

THEORETICAL BACKGROUND AND CURRENT ISSUES IN ENGLISH LANGUAGE LEARNING

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ABSTRACT	KEYWORDS
The article dedicated the during teaching learning process, instruction remain unilateral which is and consider to be orthodox activity. The up-and-coming trends changed the present scenario and adopted the constructivist approach which is moral and more focus on innovative activities and knowledge acquisition.	effectively, participation, culture, curriculum subjects, performance, significantly, outcomes, learner-centered, collaborative, and technology-focused

Introduction

Traditionally, a linear teaching pathway exists between the teacher and the student. Teachers have the mind-set to provide the plans and goals for the students. Evaluating the effectiveness of a teacher who has been teaching in a linear fashion will not necessarily show any negative results. The teacher will, certainly, meet the standards of accountability because they, too, are predetermined by a linear perspective. However, when the effectiveness of language acquisition and learning are the outcomes for which teachers are accountable, then the existing program falls short of meeting the criteria of communicative competence in real-life situations, social and cultural skill development, and language facility in the workplace. Life is multifaceted and complex; simplification of the instructional delivery system cannot prepare students successfully to meet real - life challenges. Meeting the expectations of the curriculum and fulfilling the needs of the students require a multi-faceted approach and the willingness of teachers to accept a broader spectrum of accountability. Teachers who adhere strictly to a behaviorist approach meet accountability when measured by the standards established by a behaviorist view of learning.

Staying with such a method does not allow branching out. If the same or better results can be achieved starting from a different premise, a premise that includes the goal of language acquisition and language learning, as well as social, vocational, and cultural readiness, the criteria of accountability for teachers change as well. When learning flows only from the teacher to the student, there is only one right way. The teacher is the provider of knowledge, and the students passively performing tasks that will aid them in their information storage capacity. When the minds of the students are not engaged, they cannot be expected to activate, retrieve, and manipulate the language skills necessary for independent, active

communication to take place. If the existing frame of reference undergoes a change from linear learning to a multi-faceted environment, the standards for teacher accountability must change accordingly. When behaviorist methods are insufficient to produce the desired language acquisition and learning outcomes, then other learning perspectives, such as constructivist and cognitive approaches, should be used.

At present, a high level of knowledge of a foreign language is one of the criteria by which a qualified specialist is assessed. Under given conditions of economic and world politics, in our country it actively participates in the life of the world community and expands its international relations. These factors determine the increased demand for teaching foreign languages.

In the past, the most popular method of teaching a foreign language was a grammar-translation or traditional method, in which students were mainly taught reading and translating with a dictionary of foreign texts. In the process of using this method, the formation of communication skills was not the goal of training. Thus, the communication of the majority of residents in a foreign language was extremely problematic, due to the language barrier that arose from the fact that in the process of learning a foreign language, students did not learn a foreign language, but only received theoretical information about its structure. Possession of grammatical rules and the ability to translate foreign texts are insufficient conditions for successful communication in a foreign language. This led to the need to revise the goals, objectives and content of teaching a foreign language, as well as to change the methods of teaching and forms of control.

Currently, within the framework of changing the education system, the introduction of information and computer technologies in the educational process is being actively implemented. The modern trends in the development of the world educational process include the use of new educational technologies in the learning process, which lead to the application of interactive learning technologies for foreign language that meet the following requirements: improving the efficiency and quality of teaching; providing motivation for independent cognitive activity; development of interdisciplinary connections. The student becomes a full participant in the educational process; his experience serves as the main source of educational knowledge.

