

New Direction of Teaching Foreign Language in Uzbekistan

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Abstract— *New Directions in Teaching Foreign Languages includes the results of some of the latest research activities in the field of language pedagogy in Uzbekistan. The aim is to give an up-to-date overview of current thinking about important research issues in foreign language education. Communication will be effective only when it gets the desired action or response. The decree of the president of the republic of Uzbekistan on measures for further enhancement of the system of teaching of foreign languages (PD №1875 Issued in December, 2012) is a key factor for modernization of teaching foreign languages at all stages, in which the importance of teaching and learning English across the country were pointed out. Taking account this directive document the competence – based teaching was implemented in the Uzbekistan system of FLT.*

Keywords— linguists, foreign languages, new directions.

1. INTRODUCTION

This approach is an educational movement that refers to the outcomes of learning in the development of language programs and language skills of students. The essence of this approach is a new content-based on forming and developing a set of learners' competences. The process of acquiring this content brings action –oriented character. Language use, embracing language learning, comprises the actions performed by learners who as individuals and as social agents develop a range of competences, both general and particular all components of the communicative competence. The core of this approach is interpreted as students draw on the competences at their disposal in various contexts under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished.¹ The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. The main feature of this approach is orientation to results of FLT/L fixed in the State Educational Standard. For this purpose descriptors what the learners should know and can be put on the curriculum in the result are worked out².

In Uzbekistan the multistage model of FLT has been worked out on the basis of continuous, succession, taking into consideration the international standards, and localization of EL teaching and learning methodology and materials (adapting to the national context). It is related to the well known multilevel model of FLT in the foreign countries.

2. MAIN PART

In our conditions the CEFR is used for development of the language policy to set minimum language requirements for a wide range of purposes, in curriculum planning, preparing course-books and development of methods of teaching and tools of evaluation. It is intended for dynamic progress in acquiring FL. Within this scope, the efforts of teachers and learners at all levels of education are encouraged and supported by developing appropriate methods and teaching materials, appropriate forms and instruments for the evaluating of learning programs. "Research and development programs leading to the introduction, at all educational levels, of methods and materials best suited to enabling different classes and types of student are promoted to acquire a communicative proficiency appropriate to their specific needs"³.

Reading is an important skill that not only helps the learners in the mastery of English, but also enhances their performance in other subjects in the school curriculum. The teacher of English should therefore provide opportunities for learners to develop the various reading skills in order to undertake successfully intensive reading, extensive reading and comprehension.

The teacher should aim at training the learners to read fluently and efficiently. It is the acquisitions of these skills that will enable the learners to undertake extensive and intensive reading in order to develop comprehension.

Language teaching covers four skills needed for communicating – listening, speaking, reading and writing. Good language teachers plan lessons, and sequences of lessons, which include a mixture of all the skills, rather than focusing on developing only one skill at a time.

¹ Using the CEFR: principles of good Practice.-CUP,2011.-P.14.

² Ўзбекистон Республикаси узлуксиз таълим тизимининг Давлат стандарти//Халқ таълими.4.2013.-Б.5-6.

³ Common European Framework of Reference for Languages: Learning, teaching, assessment. The council of Europe. –Strasbourg, 1996. The final draft was published in 2001.P-3

	Oral skills	Literacy skills
Receptive skills	Listening	Reading
Productive skills	Speaking	Writing

To develop learners' listening and reading skills, teachers can be a model. That is, teachers can speak to their students and write example sentences on the board. But individual words, phrases and sentences are not enough. Teachers can provide their students with much more input, if they provide them with opportunities to hear and read whole texts (such as the one about Harry's family). Sometimes those spoken and written texts already exist in the resources available to the teacher but sometimes they need to be created, developed and recorded. It's important for teaching activities to be designed so that learners receive input and modeled language (through listening and reading activities) before they are expected to produce those modeled structures (in their own speaking and writing). Listening and reading activities prepare students to be able to speak and write their own texts.

Both listening and reading are receptive skills. For a teacher to be sure that learner has understood a spoken or written text, they need to demonstrate their understanding through a response. The response may be:

- a verbal response, e.g. answering questions orally when the teacher asks students one-by-one around the class,
- a physical response, e.g. an action in a Total Physical Response activity,
- a creative response or visual representation, e.g. listening to a talk about local places and drawing a map of them; reading a description of a person and drawing them,
- a written response, e.g. listening to or reading a text and writing answers to multiple choice, true/false, short answer comprehension questions, sentence completion activities,
- completing a cloze passage.

Receptive skills involve *bottom-up* and *top-down* processing. From the bottom up, teachers ensure that students know the sounds and spelling system, word roots and suffixes, and build up to phrases, sentences and paragraphs. If students understand and can analyze smaller components of language, they can build up to understanding longer texts in the language. At the same time, it is important to present students with opportunities to process spoken and written texts from the top down. The texts will contain a mixture of vocabulary and language structures which are already familiar to the students, together with vocabulary and structures which are not familiar. This challenges and develops students' ability to work out the meaning, fill in gaps, and develop skills in finding out about aspects of the language which are new to them. From the top down, students hear or read a whole text. At first they may just pick up the gist of the text, e.g. they take note of the setting, identify the characters, and understand the general meaning of the text. They use their understanding of the gist of the text to begin to work out more of the details, e.g. they make informed guesses about unfamiliar words and phrases in the text.

For students to develop their top-down processing skills, they often need to hear or read the text a few times. Each time they will process and understand more of the text. So we shouldn't worry if they don't understand the whole text the first time they hear/read it. Rather than immediately translating it into English for them, it's better to let them listen to or read the text again and again. Top-down listening activities often involve a pre-listening exercise before the students hear the text for the first time⁴.

The communicative approach in language teaching starts from a **theory of language as communication. The goal of language teaching is to develop** what Hymes (1972) referred to as "**communicative competence**." Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance⁵. For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. **Hymes's theory of communicative competence**

⁴ Richards, J.C. & Rodgers T. S. (2011). *Approaches and methods in language teaching*. Second edition. Routledge,.

⁵ Chomsky 1965: 3. Language and problems of knowledge. Cambridge: Mit press.

was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use.

3. CONCLUSION

This theory of what knowing a language entails offers a much more comprehensive view than Chomsky's view of competence, which deals primarily with abstract grammatical knowledge. At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language follow.

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

This study provides an overall understanding of the use of EFL reading strategies among students when reading English text.

4. REFERENCES

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