

## PECULARITIES OF INCREASING THE EFFICIENCY OF THE PROCESS OF LEARNING FOREIGN LANGUAGES

G.X. Khasanova, PhD, Associate Professor, Journalism and Mass Communications  
University of Uzbekistan

F.M. Turgunova, Journalism and Mass Communications University of Uzbekistan

**Abstract:** This article discusses some features of improving the quality of education in teaching foreign languages in universities. The results of the analysis of problems arising in the process of teaching foreign languages are given. Attention is paid to improving the effectiveness of training sessions, through the use of various audio and video materials, with the help of computer technology. The possibilities of the technology of individualized learning, which contributes to increasing the level of foreign language proficiency, are discussed. The main factors on which it is necessary to pay attention to the teacher in the organization of the educational process for teaching a foreign language are proposed.

**Keywords:** educational process, competence, sociocommunicative speech, efficiency, computer technologies, audio materials, video materials, creativity, speech skills.

### Introduction

The development of foreign language communicative competence is possible on the basis of a solid base, which is created in the process of developing skills in listening and speaking, which are mainly focused on the first year of teaching a foreign language in the universities of our country. In accordance with the Decree of the President of the Republic of Uzbekistan No. PP-5117 "On measures of raising to a qualitatively new level activities to promote the study of foreign languages in the Republic of Uzbekistan" dated May 19, 2021 in order to develop foreign language teaching as a priority direction of educational policy, to radically improve the quality of education in this direction, to attract qualified teachers to the field and increasing the interest of the population in the study of foreign languages. The Agency for the Promotion of the Study of Foreign Languages was created under the Cabinet of Ministers and its main tasks were determined.

According to this, the creation of the necessary conditions for the popularization of the study of foreign languages among the locals and mastering them to perfection has turned to initial purpose. Therefore coordination of the implementation of internationally recognized programs and textbooks for teaching foreign languages at all stages of education, as well as the development of modern teaching skills among teachers, the organization of teaching foreign languages in demand on the basis of the results of the analysis of the needs of regions, industries and educational institutions in specialists who speak foreign languages are the highest priority in this direction.

### Materials and methods

While writing the article processes of the formation of the initial stage of teaching foreign languages, especially English as a foreign language were studied, which were brought together into a single system. The analyzes and recommendations of the experts on this topic were investigated. The object of the article's research is teaching foreign languages, especially English as a foreign language in the area of Uzbekistan. The article used

XASANOVA Gulsanam  
Xusanovna, pedagogika  
fanlari bo'yicha PhD,  
dotsent, O'zbekiston  
jurnalistika va ommaviy  
kommunikatsiyalar  
universiteti Xorijiy tillar  
kafedrasini mudiri

TURGUNOVA Farida  
Mahammadjanovna,  
O'zbekiston jurnalistika  
va ommaviy  
kommunikatsiyalar  
universiteti Xorijiy tillar  
kafedrasini o'qituvchisi

ХАСАНОВА Гульсанам  
Хусановна, PhD  
по педагогическим  
наукам, доцент, заведую-  
щая кафедрой иностран-  
ных языков Универси-  
тета журналистики и  
массовых коммуникаций  
Узбекистана

ТУРГУНОВА Фарида  
Махаммаджановна,  
преподаватель кафедры  
иностраннных языков  
Университета журнали-  
стики и массовых  
коммуникаций  
Узбекистана

methods like effective use of computer technology in the teaching process, verbal communication, psychological approach and grammar based learning strategies, in addition, they turned to methods of analysis of structure and generalization, comparison of sources.

The research works of scientists, such as I.A. Zimnyaya, W. Humboldt, A.A. Leontiev, E.I. Passov, V.P. Kuzovlev, V.B. Tsarkova, A.Yu. Kazantsev, G.S. Kazantseva, I.A. Malinina, E.A. Reutova, L. V. Shcherba who studied the issue of teaching foreign languages, especially English as a foreign language. In their works, the connection of the formation of methods and systematic constructions of teaching process were studied comparatively.

### Results and discussions

At the initial stage of teaching foreign languages, especially English as a foreign language, a number of problems arise. These can include factors ranging from lack of student accountability to lack of computer equipment in classrooms (Passov-Kuzovlev-Tsarkova, 1991). In a number of cases, gaps in the knowledge of teachers and educators extinguish the enthusiasm of the interested youth, and in a number of cases, apathetic students' negative attitude towards learning nullifies the efforts of a qualified teacher. Sometimes the inability of teachers to fully and effectively use computer technology leads to a decrease in the level of their preparation for lessons based on modern approaches. As a result, lessons are conducted in the old fashioned way, and in this case, positive results in student learning cannot be expected.

