Issues on Overcoming Linguistic Difficulties in Foreign Language Education

Kristina Anatolevna Fedotova, Teacher,
Department of Intensive Teaching of Second Language,
Uzbek State World Languages University, Tashkent, Uzbekistan

Abstract. 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.

Key words: technology, communication, multimedia, methods, extracurricular hours, didactic tasks, feedback.

Introduction

This arrangement changes the substance side of educating a remote language, specifically: "taking under consideration the genuine interface and needs of a understudy of a specific age; the advancement of his emotional-evaluative state of mind to the edible substance of instruction; expanding the student's inspiration to ace somebody else's phonetic culture by making natural motives for communication with the assistance of a modern language code." (Galskova, 2004).

We are talking around the significance of finding a way out of the classroom / school — organizing intercultural trade or extend work, joint worldwide ventures, tourism, and correspondence. Of extraordinary significance in these are the means of modern data.

Modern data innovations can be an implication by which the human awareness obtains an unused character. To begin with of all, the capacity to demonstrate a circumstance employing a computer leads to the childhood of systemic considering in which social, ethical values rule the minds and the usage of modern innovations. Unused mixed media innovations deliver a tall impact of educating an outside language on the off chance that they are backed by progressed educating strategies.

One of the challenges in learning an outside language is related to the students' ownership of their local language. In the event that an understudy in an outside lesson might incidentally disregard how to construct discourse in his local language, at that point he would ace the strategies of discourse movement, depending on considering, memory, feelings, etc. in a remote language, and without exchanging the highlights of his local language to the examined remote language. In Remote language classes, the taking after happens: an understudy automatically interprets semantic units of the outside language into Uzbek/Russian, that's, they recognize these units not with the assistance of remote language, but in their local language. This propensity is additionally solidified as a result of the far reaching educating strategy, in which instructors themselves regularly resort to their local language to clarify person words and implications of objects. Frequently, when attempting to construct a discourse articulation in a remote language, the understudy employments the discourse structures of the local language. The most issue of preschool and basic school understudies is the deficient arrangement of the discourse instrument of the remote language, so the discourse component of the mother tongue frequently replaces or indeed supplants it. Another trouble may be the individual mental obstructions that a few school understudies confront in connection to the moment language: unordinary sounds of remote discourse, words and expressions interesting to them, frailty that

they can talk an outside language, modesty and fear of getting to be a chuckling stock of botches in discourse, fear that botches will be taken after by undesirable appraisals, and so on. One of the issues of early learning of the Outside language is additionally the mental and age characteristics of a specific child. Given the mental characteristics of the advancement of recognition, consideration, memory, creative energy and considering of understudies, it is invaluable to utilize the inventive thinking of understudies and components of the diversion within the instructive handle.

The amusement may be an effective motivating force to ace the language, it leads to advancement. The creating importance of the diversion is characteristic in nature itself, for the amusement is continuously feelings, the down to earth movement for the arrangement of skills - where there are feelings, there's action, there's consideration and creative energy, considering works there. The fundamental sorts of work with a individual computer in remote language classes can be separated into three bunches: the utilize of instructive and cognitive programs on CD, the creation of programs in different applications by the educator himself, with assist utilize within the lessons when clarifying the material or amid its advancement and confirmation and utilize within the Web lessons – resources. The utilizing of preparing and instructive programs on CDs is the foremost reasonable way to utilize a computer both in lesson and in extracurricular hours. The educator can conduct bunch and person work with understudies utilizing instructive programs with amusement components: "Euro Conversation. Elementary", "Euro Conversation. Halfway, Teacher Higgins, Learn to Talk Outside language". Acing the language through the amusement is one of the fundamental standards of the learning framework. An assortment of interactive media recreations contributes to the extension of lexicon, present the language structure of the remote language, and learn to get it discourse by ear, compose accurately.

For instance, when considering the subject "Description of Appearance", understudies are welcomed to make a photo bot of the individual represented. Or it is proposed to total the errand concurring to a drawing, which may be a mosaic of parts of the human body, practicing an broad lexicon. Or, when considering the subject "Furniture", students can first make and after that depict a room, a loft, etc.

Self-creation of programs requires more genuine arrangement. The educator makes introductions, taking under consideration particular understudies, their capacities, applying liveliness impacts, changing and highlighting the foremost noteworthy components utilizing color, text style, etc.

So, for illustration, when clarifying the arrangement of questions in outside language, understudies view how the sentence is gradually being transformed from the account to the interrogative. At a more progressed organize in learning outside language, you'll be able utilize the Web. The worldwide organize may be a special learning environment, since here you'll discover a huge sum of true data on any subject, make contact with local speakers. The Web acts both as an implication of instructing a language and as an objective of learning, because it makes the require for communication in a remote language - composed or talked.

Computer back ought to concordantly stream into the structure of the lesson, hence, when creating a lesson utilizing Web assets, it is essential to decide which points it is prudent to utilize "info-communicative technologies" (Golovko, 2007), which instructional errands are viably fathomed utilizing them, which program tools should be utilized to make and computer errands. At that point you would like to select the sort of action: talk, test, on-line works out to solidify language structure, lexicon and discourse designs, checking homework, etc.

There are a few sorts of organization of classes that can be created utilizing data innovation:

a) Excursions to www-server destinations (for case, exhibitions of craftsmanship exhibition halls of the world when examining the subject "Craftsmanship").

b) Video, teleconferences, permitting you to show your conclusion on a specific subject, to discover out the point of view of peers from around the world.

c) Chats. (For data on the views of agents of different nations on the issue beneath dialog.)

d) Design lessons. Materials taken from the Web can invigorate exchange between understudies, the digestion of different dialogical structures. Making circumstances as near as conceivable to common ones is one of the ways to intrigued understudies and invigorate the consideration of materials.

Summarizing the involvement of employing a computer and mixed media innovations in arrange to overcome confronted challenges in foreign language lessons, able to conclude:

Multimedia advances accelerate the learning handle;

They contribute to a sharp increment in understudy intrigued within the subject;

Improve the quality of absorption of the material;

Allow to individualize the learning handle;

They make it conceivable to maintain a strategic distance from the subjectivity of the evaluation.

References

Galskova, N.D. (2004). Intercultural learning: the problem of goals and content. *Foreign Languages at Sschool, 1*, 4.

Gilgen, R. (2005). *Holding the World in Your Hand: Creating a Mobile Language Learning Environment.* London: EDUCAUSE.

Golovko, E.A. (2007). Infocommunication technologies as a means of modeling the socio-cultural space of learning a foreign language. *Foreign Languages at Sschool, 8,* 61.

Ramachandran, S. (2001). Integrating New Technologies into Language Teaching: Two Activities for EAP Classroom. *TESL Canada Journal, 22*(1), 79-90.

Tsaturova, I.A. (2004). *Problems and prospects of innovative linguistic education. Teaching foreign languages and cultures: theoretical and applied aspects*. Pyatigorsk.