

Prospects of Modern Approach in Overcoming Speaking Foreign Language Problems of Higher Education Students

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Abstract:	Keywords:
In today's world, teaching foreign languages, particularly English, has become an integral part of education in all of its forms. We may also locate two primary sorts of English language teaching methodologies, such as old and current methodologies. However, in recent years, teachers all around the world have tended to adopt modern approach all of the time. When we look at the outcomes obtained using these two methodologies, this becomes evident. As the results reveal, new methodology rather than the previous method, allows students to converse in genuine language. В современном мире преподавание иностранных языков, особенно английского, стало неотъемлемой частью образования во всех его формах. Мы также можем найти два основных вида методик преподавания английского языка, таких как старые и современные методики. Однако в последние годы учителя по всему миру, как правило, все время придерживаются современного подхода. Когда мы смотрим на результаты, полученные с использованием этих двух методологий, это становится очевидным. Как показывают результаты, новая методика, а не предыдущий метод, позволяет студентам общаться на подлинном языке.	language proficiency, teaching methods, solutions, traditional and modern approaches. владение языком, методы обучения, решения, традиционные и современные подходы.

Introduction

It is clear that one of the goals of any foreign language teaching methods is to develop the student's foreign language proficiency. Traditional technique, on the other hand, is based on separating the overall process of learning a foreign language into individual skills and areas of knowledge. As a result, traditional approaches are tightly linked to the teaching of a language that is utilized in a certain field connected to the students' lives or profession.

Modern mythology, in contrast to conventional methods, is far more student-centered. Language learning and instruction are successful when they fulfill the demands of students in specific circumstances, and acquired language abilities must serve the students in everyday life. Language teaching and learning are successful when they are viewed as a

collaborative process in which one's sentiments, values, and goals are exposed on a deep level or through surface activities such as games, simulations, dramatizations, and so on. Students should actively learn the language through use, as deeds are continually transforming experience. The ability to grasp and imply messages in context is part of language control. When children see the use of the new language as an important social skill, language control cannot be developed without creativity. Various activities are related to literary, historical, philosophical, sociological, or other language content. Students may now see and hear themselves as they attempt to solve problems using new media. Testing, on the other hand, should not be punitive; rather, it should be a part of the ongoing course, involving students in solving intriguing challenges, motivating them, and allowing them to progress. Interactive methods allow students to enter another culture while also strengthening their tolerance for difference without losing their sense of self. As the world opens up through travel, technology, and common interests, the employment of interactive methods also entails taking the language and its study outside of the classroom. Researchers who study educational issues acknowledge that it has been in a state of crisis in recent years, which reveals itself in the disparity between educational outcomes and societal and individual aspirations. The idea that education needs to be modernized based on humanization and innovative technologies is gaining traction. Foreign language education plays an important role in the humanization of higher education and the training of specialists in new fields.

Language education, according to leading experts in the field of language and intercultural communication is an important reserve of socioeconomic transformations in the country; it is the main tool for successful human life in a multicultural; it is a factor of cultural and intellectual development and upbringing of an individual with planetary thinking; it is necessary to adapt language policy to the new realities of society; Learning a second language is a process that takes time. Learners apply prior knowledge to make new material understandable, and they must actively apply the new information. During the introduction, the teacher should consider the students' chosen learning style and interactive approaches.