In many cases, students only try to speak English under the supervision of a teacher. In addition, there are not enough people around students who constantly communicate in English. Such important factors also negatively affect the process of learning English.

It is clear that teaching foreign languages is very different from other subjects. Speaking about the difficulties of teaching a foreign language, it is impossible not to consider the concept of language. I.A.Zimnyaya offers the following definition of language: language is "a complex systemic level formation through which a person's conceptual (verbal) thinking is formed and the development of all his higher mental functions is mediated and which is the main means of human communication." (Zimnyaya, 1985. 1) According to W.Humboldt, language is "the soul of a nation, it captures all of its "national" character. Being a socio-

This article discusses some features of improving the quality of education in teaching foreign languages in universities. The results of the analysis of problems arising in the process of teaching foreign languages are given. Attention is paid to improving the effectiveness of training sessions, through the use of various audio and video materials, with the help of computer technology. The possibilities of the technology of individualized learning, which contributes to increasing the level of foreign language proficiency, are discussed. The main factors on which it is necessary to pay attention to the teacher in the organization of the educational process for teaching a foreign language are proposed.

### Introduction

The development of foreign language communicative competence is possible on the basis of a solid base, which is created in the process of developing skills in listening and speaking, which are mainly focused on the first year of teaching a foreign language in the universities of our country. In accordance with the Decree of the President of the Republic of Uzbekistan No. PP-5117 "On measures of raising to a qualitatively new level activities to promote the

study of foreign languages in the Republic of Uzbekistan” dated May 19, 2021 in order to develop foreign language teaching as a priority direction of educational policy, to radically improve the quality of education in this direction, to attract qualified teachers to the field and increasing the interest of the population in the study of foreign languages. The Agency for the Promotion of the Study of Foreign Languages was created under the Cabinet of Ministers and its main tasks were determined.

According to this, the creation of the necessary conditions for the popularization of the study of foreign languages among the locals and mastering them to perfection has turned to initial purpose. Therefore coordination of the implementation of internationally recognized programs and textbooks for teaching foreign languages at all stages of education, as well as the development of modern teaching skills among teachers, the organization of teaching foreign languages in demand on the basis of the results of the analysis of the needs of regions, industries and educational institutions in specialists who speak foreign languages are the highest priority in this direction.

### **Materials and methods**

While writing the article processes of the formation of the initial stage of teaching foreign languages, especially English as a foreign language were studied, which were brought together into a single system. The analyzes and recommendations of the experts on this topic were investigated. The object of the article's research is teaching foreign languages, especially English as a foreign language in the area of Uzbekistan. The article used methods like effective use of computer technology in the teaching process, verbal communication, psychological approach and grammar based learning strategies, in addition, they turned to methods of analysis of structure and generalization, comparison of sources.

The research works of scientists, such as I.A. Zimnyaya, W. Humboldt, A.A. Leontiev, E.I. Passov, V.P. Kuzovlev, V.B. Tsarkova, A.Yu. Kazantsev, G.S. Kazantseva, I.A. Malinina, E.A. Reutova, L. V. Shcherba who studied the issue of teaching foreign languages, especially English as a foreign language. In their works, the connection of the formation of methods and systematic constructions of teaching process were studied comparatively.

### **Results and discussions**

At the initial stage of teaching foreign languages, especially English as a foreign language, a number of problems arise. These can include factors ranging from lack of student accountability to lack of computer equipment in classrooms (Passov-Kuzovlev-Tsarkova, 1991). In a number of cases, gaps in the knowledge of teachers and educators extinguish the enthusiasm of the interested youth, and in a number of cases, apathetic students' negative attitude towards learning nullifies the efforts of a qualified teacher. Sometimes the inability of teachers to fully and effectively use computer technology leads to a decrease in the level of their preparation for lessons based on modern approaches. As a result, lessons are conducted in the old fashioned way, and in this case, positive results in student learning cannot be expected.

In many cases, students only try to speak English under the supervision of a teacher. In addition, there are not enough people around students who constantly communicate in English. Such important factors also negatively affect the process of learning English.

It is clear that teaching foreign languages is very different from other

subjects. Speaking about the difficulties of teaching a foreign language, it is impossible not to consider the concept of language. I.A.Zimnyaya offers the following definition of language: language is “a complex systemic level formation through which a person’s conceptual (verbal) thinking is formed and the development of all his higher mental functions is mediated and which is the main means of human communication.” (Zimnyaya, 1985. 1) According to W.Humboldt, language is “the soul of a nation, it captures all of its “national” character. Being a socio-historical product, language thus also provides a link between different generations that speak this language. Language is the liveliest, most abundant and strong bond that connects the obsolete, living and future generations of the people into one great, historical living whole (Wilhelm von Humboldt, 1999).