The teacher, in turn, plays the role of a guide. He does not provide knowledge in the finished form, but encourages learners to independently search. Compared with traditional learning in interactive learning, the interaction between the teacher and the learner alternates alternately. Several methods of learning are distinguished in modern methods: – passive, when the student acts as an «object» of learning (listens and looks); – active, when the student acts as a «subject» of training (independent work, creative tasks); – interactive, in which the student interacts not only with the teacher, but also with others. A passive model of learning is the form of interaction between a teacher and a student, in which the student acts as an object of learning activity, while the teacher is the main character of the activity. The students do not interact with each other. To this form of training can include a lesson, a lecture and an optional lesson. With these forms of employment, the teacher interacts with students through interviews, control tasks and tests. From the point of view of modern pedagogical technologies and the effectiveness of students' mastery of the material, the passive learning model is ineffective. However, it may have positive characteristics, such as an easy-to-prepare training for the teacher and the ability to cover more teaching material in a time-limited environment.

An active model of learning is the form of interaction between the teacher and the student, in which the learner becomes the subject of educational activity to a greater extent, actively interacts with the teacher during the lesson. The student and the teacher have equal rights. Active methods of teaching

presuppose the use of such a system of methodical methods of educational activity, which is directed mainly not at the teacher's presentation of finished knowledge and their reproduction, but on the independent mastery of knowledge by students in the process of active cognitive activity. There are different levels of activity, such as:

- the activity of reproduction, which is characterized by the desire of the trainee, remember, reproduce knowledge, master the methods of application;
- the activity of interpretation, which is connected with the learner's desire to comprehend the meaning of the studied, to establish connections, to master the ways of applying knowledge of the changed conditions;
- creative activity which presupposes the learner's aspiration to theoretical comprehension of knowledge, an independent search for solutions to problems, and an intensive manifestation of cognitive interests. The features of active learning include:
- forced activation of thinking, when the learner is forced to be active regardless of his desire;
- a sufficiently long period of involvement of students in the learning process, as their activity should be sustainable and long-lasting;
- presentation of the instructor as a subject of training;
- independent decision-making of students;
- increase the degree of motivation of trainees;
- constant interaction of trainees and teachers.

This form of training can include a seminar session, a seminar-dispute and consultation. In these forms of education, students show independence in educational and cognitive activities, resulting in deeper and more systematic knowledge. Interactive learning model Interactive («Inter» is mutual, «act» is to act) means to interact, be in a conversation mode, dialogue with someone. Unlike active methods, interactive students are oriented to a wider interaction of students not only with the teacher, but also with each other and on the dominance of students' activity in the learning process. The place of the teacher in interactive classes is reduced to the direction of students' activities to achieve the objectives of the lesson.

The teacher also develops a lesson plan. The factors that stimulate the activity of students includes:

- Cognitive and professional interest;
- The creative nature of conducting classes;
- Competitiveness;
- The game character of educational and cognitive activity;
- Emotional impact of the above factors.

Among the main methodological principles of an interactive approach to teaching foreign languages are the following:

- mutual communication in a foreign language with the purpose of making and producing authentic information, equally interesting for all participants, in a situation that is important for everyone;
- joint activities, characterized by the interrelationship of three objects: the producer of information, the recipient of information and the situational context;
- changing the traditional role of the teacher in the learning process, transition to a democratic style of communication;
- the reflectivity of teaching, conscious and critical comprehension of the action, its motives, quality and results, both on the part of the teacher and students.

At the same time, the effectiveness of the learning process depends on the implementation of the following principles:

- communicative-situational learning;
- interactivity;
- differentiated approach;
- accounting for individual characteristics;

English language teaching has undergone tremendous changes over the years, especially the last ten years. Students are burdened with studying, learning and grasping the materials, and of course, lectures with the collection of relevant information from prescribed texts. Many career alternatives once regarded insignificant are gaining importance at present such as communication skills, soft skills, technical skills, interpersonal skills, ICT literacy etc. The need for chiseled graduates to merge successfully in the tough competition of survival in the global market is in great demand nowadays. For this, a change in the trend especially the teaching learning process of English language has to undergo a transition for the betterment. Seasons change, fashion changes, attitudes of human beings change but it is disheartening to note that in the last century English curriculum has hardly undergone any change.

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