But at the same time the post-graduate education is not stopped, this model is intended to the life-long independent-learning (self-study) of FL.

2) Taking into consideration the international standards for the evaluation the language level (communicative competence) at all stages gives the opportunity to enter into the world education space. The CEFR levels and descriptors are adapted to the social context of Uzbekistan, especially to each stage, aim and objectives, etc. Accounting the CEFR, levels are reflected in the FLT content and requirements to the language levels as the result of FLT.

3) Localization of EL teaching and learning materials. English teaching materials come from different places, where English is a native or an official language, or a foreign language. Material from these countries does not reflect the learning style, cultural values and local conditions of Uzbekistan, as a result, students' motivation suffers and they become reluctant to interact in class and share opinions or ideas. Localization of the EL teaching and learning methodology and teaching materials is based on the idea that relevant contexts and balance between local and foreign cultural concepts and images naturally can improve ELT.

The new model of education has required creation of new curricula, syllabuses and course books accordingly local and foreign contexts to provide rich opportunity for teachers to explain non-native cultural items, in addition of using localized content.

It is very important for teachers to identify ways to best represent local culture and explain nonnative elements. Besides it is necessary to use humanizing material as activities which help to make the language learning process a more affective experience and finding ways of helping the learners to connect "what is in the book to what is in their minds".

Thus, it is necessary to humanize the teaching materials. In Uzbekistan authors of syllabuses, curricula, course books and other guides try to humanize materials, present materials in real-life and culturally familiar language contexts and match the language instructions with students needs and personal preferences. All this allows expressing learners' identity and empowers them to make a decision about what they need to learn.

The effectiveness of teachers' pedagogical activity, at first, depends on acquiring the ideas of modernization. A modernization means:

1) changing the goal and results of education; application of modern methods and technologies in practice of teaching/learning; reworking out the state standards and curricula for EL teaching and learning. Thus, all components of methodical system of ELT should be modernized, particularly:

- 1) approaches and principles to EL teaching and learning;
- 2) goals of teaching and learning;
- 3) content of EL teaching and learning;
- 4) aids, methods and techniques;
- 5) ways and forms of control of the results of EL teaching and learning.

In our conditions the CEFR is used for development of the language policy to set minimum language requirements for a wide range of purposes, in curriculum planning, preparing course books and development of methods of teaching and tools of evaluation. It is intended for dynamic progress in acquiring FL.

Within this scope, the efforts of teachers and learners at all levels of education are encouraged and supported by developing appropriate methods and teaching materials, appropriate forms and instruments for the evaluating of learning programs.

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