Unlike other subjects, a foreign language does not give a person direct knowledge about reality, but is the means of formation and then a form of existence and expression of thoughts about objective reality, properties, the laws of which are the subject of other disciplines. Another feature of a foreign language is the specific ratio of knowledge and skills (Kazantsev-Kazantseva, 2015). So, a foreign language in the process of mastering it involves the same big process as the "practical" disciplines, the process of forming speech skills.

Language, speech and speech activity are the main aspects of linguistic phenomena. The main types of speech activity were identified by L.V.Shcherba, who, however, believed that speech activity is one of the aspects of the language. He proposed to distinguish three aspects of language: speech, i.e., the process of speaking and understanding; language, i.e., ordered linguistic experience; linguistic material, i.e., disordered linguistic experience (Shcherba, 2017).

The category of being (forms of being), or the “real life process” of people, covering both objectively given conditions and the prerequisites for the activities of individuals and generations, is taken in linguodidactics as the central category underlying the allocation of communication spheres as sociocommunicative speech formations. This category "... allows you to bring into unity, integrate, theoretically summarize and comprehend through consciousness and language existential relations, which are ... a system-forming factor in the allocation of spheres of communication"(Khaleeva, 1989). This gives grounds to single out four macrospheres of communication, which are the initial factor for determining the areas of practical use of the language. In turn, these spheres correlate with certain types of speech, namely:

- 1) the sphere of production (material and practical) human activity - special speech;
- 2) the sphere of domestic relations - colloquial (everyday) speech;
- 3) the sphere of cultural communication, which is based on the processes of artistic and scientific creativity - artistic and scientific speech;
- 4) the sphere of socio-political (social) activity (the existence of an individual in society and in history, as well as the existence of society) - journalistic speech in a broad interpretation, including the speech of various mass media.

Therefore, the spheres of communication, i.e. the spheres of practical use of the language, in which the corresponding types of speech are realized, exist within a particular linguo-society. Each sphere of communication is inseparable from the conditions in which this communication takes place, namely: from the situation in the broadest sense of the word and from

the specific extralinguistic context. According to M.N. Vyatutnev, the extralinguistic context, or the context of communication, answers the questions of why and how a speech act is performed. This conditions includes the contexts of communication situations that determine who, where and when generates and perceives a speech statement (Vyatutnev, 1984).

Within the context of the situation, the final formation of the meaning, meaning and significance of the communicative act takes place, and the communicative situation itself is, on the one hand, a kind of incentive for verbal communication, and outside of it the latter is in principle impossible. On the other hand, the situation is a full-fledged component of communication. At the same time, many elements of verbal communication do not have their own verbal expression, since they are given in a situation and suggest the subject content of the statement.

Oral speech is widely used in the modern methodology of teaching foreign languages, which allows students to get involved in verbal communication. In communication, the communicative abilities of students are formed and developed, including the ability to make contact with strangers, seek their disposition and mutual understanding, and achieve their goals. With the purposeful use of communication, there is an active process of developing those practical skills that may be needed in the future to improve professional abilities. Today, one of the main tasks of oral speech is teaching the design of messages. If the time spent on the formulation of the statement does not exceed the time spent on its pronunciation, then this largely determines the quality of the speech skill. Oral speech as the goal of learning acts as the means of communication, with the help of which information is obtained during listening, information is transmitted during utterance, information is exchanged during conversation, when oral speech is associated with the method of application in teaching a foreign language. The correct use of oral speech in the process of teaching a foreign language arouses great interest and desire among students to study it.

Oral speech, in turn, has the following important functions: motivational, which is considered as the goal of language learning, provides the opportunity for direct communication, mastering oral speech helps to overcome problems associated with self-doubt when learning a language); developing, which contributes to mastering the structure of the language in oral speech and improving other aspects of speech activity, i.e. students are provided with the opportunity to hear and see how, in what situations, the input words or grammatical structures are used (Tricia Hedge, 2008).

In methodological terms, it is essential that listening and speaking, being in close relationship, contribute to the development of each other in the learning process. Listening is the process of listening to foreign speech, using special tests to check the level of listening comprehension. The observations of psychologists have established that the understanding of oral speech occurs as a result of the perception of speech and its comprehension. Speaking is a type of speech activity through which oral verbal communication is carried out. Speaking can have varying complexity, ranging from expressing an effective state, naming an object, answering a question, and ending with an independent detailed statement. The main difference between these two processes is their final links - the generation of an utterance for speaking and the perception of speech for listening.