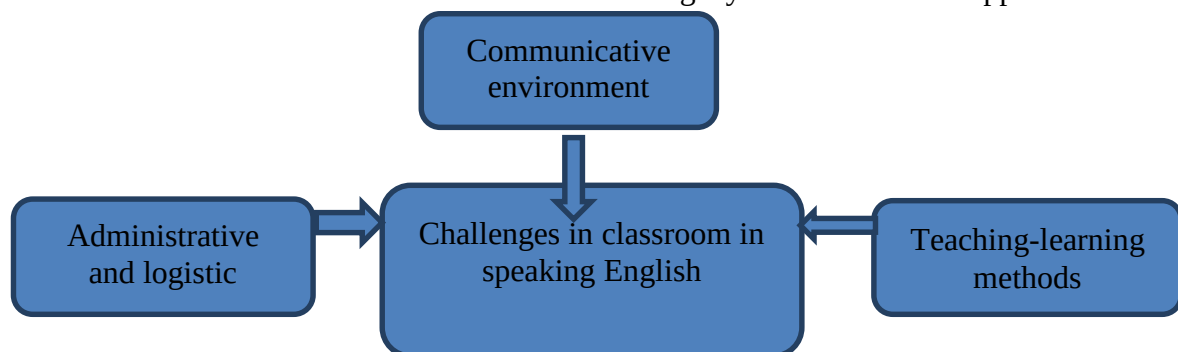


Figure1. Challenges of speaking English in classrooms

As a result, many experts refer to this method as the Communicative Language approach. A distinct idea is proposed by a group of authors led by Broughton. They emphasize that foreign languages are taught "not simply to enable the learner to write to a foreign pen pal," but also to broaden the learner's horizons by introducing "certain ways of thinking about

time, space, and quantity, as well as attitudes toward" issues that we encounter in daily life [1]. As has been mentioned, pronunciation plays a significant role in modern methods. Language and sound are inextricably linked. It's even possible to assert that language is audible. Our throats are used to generate sounds when we speak or sing. The core of sound production is the throat. We can't communicate in a language unless we can make and hear sounds correctly, whether it's our mother tongue or a foreign tongue. Stress, rhythm, and intonation are all factors in the pronunciation of sounds in a language. Each language has its own set of rules for pronouncing words. It is not difficult for us to learn the distinctive intonation and pronunciation of our native tongues in early childhood. We don't require any formal training. It's a different story when it comes to learning a foreign language. The challenge begins when the learner of a second language transitions to the new language. Because some sounds are similar in both languages, they will be learned quickly. Other sounds will require more focus, therefore they will need to be repeatedly performed until they become second nature. The foundation for continued success in studying English is good pronunciation. Pronunciation instruction necessitates various examinations and analyses on the side of the teacher. To begin with, not everyone can learn to pronounce words by just imitating others. There are some extraordinarily gifted students who can learn proper pronunciation simply by listening to the English language. However, not everyone is gifted in this way. The vast majority of pupils require more assistance [2]. They must be taught how to introduce sounds. In this way, the constructive power of positioning the vocal organs in specific locations to make specific sounds is added to the ear's checking power. The movement of the tongue is almost always hidden from view, and it cannot be observed. Speech sounds are made up of complicated and challenging utterances. Expensive theoretical explanations should not be utilized frequently. Instead, some quick tips on how to place your lips, tongue, and jawline, among other things. Comparing English sounds to those of the mother tongue will help students understand what is comparable, what is different, and what is peculiar in the English sounds. English pronunciation dictionaries are extremely useful for both teachers and students in learning the sounds. In such dictionaries, you'll find pronunciation explanations with diagrams and phonetic transcriptions. Daniel Jones' English Pronouncing Dictionary is one of the best, as it accurately reflects the pronunciation. However, the pronunciation in this dictionary is that which is heard in Southern England. Daniel Jones' "An Outline of English Phonetics" is also the most thorough and exhaustive work on pronunciation from the perspective of a foreign learner [3].

To obtain a positive outcome, it is critical that the language studied not only thoroughly, but also with a professional mindset. The concept of "professional foreign language" (a foreign language for special purposes) is increasingly used in non-linguistic university teaching, and new methodologies and instructional technology are being created [4].

The scientific justification for innovation has a big role in determining the success of training. Many foreign language institutions provide numerous ESP courses with the goal of teaching professional English. The key characteristics that distinguish special courses as a type of training include student population uniformity, development of a training program

based on an analysis of students' communicative needs, restricting learning goals to students' pragmatic needs, and short-term and intensive training. These courses are designed for people who have practical expertise or are undergoing training in a certain field. In this regard, the subject of improving the quality of foreign language teaching in a higher technical school's educational system is of particular relevance. There is currently a social order forming for citizens of our republic to have a deep knowledge of a foreign language; there are such pronounced trends in foreign language education as the growth of a foreign language's status (primarily English), the strengthening of motivation for its study, and the functional focus of language learning. The state educational norm for higher professional education stipulates that when teaching a foreign language, the focus be on the realization of the tasks of the graduates' future professional activity.

