



## ISSUES ON OVERCOMING LINGUISTIC DIFFICULTIES IN FOREIGN LANGUAGE EDUCATION

*Atakhudjaeva Ma'sumakhon Iskandarovna*

*Senior teacher, secondary school # 3, Margilan city, Fergana region*

Foreign language proficiency is an integral part of modern education. However, the quality of education has ceased to satisfy society, and has come into conflict with social expectations. In the school environment, a decrease in the general and educational culture of students began to be felt sharply, therefore, education, including language education, must be understood not only as the process and result of a person mastering a certain system of knowledge, skills, but also the development and upbringing of a person - a person capable of reorganization of public life, production, preservation of culture, ecology, spirituality.

In this regard, scientists raised the issue of innovative education, the main purpose of which is the preservation and development of the creative potential of the individual. A personality-oriented education is defined as "education that can ensure the development of the personality, support for its individuality, the full satisfaction of its educational, spiritual, cultural, life needs and needs and which provides the individual with freedom of choice and the way to receive education, as well as ways of self-realization in cultural educational space. "[3] First of all, it is necessary to teach the student to learn, to acquire knowledge himself, to learn to adequately perceive the conditions of the modern rapidly changing world and adapt to them.

The development of new forms of teaching foreign language communication and, above all, the distance form caused by social needs, entails a keen interest in the problem of enhancing students' independence. At the same time, the experience acquired by the student should be organically included in the educational process and monitored not only by the teacher, but also by the student himself. This means that the educational process is recognized by the latter as an individual, depending primarily on the efforts that it puts into studying the language, on the degree of its personal responsibility for the learning outcomes. But we must remember that the mastery of certain skills of foreign language communication in an independent mode causes great difficulties caused not only by an independent search for information, an independent solution to the problem, but also the problem of self-organization, planning a rational use of time, energy, emotions. Therefore, the teacher should monitor the progress and results of the student's independent work, acting as a coordinator, participant and assistant, while not forgetting to encourage positive work results. It is necessary to take into account the age-related characteristics of students, for whom emotions are still in the first place, and skillful use by their teacher can increase the effectiveness of students.

This provision changes the content side of teaching a foreign language, namely: "taking into account the real interests and needs of a student of a particular age; the development of his emotional-evaluative attitude to the digestible content of instruction; increasing the student's motivation to master someone else's linguistic culture by creating natural motives for communication with the help of a new language code. "[1]

We are talking about the importance of finding a way out of the classroom / school — organizing intercultural exchange or project work, joint international projects, tourism, and correspondence. Of great importance in this are the means of new information technologies.

New information technologies can become a means by which the human consciousness acquires a new character. First of all, the ability to model a situation using a computer leads to the upbringing of systemic thinking in which cultural, moral values dominate the minds and the implementation of



new technologies. New multimedia technologies give a high effect of teaching a foreign language if they are supported by advanced teaching methods.

One of the difficulties in learning a foreign language is related to the students' possession of their native language. If a student in a foreign lesson could temporarily forget how to build speech in his native language, then he would master the methods of speech activity, relying on thinking, memory, emotions, etc. in a foreign language, and without transferring the features of his native language to the studied foreign language. In Foreign language classes, the following happens: a student involuntarily translates semantic units of the Foreign language language into Uzbek/Russian, that is, they recognize these units not with the help of Foreign language, but in their native language. This tendency is also consolidated as a result of the widespread teaching method, in which teachers themselves often resort to their native language to explain individual words and meanings of objects. Often, when trying to build a speech utterance in a foreign language, the student uses the speech structures of the native language. The main problem of preschool and elementary school students is the incomplete formation of the speech mechanism of the Foreign language language, so the speech mechanism of the mother tongue often replaces or even supplants it. Another difficulty may be the personal psychological barriers that some schoolstudents face in relation to the second language: unusual sounds of foreign speech, words and phrases strange to them, insecurity that they can speak a foreign language, shyness and fear of becoming a laughing stock of mistakes in speech, fear that mistakes will be followed by undesirable ratings, and so on.

