



SOME FEATURES OF IMPROVING THE QUALITY OF EDUCATION IN TEACHING OF FOREIGN LANGUAGES

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ABSTRACT	KEY WORDS
This article discusses some peculiarities of improving the quality of education in teaching foreign languages. Attention is paid to improving the effectiveness of training sessions, through the use of various audio and video materials, with the help of computer technology. The possibilities of the technology of individualized learning, which contributes to increasing the level of foreign language proficiency, are discussed.	competence, communicative competence, communicative speech, efficiency, computer technologies, audio materials, video materials, creativity, speech skills.

Introduction

The development of foreign language communicative competence is possible based on a solid base, which is created in the process of developing skills in listening and speaking, which are mainly focused on the first year of teaching a foreign language in the universities of our country. In accordance with the Decree of the President of the Republic of Uzbekistan № PD-5117 “On measures of raising to a qualitatively new level activities to promote the study of foreign languages in the Republic of Uzbekistan” dated May 19, 2021 in order to develop foreign language teaching as a priority direction of educational policy, to radically improve the quality of education in this direction, to attract qualified teachers to the field and increasing the interest of the population in the study of foreign languages.

According to this, the creation of the necessary conditions for the popularization of the study of foreign languages among the locals and mastering them to perfection has turned to initial purpose. Therefore, coordination of the implementation of internationally recognized programs and textbooks for teaching foreign languages at all stages of education, as well as the development of modern teaching skills among teachers, the organization of teaching foreign languages in demand on the basis of the results of the analysis of the needs of regions, industries and educational institutions in specialists who speak foreign languages are the highest priority in this direction.

At the initial stage of teaching foreign languages, especially English as a foreign language, a number of problems arise. These can include factors ranging from lack of student accountability to lack of computer equipment in classrooms [7]. In a number of cases, gaps in the knowledge of teachers and educators extinguish the enthusiasm of the interested youth, and in a number of cases, apathetic students' negative attitude towards learning nullifies the efforts of a qualified teacher. Sometimes the

inability of teachers to fully and effectively use computer technology leads to a decrease in the level of their preparation for lessons based on modern approaches. As a result, lessons are conducted in the old-fashioned way, and in this case, positive results in student learning cannot be expected.

In many cases, students only try to speak English under the supervision of a teacher. In addition, there are not enough people around students who constantly communicate in English. Such important factors also negatively affect the process of learning English.

It is clear that teaching foreign languages is very different from other subjects. Speaking about the difficulties of teaching a foreign language, it is impossible not to consider the concept of language.

Language, speech and speech activity are the main aspects of linguistic phenomena. The main types of speech activity were identified by L.V.Shcherba, who, however, believed that speech activity is one of the aspects of the language. He proposed to distinguish three aspects of language: speech, i.e., the process of speaking and understanding; language, i.e., ordered linguistic experience; linguistic material, i.e., disordered linguistic experience [10].

Oral speech is widely used in the modern methodology of teaching foreign languages, which allows students to get involved in verbal communication. In communication, the communicative abilities of students are formed and developed, including the ability to make contact with strangers, seek their disposition and mutual understanding, and achieve their goals. With the purposeful use of communication, there is an active process of developing those practical skills that may be needed in the future to improve professional abilities.

Today, one of the main tasks of oral speech is teaching the design of messages. If the time spent on the formulation of the statement does not exceed the time spent on its pronunciation, then this largely determines the quality of the speech skill. Oral speech as the goal of learning acts as the means of communication, with the help of which information is obtained during listening, information is transmitted during utterance, information is exchanged during conversation, when oral speech is associated with the method of application in teaching a foreign language. The correct use of oral speech in the process of teaching a foreign language arouses great interest and desire among students to study it.

Oral speech, in turn, has the following important functions: motivational, which is considered as the goal of language learning, provides the opportunity for direct communication, mastering oral speech helps to overcome problems associated with self-doubt when learning a language); developing, which contributes to mastering the structure of the language in oral speech and improving other aspects of speech activity, i.e. students are provided with the opportunity to hear and see how, in what situations, the input words or grammatical structures are used [11].

“In order to learn to understand speech, it is necessary to speak, and by how your speech will be received, judge your understanding. Understanding is formed in the process of speaking, and speaking in the process of understanding” [8]. According to A.A. Leontiev, inner speech and related articulation are the main mechanism of speech thinking and take place both in listening to foreign speech and in speaking. In the process of speaking, there is a preliminary fixation of thoughts with the help of inner speech, i.e. drawing up a mental plan or outline of a future statement [5]. “Even with the direct communication of one’s thoughts at the moment of their occurrence, nevertheless, their expression in external speech is preceded by the appearance of motor speech impulses, which in all cases, at least for a fraction of a second, forestall the pronunciation of words” [9]. Both processes are accompanied by active mental activity.

Educational materials, especially books, electronic textbooks, audio and video materials are tools that help in the educational process. If the student completes the tasks given on the subject of the language through audio and video materials, he or she will learn to pronounce words and sentences correctly. It should be noted that some students tend to learn a foreign language from films, but the conversations in films contain slang and dialects. Therefore, language learners using this method should be careful. Students often do not take language learning seriously. Problems such as adherence to grammar rules and language barriers prevent students from taking language seriously. In fact, the idea that constructed sentences do not need to be grammatically correct for communication to be intelligible can be both partly true and partly false. Because during a conversation, if a sentence is composed with a constant replacement of grammatical rules, this is detrimental to fluency. Students do not and cannot always follow the rules learned in the training. In addition, in non-philological universities, students treat foreign languages as a secondary subject. Unfortunately, in most cases, students learn the language during practice. After the lessons, they do not try to learn new words by practicing pronunciation and writing essays.