“In order to learn to understand speech, it is necessary to speak, and by how your speech will be received, judge your understanding. Understanding

is formed in the process of speaking, and speaking in the process of understanding” (Reutova, 2012). According to A.A. Leontiev, inner speech and related articulation are the main mechanism of speech thinking and take place both in listening to foreign speech and in speaking. In the process of speaking, there is a preliminary fixation of thoughts with the help of inner speech, i.e. drawing up a mental plan or outline of a future statement (Leontiev, 1969). “Even with the direct communication of one’s thoughts at the moment of their occurrence, nevertheless, their expression in external speech is preceded by the appearance of motor speech impulses, which in all cases, at least for a fraction of a second, forestall the pronunciation of words” (Schukin, 2011). Both processes are accompanied by active mental activity.

Speaking is one of the main types of speech activity, which has a number of characteristics that are of direct importance to a person. It is a way of expressing thoughts by means of language. The main problem in teaching speaking is that initially there is a problem in the design of an oral message due to the fact that it is an intermediate stage between thought and the oral message itself. For its development, it is necessary to improve the corresponding speech skills. Speaking is characterized by an initiative type of speech activity, since it is aimed at meeting human needs. Speech activity, like any other type of activity, is the result of the mental, psychophysiological activity of the human brain.

Students observe a new phenomenon in oral speech, listen in order to understand the meaning of the material being introduced. The attention of students is directed to the content of the statement, in which new information is presented. Their task is to understand, comprehend, realize the input material. The presentation of material in typical situations of communication allows for display. The teacher either creates situations himself or uses visual aids (pictures, objects, etc.), accompanying the demonstration with statements and some explanations, observing the reaction of students. Since familiarization with educational material is of great importance for assimilation, according to psychologists, it must be organized in such a way as to affect the emotional sphere of students, their thinking.

Educational materials, especially books, electronic textbooks, audio and video materials are tools that help in the educational process. If the student completes the tasks given on the subject of the language through audio and video materials, he or she will learn to pronounce words and sentences correctly. It should be noted that some students tend to learn a foreign language from films, but the conversations in films contain slang and dialects. Therefore, language learners using this method should be careful. Students often do not take language learning seriously. Problems such as adherence to grammar rules and language barriers prevent students from taking language seriously. In fact, the idea that constructed sentences do not need to be grammatically correct for communication to be intelligible can be both partly true and partly false. Because during a conversation, if a sentence is composed with a constant replacement of grammatical rules, this is detrimental to fluency. Students do not and cannot always follow the rules learned in the training. In addition, in non-philological universities, students treat foreign languages as a secondary subject. Unfortunately, in most cases, students learn the language during practice. After the lessons, they do not try to learn new words by practicing pronunciation and writing essays.

During the lessons, the teacher should require students to communicate in the target language. Only in this case will the level of achievements in

learning the language and pronunciation fluency increase. Independent work on oneself, independent problem solving and research serve to a good mastery of any subject. The fact that the student turns to the teacher for every little problem is evidence of the student's dependence. This reduces the student's ability to work on himself. Shy students may not actively participate in the classroom. Therefore, weak students should not be forgotten during discussions and exercises.

The student must be able to use audio and video materials effectively in order to learn the correct pronunciation of sounds and words. The use of watching videos and films in the original is of great importance in the process of teaching foreign languages. This process is based on the principle of visibility, which is one of the main methodological principles. While watching a video, all types of speech activity are involved. Since the information seen and heard by students is remembered several times better compared to textual information (Malinina, 2012).

In addition, independent viewing the video materials in a foreign language, adapted for language learning, partly serves to reinforce the learned material obtained during the lessons. On the other hand, the role of the teacher in teaching English is also important, in which motivation and interest in the lesson should be a top priority. Also, when using various methods of teaching a language, the language skills of students and their level of language proficiency should be taken into account.

There are a number of problems associated with the successful study of foreign languages at a university, one of which is the value attitudes that were formed at school, where a foreign language is often studied as alienated from the real world of students and comes down to mastering certain mechanisms of reading and speaking. At the university, the technology of learning a foreign language is focused primarily on the professional value component and, in connection with this, it becomes necessary to form value-semantic attitudes as an individual readiness of a student to perceive what is acquired in the process of learning a language (or is only offered to learn) as personal value, as readiness, which ensures the sustainable, purposeful nature of the course of educational activities in relation to the foreign language being studied.

