



**PROBLEMS ENCOUNTERED IN TEACHING FOREIGN LANGUAGES IN
THE CONTEXT OF MODERN TECHNICAL EDUCATION**

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Abstract:

The article deals with some problems of foreign language teaching in a technical higher education establishment and some methods of solving the problems are suggested. The author of the article gives tips and advice on learning German. In particular, the ability to learn, to develop logic, self-organization skills, where practice is the main tool. The introduction of multimedia technologies into the teaching process improves the quality of foreign language teaching, makes lessons more effective and interesting.

Keywords: motivation, scientific-technical text, self-education, education, system, entrance examination, a foreign language, practical application, communication.

Introduction

At its current stage of development, Uzbekistan is facing strategic challenges, including the further development of the education system as a major factor in the country's prosperity and sustainable economic growth and employment [4]. In the context of modern technical education, the problem of training specialists with a good knowledge of a foreign language is particularly acute. Firstly, it is connected with the fact that students entering technical higher education do not take a foreign language as an entrance examination and, as a consequence, most of them do not have sufficient knowledge in this field; secondly, technical higher education, giving preference to professional disciplines, has to limit humanitarian subjects in hours, which has a negative impact on the final result of mastering the latter. In this regard, teaching a foreign language as a discipline requiring practical application becomes particularly vulnerable due to the lack of a foreign language communication environment, peculiarities of application (the difference between native and foreign language often causes difficulties in the learning process) and often low level of basic skills in a foreign language at university entrance [7].



In order to meet the state requirements for the content and level of training of higher education graduates, there is a need for practical fluency in oral and written foreign language communication. Learning a foreign language at a non-linguistic higher education institution aims at practical language acquisition, the specifics of which are determined by the subsequent professional activity [1].

According to the curricula developed in technical higher educational institutions, a rather small amount of practical time is allocated for a foreign language learning (both in comparison with technical disciplines and with the world practice of teaching foreign languages: at least twice a week [7]). Nevertheless, it is assumed that during this period of time a student can and should acquire, for example, such basic competences as "ability to communicate in oral and written forms in the native language (Uzbek) and a foreign language (German) to solve problems of interpersonal and intercultural interaction" or "knowledge of one of the foreign languages at a level not lower than conversational". This imbalance between the allocated hours and the requirements for the final result of mastering a foreign language does not correspond to the real practice of teaching a foreign language and in some cases leads to the fact that, firstly, great emphasis is placed on students' independent work, secondly, time for mastering such aspects as reading and translation is increased by reducing the time for speaking and listening; thirdly, teaching spoken language is replaced by in-depth study of grammar and vocabulary. These changes are caused by the fact that the monitoring of the quality of the work done is largely conditioned and limited by the framework of independent work, due to its specificity involving truncated language learning. A student may practice spoken language exclusively in interpersonal communication, i.e. in class, but the hours allocated to the discipline make spoken communication practice extremely ineffective. The problem is also exacerbated by the fact that any independent work requires self-determination and self-reflection [4], manifested in a disciplined approach to the subject, self-control, independent goal-setting and achieving them. Freshman students who have recently graduated from school and have no experience of independent living and real life maturity tend to lack such skills, which undoubtedly affects their overall performance.

Thus, the lack or insufficiency of existing foreign language skills, aggravated by insufficient practice and unjustified bias in the methodology of teaching the above-mentioned aspects of foreign language activities, is the reason behind the current lack



of foreign language skills among graduates. This situation calls for a review of traditional teaching methods used in everyday practice and their replacement with those that are able to redress the existing imbalance.

Main Part

In the process of professional training of technical students, I face such problems of teaching non-language students as low motivation to learn a foreign language; low level of self-organization and self-education; inability to work with scientific and technical texts.

The importance of forming motivation to learn a foreign language is emphasised by many scientists such as I.A. Zimnaya, E.P. Shubina, T.A. Dmitrienko, etc [8]. The learning process is recognised as effective when it causes a range of experiences and feelings in students, both positive - from their successes, and negative - from individual failures.

