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**Abstract:** *This article is dedicated foreign language teaching is a multifaceted endeavor that involves navigating numerous theoretical challenges to facilitate effective language learning. In addition to explores the theoretical problems inherent in foreign language teaching, including issues related to motivation, instructional methodologies, cultural contexts, and the integration of technology. By examining these challenges, educators can gain insights into the complexities of language instruction and devise strategies to enhance the learning experience for students. Article serves as a foundational overview for further exploration into the theoretical underpinnings of foreign language teaching.*

**Keywords:** *learning English, problems, teaching methods, cultural understanding, learning style.*

## INTRODUCTION

Foreign language teaching presents a myriad of theoretical challenges that educators grapple with to ensure effective language acquisition. These challenges encompass various aspects ranging from pedagogical methods to socio-cultural considerations. In this introduction, we'll delve into some theoretical problems inherent in foreign language teaching, exploring issues such as motivation, instructional methodologies, cultural contexts, and the integration of technology. By understanding and addressing these challenges, educators can better equip themselves to navigate the complexities of language instruction and facilitate meaningful learning experiences for their students. Recently, when the political, economic and social conditions of life dictate the priorities of using a foreign language as a means of communication, the question of changing the methodology of teaching a foreign language in higher education is becoming more urgent. In order to meet the state requirements put forward to the content and level of training of graduates of higher educational institutions, there is a need for almost free possession of oral and written foreign language speech. However, a limited number of study hours allocated for the study of a foreign language are a serious problem. The study of foreign languages in the university aims to practical mastery of the language, the specificity of which is determined by the subsequent professional activity. In modern methods, the problem of teaching a foreign language for communication purposes is given quite a lot of attention.

## METHODOLOGY

Learning a foreign language presents students with a number of challenges that often require persistence to overcome. First, navigating the intricacies of grammar and

syntax can be a major obstacle, especially if these elements are significantly different from one's native language. Second, mastering the pronunciation and acquiring a native-like accent can be very difficult because it involves adapting to unfamiliar speech patterns and sounds. It is also difficult to expand vocabulary and understand idiomatic expressions, because foreign languages often have unique words and phrases that do not have a direct equivalent in the native language. Finally, achieving fluency and confidence in speaking can be a psychological barrier, related to the fear of making mistakes or feeling out of place when communicating with native speakers.

*Motivation and Engagement:* Keeping students motivated and engaged in learning a foreign language, especially if they don't see immediate practical application or relevance.

*Effective Instructional Methods:* Identifying the most effective instructional methods for different types of learners (auditory, visual, kinesthetic, etc.) and language proficiency levels.

*Cultural Context:* Balancing the teaching of language skills with cultural understanding and awareness, as language is deeply intertwined with culture.

*Grammar vs. Communication:* Finding the right balance between teaching grammar rules and fostering communication skills, as too much focus on grammar can hinder fluency.

*Assessment and Feedback:* Developing fair and effective assessment methods that accurately measure language proficiency and providing constructive feedback to students.

*Technology Integration:* Integrating technology into language teaching to enhance learning outcomes while ensuring it complements rather than replaces traditional teaching methods.

*Lack of Authentic Input:* Providing students with authentic language input that reflects real-world usage and contexts, which can be challenging in a classroom setting.

*Teacher Training and Development:* Ensuring language teachers receive adequate training and professional development to stay updated on best practices and methodologies.

*Individual Differences:* Addressing the diverse needs, learning styles, and backgrounds of students in the classroom to create an inclusive learning environment.

*Socioeconomic Factors:* Addressing socioeconomic disparities that may affect access to resources, exposure to the target language, and opportunities for language practice outside the classroom.

Levels of the development of communicative skills were developed in agreement with the requirements put forward by the Council of Europe for programs for teaching foreign languages, based on a competence approach to learning. Specificity of the formation of communicative grammatical skills is intent on by methodological methods and means. The analysis of relevant methods and tools used to develop communicative

grammatical competence made it possible to identify and describe such options as: — listening receptions, stories, elements of drama, information disequilibrium, games with problem-oriented tasks; — means — texts, graphic images (pictures, diagrams), songs, poetry. It should be noted that traditionally the teaching of a foreign language in a non-linguistic university was oriented toward reading, understanding and translating special texts, as well as studying the problems of the syntax of scientific style. Now it is necessary to think about shifting the emphasis in training to developing speech communication skills on professional topics and conducting scientific discussions, especially since work on them does not interfere with the development of skills, knowledge, since it is on them that it is based. Oral speech in the form of training should be understood as listening or reading, understanding and reproductive reproduction of the listened or read in the forms as oral, that is, dialogical or monologic, and written speech. Thus, we are talking about the implementation of the speech act of speaking in the process of oral communication between two or more persons. Speaking about the system of exercises that precede oral communication, the teacher should remember about their overall construction and dosage of difficulties: from one difficulty in one exercise to recognizing similar phenomena, the recurrence of the study material in small doses for a long time, automatism, the complication of exercises, etc. Although one of the main and indispensable conditions must remain a constant communicative orientation of their speech in the context of specific speech situations in the educational and scientific field of activity. Working in a non-linguistic university, a teacher of a foreign language should know well the features of scientific and economic texts on the specialty being studied and, if necessary, introduce the students to them. First of all, this is the presence of special terminology, special general scientific vocabulary, specific vocabulary, and those or other complex grammatical constructions. It should be born in mind that the teaching of oral speech in a foreign language, especially in a non-linguistic institution, is a complex and time-consuming process, since the student's speech should contain elements of a corresponding text genre, for example, a scientific style. The work of the teacher is facilitated by the fact that this speech can be close in many respects to the teaching text that is the basis for teaching and to have fewer arbitrary situational possibilities. Many «life» situations can be «lost» in the audience, when students from training exercises go to a dialogue. It can be about listening, reading, memorizing, retelling dialogues, completing them according to a given situation or linguistic material and compiling them on this or that principle freely. You can use full or partial reverse translation, etc. The main thing is the ability to isolate the main topic of the problem, the ability to correctly describe, formulate, object, deny, look for the cause, and so on. When developing oral language skills in a foreign language by profession, it is necessary to remember that its monologic element is not inferior to the dialogical one.

## CONCLUSION

In conclusion, foreign language teaching presents a myriad of theoretical challenges that educators must navigate to facilitate effective language acquisition. From motivation and instructional methodologies to cultural context and technology integration, these challenges underscore the complexity of language education. However, by acknowledging and addressing these theoretical problems, educators can develop innovative strategies to enhance language learning outcomes. Cultivating a supportive learning environment, embracing diverse teaching methods, leveraging technology, and promoting cultural awareness are essential steps in overcoming these challenges. Ultimately, by addressing theoretical problems in foreign language teaching, educators can empower learners to develop proficiency, fluency, and cultural competence in their target languages, equipping them for success in an increasingly interconnected world.

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