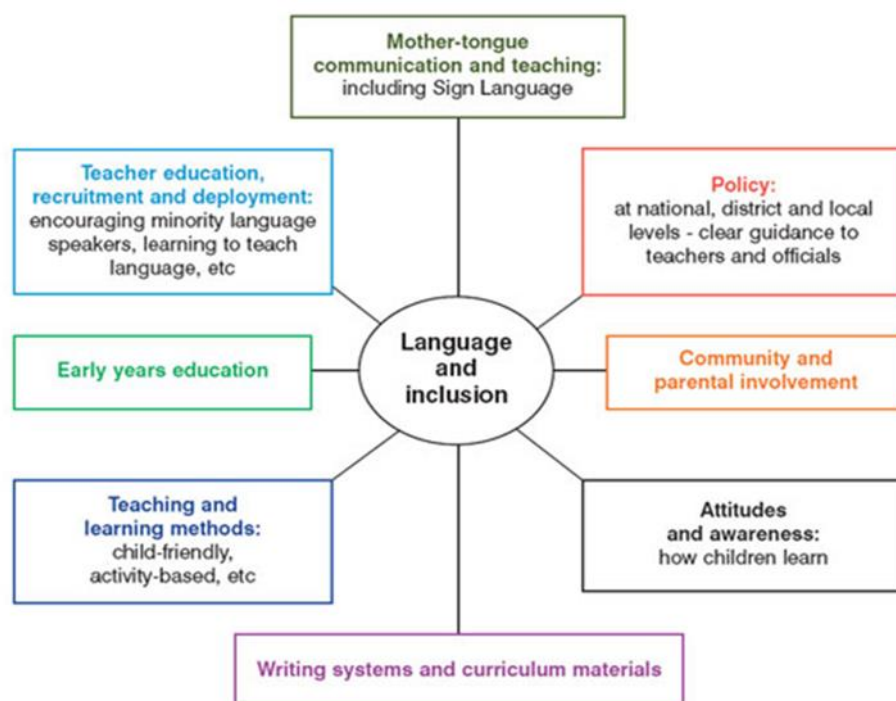


Figure 2. Key issues to consider in relation to language and education

Individual classes and small-group practice make up the course. Sometimes, by mutual arrangement, a large group of students employees of a single company (the so-called "closed group") – gathers to learn. Orientation to international requirements and standards, professional orientation, development of independence, self-education skills, and the use of active methods in the formation of foreign language communicative competence, information technology and training, and the provision of additional educational services are among the main provisions. This comprehensive text covers every aspect of pronunciation, speech organs, experimental methodologies, breath and voice, stress, and intonation in detail. It includes a brief explanation of how to learn vowels and consonants, as well as a list of illustrations of the vocal organs, tongue position, and lip posture. The phonetic symbols will be a precious aid for the pupils in the correct pronunciation of the words. The students should acquire the phonetic transcription to the extent that it helps

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them to use dictionaries. In class when the students are able to utter the sound and know its phonetic representation the sound, the teacher then arranges and presents the sounds in simple monosyllabic words and uttered repeatedly in unison and also individually. First, the teacher teaches the phonetic transcription and practices the sounds. Then, he dictates meaningless words with sounds he wants to train. The pupil writes what they think they hear by means of phonetic system. When they make a mistake the teacher repeats the word as he originally pronounced it and then in the way written by the pupils. He repeats the two pronunciations a number of times until the pupils hear clearly the nature of the mistake [5]. These ear-training workshops were designed to assist pupils in hearing the language and, through repetition, to have an impact on the acoustic impression in their memory. We focus on a comparison of time-tested (or "conventional") classroom practices and modern techniques for teaching pronunciation. The repertoire of teachers of second language pronunciation by offering an overview of newer strategies and resources available to them. We highlighted numerous strategies, including the use of fluency-building activities as well as accuracy-oriented exercises, multimodal learning appeals, modification of real materials, and the use of instructional technology in the teaching of pronunciation.

Conclusion

As a conclusion we can say that improving pronunciation in English is a vital part of achieving fluency and mastery of a language. Include it in English lessons regardless of age or proficiency. English pronunciation activities can be a good way to engage students in a more interactive lesson while improving the clarity of their speech. These materials can be easily adapted to the teacher's specific teaching purpose of English pronunciation.

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