

## TEACHING ENGLISH AS A FOREIGN LANGUAGE IN PROFESSIONAL EDUCATIONAL INSTITUTIONS

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**Annotation.** The article covers the teaching of English as a foreign language in professional educational institutions and the problems faced in it. The results of the research carried out with students are presented, which will help to identify difficulties in language learning.

**Keywords:** foreign language; educational problems, knowledge, teaching; technique, linguistic competence, sociolinguistic competence, socio-cultural competence, communicative situation.

Recently, the status of a foreign language has changed significantly in our society. Knowledge of foreign languages became a necessity. In the context of the active development of international relations, the value of a graduate in the labor market is largely determined by his level of language proficiency. To date, the policy of education in the field of foreign languages on a global scale is aimed at the formation of communicative competence. Today, the further expansion of socio-economic, cultural ties between countries, in which the process of information and integration was incredibly intensified, has made the study of foreign languages a vital necessity. Therefore, in our republic, foreign languages, in particular, English, are taught in all stages of the system of continuing education, from preschool to higher education to post-professional development systems, in all directions and specialties. In this case, English is taught to students before higher education on the basis of one base program, while in the Higher Education stage, two directions are distinguished by teaching a foreign language for philological purposes, that is, by training future Foreign Language teachers and by directing the language towards specific goals and professions (Language for Specific Purposes, LSP). The study of sources shows that this network has a long history and its own principles.

So far, more than 300 works on professional linguodidactics have been created in Western linguistics, which consider the basic principles of professional linguodidactics, such as integrativity, multiple degrees, modeling, variability, communicativity, modularity, professional orientation. In the scientific literature, the following components of teaching a foreign language are identified: 1) linguistic competence - knowledge of the language system at all levels in oral and written form, the rules for the functioning of language units in speech, the ability to adequately

interpret the opinions of another person and express their own reasoning; 2) sociolinguistic competence-knowledge of ways of forming and forming; 3) socio-cultural competence-knowledge of the national-cultural characteristics of social and speech behavior of native speakers, use of language in the process of communication, observance of customs, rules of behavior, etiquette, etc.; 4) strategic (compensatory) competence-the ability to replenish the lack of language knowledge in the process of communication, as well as the social experience of speech and communication in a foreign language; 5) social competence - manifests itself in the desire and ability to communicate with other people, in the ability to act in a communicative situation and build speech in accordance with the communicative intention of the speaker and the situation. Thus, we can conclude that a foreign language (English, German, French, etc.) should not be perceived by students as a separate learning discipline, but should be considered a vital necessity. Knowledge of a foreign language occupies a high place in a person's life, since it is an integral part of modern life, a means of communication.

In secondary schools or professional educational institutions where a foreign language is taught, the goal of teachers is to develop communicative competence of students and its components. Studies on the identification of difficulties that arise in the process of teaching a foreign language show that there are two main obstacles along the way. They can be divided into categories: psychological and educational - practical. The psychological problem is the emotional attachment of an individual to the achievement of some unattainable goal or the view of him as an obstacle to his adequate actions. The reason for this problem may be the student's lack of self-confidence. This happens when the child is afraid to show the primitiveness of his knowledge, does not want to be misunderstood or not understood (found in fewer people). Students often say, "it's not for me, I can't "or" it's hard to learn English." Such an opinion is wrong. The next reason for the appearance of a psychological problem is the language barrier. This is due to the fear of making mistakes and showing one's own ignorance. Among the students there are perfectionists who need to pronounce the phrase perfectly, build a sentence correctly for the first time. But it should be understood that this is not possible when learning a language.

A child at the initial stage of learning can and should make mistakes. Faced with this, an experienced teacher will be able to find his own management "technique". My teaching experience shows that it is not necessary to interrupt the student during the statement and correct the mistakes. Another small but important detail that appears as a result of observations is the approving gaze when introducing a student. It is more important that he feels that he can "walk" himself, and his mistake turned out to be accidental. If it is the result of a defect in one rule or another, you need to find a way to solve it later. Also, the source of the above problem may be a lack of outside support. As practice shows, the parents of most students do not know a foreign language during

their life, so they do not attach much importance to this subject during the school period.

Science teachers who mainly teach their native language and literature “they don't know their native language, how do they learn a foreign language?!” is often repeated. Then children lose the desire to learn other languages, find excuses for their own ignorance. Fathers and teachers should encourage and support the child's desire to learn foreign languages, while constantly promoting their importance for their personal development and expansion of opportunities to adapt to changes in the economic, social and cultural situation in society. The more often we replace Uzbek words with foreign ones (English, German, French, etc.), the more fluent and reliable our speech becomes. Of course, in addition to these problems, there are several more.

This forces students to seriously improve the system of teaching foreign languages, eliminate old stereotypes of passive learning, think, together with the teacher, look for answers to complex life questions. In addition to stimulating students, an important role in this matter is played by the relevance and attractiveness of the proposed educational materials, as well as the professional and business qualifications of the teacher. At the initial stage, the interest of students, as a rule, is very high, and the teacher is faced with the task of maintaining it through the extensive involvement of the latest teaching aids and related additional materials, as well as the use of modern methods that stimulate interaction between students. A modern educator must diligently carry out this task.

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