Very often I hear from students a question about the appropriateness of learning foreign languages, especially German. Unfortunately, we have to admit a persistent reluctance to learn a language, which originated long before entering college. Nowadays there is a paradoxical situation: some students realize the importance and necessity of mastering a foreign language, but not all of them can achieve this skill, because of the attitude, developed at school, that learning a foreign language is a difficult and uninteresting process, which requires a good memory and concentration. In this regard, it is necessary to begin with the destruction of stereotypes about the elective, uselessness of this discipline, to create a positive emotional attitude towards foreign languages and cultures and only then proceed to practical exercises, focusing on the students' attention on learning a foreign language as a means of obtaining professionally relevant special information. In addition, targeted formation of a positive attitude towards foreign language acquisition is possible in the case of awareness of the relevance, practical value and prospects of using a foreign language. The second problem is a low level of students' self-organization and self-education. As pedagogical practice shows, 1st year students of technical specialties do not know the strategies of information search and processing, do not know how to structure the obtained knowledge. One of the ways to solve this problem is the use of special didactic computer programs aimed at forming certain skills and abilities. The use of multimedia technology has a positive impact on the motivation of students, arousing



their interest in acquiring new knowledge. Currently, a number of scientists, including E.S. Polat, M.G. Evdokimova, E.G. Azimov, I.G. Zakharova and others have already proved the effectiveness of Internet technologies in teaching foreign language to technical students [10].

The third problem, which is closely connected with the previous two, is students' inability to work with scientific and technical texts. Quite often students' work with professionally oriented texts in a foreign language comes down to retyping them with Google Translator based on statistical machine translation technology. Of course, despite their speed and accessibility, the result of such work can hardly be called a translation: the meaning is only partially reflected, the terms do not always match the terminology of the given field of knowledge, the text contains gross grammatical, stylistic and lexical errors. The use of such programmes is only suitable for understanding the general thematic orientation of the text, especially at a low level of foreign language proficiency or when a large volume of text material has to be abstracted. The next step should be to develop students' ability to critically analyse text in their native language using electronic translators. This analysis should include not only stylistic revision, but also scientific and technical editing using knowledge of their major. The inability to translate a text in accordance with the norms of the target language (usually the mother tongue) entails the problem of using the terms adequately to denote the specific meaning of a word in a particular field.

The process of formation of any concept involves the analysis of a wide range of the text material, the promotion of hypotheses, their confirmation or denial, the promotion of new ones, structuring and assignment of the concept [2].

The problem of qualitative training of technical university students in "Foreign language" discipline requires changing the traditional approach to the organizational and didactic components of teaching this subject. Firstly, only increasing the number of hours allocated for classroom work will allow effective foreign language training of students; secondly, a complete revision of didactic accompaniment of foreign language teaching process is required, the main emphasis being placed on a correctly selected combination of classroom and independent work, complementing each other. It is advised to combine classroom and independent work by creating a common project problem to be solved. In the classroom work the emphasis is placed on the development of speaking skills, and in independent work - on the development



of reading, translation, listening skills, consolidation of the grammar skills obtained in practical classes, expansion of the vocabulary on the studied topic [10].

Conclusion

In conclusion, I would like to emphasize that teachers should switch from traditional technologies to developmental, person-centred learning, use technology of level differentiation, "learning situations", project and research activities, information and communication technologies, interactive methods and active forms of learning [3]. The introduction of multimedia technologies into the teaching process improves the quality of foreign language teaching, makes lessons more effective and interesting, and therefore there is a possibility that students will strive to improve their culture of linguistic self-education. Interactive methods contribute to the organization of comfortable learning conditions in which all students actively interact with each other [9]. Thus, the formation of innovative technologies for teaching foreign languages is caused by the need to overcome the crisis in education, which would contribute to the training of specialists of a new formation [5].

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