One of the problems of early learning of the Foreign language language is also the psychological and age characteristics of a particular child. Given the psychological characteristics of the development of perception, attention, memory, imagination and thinking of students, it is advantageous to use the imaginative thinking of students and elements of the game in the educational process. The game is a powerful incentive to master the language, it leads to development. The developing significance of the game is inherent in nature itself, for the game is always emotions, the practical activity for the formation of skills - where there are emotions, there is activity, there is attention and imagination, thinking works there.

The main types of work with a personal computer in Foreign language classes can be divided into three groups: the use of educational and cognitive programs on CD, the creation of programs in various applications by the teacher himself, with further use in the lessons when explaining the material or during its development and verification and use in the Internet lessons -resources.

The use of training and educational programs on CDs is the most affordable way to use a computer both in class and in extracurricular hours. The teacher can conduct group and individual work with students using educational programs with game elements: "Euro Talk. Elementary", "Euro Talk. Intermediate, Professor Higgins, Learn To Speak Foreign language.

Mastering the language through the game is one of the basic principles of the learning system. A variety of multimedia games contribute to the expansion of vocabulary, introduce the grammar of the Foreign language language, learn to understand speech by ear, write correctly.

For example, when studying the topic "Description of Appearance", students are invited to create a photobot of the person represented. Or it is proposed to complete the task according to a drawing, which is a mosaic of parts of the human body, practicing an extensive vocabulary. Or, when studying the topic "Furniture", students can first create and then describe a room, an apartment, etc.

Self-creation of programs requires more serious preparation. The teacher creates presentations, taking into account specific students, their abilities, applying animation effects, changing and highlighting the most significant elements using color, font, etc.



So, for example, when explaining the formation of questions in Foreign language, students see how the sentence is gradually being transformed from the narrative to the interrogative.

At a more advanced stage in learning Foreign language, you can use the Internet. The global network is a unique learning environment, because here you can find a large amount of authentic information on any topic, make contact with native speakers. The Internet acts both as a means of teaching a language and as a goal of learning, as it creates the need for communication in a foreign language - written or spoken.

Computer support should harmoniously flow into the structure of the lesson, therefore, when developing a lesson using Internet resources, it is necessary to determine which topics it is advisable to use "info-communicative technologies", [2] which didactic tasks are effectively solved using them, which software tools should be used to create and computer tasks. Then you need to choose the type of activity: discussion, test, on-line exercises to consolidate grammar, vocabulary and speech patterns, checking homework, etc.

There are several types of organization of classes that can be developed using information technology:

Excursions to www-server sites (for example, galleries of art museums of the world when studying the topic "Art").

Video, teleconferences, allowing you to present your opinion on a particular topic, to find out the point of view of peers from around the world.

Chats. (For information on the views of representatives of various countries on the issue under discussion.)

Design lessons. Materials taken from the Internet can stimulate dialogue between students, the assimilation of various dialogical structures. Creating situations as close as possible to natural ones is one of the ways to interest students and stimulate the study of material.

Summarizing the experience of using a computer and multimedia technologies in order to overcome faced difficulties in Foreign language lessons, we can conclude:

- Multimedia technologies accelerate the learning process;
- They contribute to a sharp increase in student interest in the subject;
- Improve the quality of assimilation of the material;
- Allow to individualize the learning process;
- They make it possible to avoid the subjectivity of the assessment.

#### **References:**

1. Galskova N.D. Intercultural learning: the problem of goals and content // Foreign languages at school, 2004, No. 1. - C.4.
2. Golovko EA Infocommunication technologies as a means of modeling the socio-cultural space of learning a foreign language // Foreign languages at school. - M., 2007, No. 8. - S. 61.
3. Tsaturova I.A. Problems and prospects of innovative linguistic education // Teaching foreign languages and cultures: theoretical and applied aspects. - Pyatigorsk, 2004. - P.9.