During the lessons, the teacher should require students to communicate in the target language. Only in this case will the level of achievements in learning the language and pronunciation fluency increase. Independent work on oneself, independent problem solving and research serve to a good mastery of any subject. The fact that the student turns to the teacher for every little problem is evidence of the student's dependence. This reduces the student's ability to work on himself. Shy students may not actively participate in the classroom. Therefore, weak students should not be forgotten during discussions and exercises.

The student must be able to use audio and video materials effectively in order to learn the correct pronunciation of sounds and words. The use of watching videos and films in the original is of great importance in the process of teaching foreign languages. This process is based on the principle of visibility, which is one of the main methodological principles. While watching a video, all types of speech activity are involved. Since the information seen and heard by students is remembered several times better compared to textual information [6].

In addition, independent viewing the video materials in a foreign language, adapted for language learning, partly serves to reinforce the learned material obtained during the lessons. On the other hand, the role of the teacher in teaching English is also important, in which motivation and interest in the lesson should be a top priority. In addition, when using various methods of teaching a language, the language skills of students and their level of language proficiency should be taken into account.

It should be noted that in modern pedagogical and methodological research, the concept of a personal-activity approach to learning is widely and comprehensively covered, but its implementation in teaching a foreign language in non-linguistic universities has not been developed enough. In addition, the possibilities of individualized learning technology are practically not used as a way to increase the level of foreign language proficiency of poorly performing university students. Mastering a certain level of professional foreign language communicative competence by poorly performing students of non-linguistic universities in the process of teaching a foreign language is of fundamental importance for the full-fledged professional training of future specialists. However, the analysis of the situation reveals the following contradictions:

– between the desire of students to master a foreign language and its ineffective teaching at the university, which reduces the motivation to learn;

– between the requirements of state standards of universities for the level of training in a foreign language and the actual level of training of first-year students and graduates of non-linguistic universities in this subject;

– between the need to ensure an individual approach to each student and the presence in one group of students with different levels of training, a large number of groups, the lack of special technologies that implement the individualization of teaching a foreign language.

The organization of educational activities for teaching a foreign language to poorly performing students in non-linguistic universities is of particular importance in improving the educational process. The effectiveness of educational activities largely depends on how personal individualization is implemented in it, which involves taking into account the context of the student's activities, his or her experience and interests, needs, which can be done based on the provisions of the personality-activity approach to professional education.

The purpose of teaching a foreign language in a non-linguistic university is to master students' professional foreign language communicative competence, which is a set of interrelated business and personal qualities of a specialist, professionally oriented knowledge, skills, activities carried out in a foreign language in situations of professional communication necessary to ensure high-quality, productive professional communication.

Among students with a low level of learning in a foreign language, united in one group, there are also differences that suggest individualization and differentiation of learning within it, which can be implemented through the use of individualized learning technologies that allow the student to move along an individual route at an optimal level for him, corresponding to his needs and abilities, at the usual pace, in conditions that ensure his real movement.

In order to increase the efficiency of using the technology of individualized learning in the organization of the educational process, in which an individual approach, individualization of learning and an individual model of interaction between a teacher and a student are priorities, when teaching a foreign language in weak groups of a non-linguistic university, recommendations have been developed, among which the following can be distinguished:

- recognition by the teacher of any student's choice, change of communication style from authoritarian to partner, stimulation by success;
- ensuring a favorable psychological climate in the educational process;
- the need for regular monitoring of the assimilation of educational materials;
- combination of forms of control;
- creativity in solving various problematic situations that arise in the course of training sessions.

In view of the foregoing, when organizing the educational process for teaching a foreign language, the teacher needs to pay attention to the following factors:

- effectively apply information and communication technologies in training sessions;
- pay attention to the qualitative use of audio and video materials in the presentation of educational material;
- constantly improve the competence of creative thinking and be able to generate ideas;
- effectively apply the technology of an individual approach in weak performing groups.

Thus, in order to develop teaching the foreign languages, to radically improve the quality of education, as well as attracting qualified teachers to the sphere and increasing students' interest in learning foreign languages, it is necessary to pay attention to the professionalism of the teacher, who is required not

only to know a foreign language, but also to have practical skills in modern computer technology, as well as creativity in solving problematic situations that can arise during educational process and in order to use oral speech effectively as the means of teaching a foreign language, attention should be paid to the implementation of the following factors: the teacher must be fluent in the language being taught and adapt his oral speech to the specific conditions of the audience, without violating the authenticity of speech; be creative when using standard learning technologies; maintain a high level of foreign language proficiency through constant language studies, by reading original literature, listening to audio materials and watching original video materials in foreign languages.

In addition, the teacher must know the capabilities of each student individually for the choice of methodological techniques, as well as the use of real situations. To improve the quality of education, it is necessary to pay attention to additional visual aids that serve to facilitate the assimilation of educational material, as well as to ensure a sufficiently high level of employment.

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