It should be noted that in modern pedagogical and methodological research, the concept of a personal-activity approach to learning is widely and comprehensively covered, but its implementation in teaching a foreign language in non-linguistic universities has not been developed enough. Also, the possibilities of individualized learning technology are practically not used as a way to increase the level of foreign language proficiency of poorly performing university students. Mastering a certain level of professional foreign language communicative competence by poorly performing students of non-linguistic universities in the process of teaching a foreign language is of fundamental importance for the full-fledged professional training of future specialists. However, the analysis of the situation reveals the following contradictions:

- between the desire of students to master a foreign language and its ineffective teaching at the university, which reduces the motivation to learn;
- between the requirements of state standards of universities for the level of training in a foreign language and the actual level of training of first-year students and graduates of non-linguistic universities in this subject;
- between the need to ensure an individual approach to each student and the presence in one group of students with different levels of training, a

large number of groups, the lack of special technologies that implement the individualization of teaching a foreign language.

The organization of educational activities for teaching a foreign language to poorly performing students in non-linguistic universities is of particular importance in improving the educational process. The effectiveness of educational activities largely depends on how personal individualization is implemented in it, which involves taking into account the context of the student's activities, his or her experience and interests, needs, which can be done based on the provisions of the personality-activity approach to professional education. The purpose of teaching a foreign language in a non-linguistic university is to master students' professional foreign language communicative competence, which is a set of interrelated business and personal qualities of a specialist, professionally oriented knowledge, skills, activities carried out in a foreign language in situations of professional communication necessary to ensure high-quality, productive professional communication.

The formation of professional foreign language communicative competence is impossible without relying on a strong base, i.e. a sufficient level of proficiency in language and speech competencies, which implies the ability of students to understand and express simple thoughts by means of a foreign language in situations of everyday communication, as well as the ability to participate in elementary communication and possession of speech etiquette. Students enrolled in the first year of a non-linguistic university, as a rule, have different experience in learning a foreign language and, accordingly, a different level of training in this subject. Therefore, in order to improve the effectiveness of teaching, it is necessary to divide them into groups of "beginners" and "prolongers" with the help of testing. This process is necessary to ensure a certain homogeneity of the group. Students of these groups are aware of the need to have a solid foundation for the development of professional foreign language communicative competence on its basis, due to which they experience negative emotions when studying in these groups. On the contrary, such a division provides a comfortable psychological climate and the rational nature of the work.

Among students with a low level of learning in a foreign language, united in one group, there are also differences that suggest individualization and differentiation of learning within it, which can be implemented through the use of individualized learning technologies that allow the student to move along an individual route at an optimal level for him, corresponding to his needs and abilities, at the usual pace, in conditions that ensure his real movement.

Students individually choose the path of learning based on a conscious self-assessment of opportunities, needs, and chains in learning a foreign language. Individualized learning is characterized by the variability of the didactic material and the difference in the final requirements, which is focused on the different abilities of students. The choice of the level of difficulty is subjective and is determined by the specific learning objectives of students, self-esteem, level of aspirations, their experience and individual characteristics, which contributes to the movement of students towards obtaining a full-fledged professional education in a foreign language.

In order to increase the efficiency of using the technology of individualized learning in the organization of the educational process, in which an individual approach, individualization of learning and an individual model of interaction between a teacher and a student are priorities, when teaching a foreign



language in weak groups of a non-linguistic university, recommendations have been developed, among which the following can be distinguished:

- recognition by the teacher of any student's choice, change of communication style from authoritarian to partner, stimulation by success;
- ensuring a favorable psychological climate in the educational process;
- the need for regular monitoring of the assimilation of educational materials;
- combination of forms of control;
- creativity in solving various problematic situations that arise in the course of training sessions.

In view of the foregoing, when organizing the educational process for teaching a foreign language, the teacher needs to pay attention to the following factors:

- effectively apply information and communication technologies in training sessions;
- pay attention to the qualitative use of audio and video materials in the presentation of educational material;
- constantly improve the competence of creative thinking and be able to generate ideas;
- effectively apply the technology of an individual approach in weak performing groups.

Compared with others, in foreign countries methods of teaching foreign languages, it is proved that existential competence, or rather, its components - individual psychological characteristics of a person that favor the acquisition of knowledge, skills and abilities in the field of a foreign language and their use in practical speech activity, is actually the so-called language-speech abilities. It has been experimentally proved that the common components of language abilities are well-developed mechanical memory, a high level of development of thinking, the degree of development of speech skills formed on the basis of the native language. In the process of performing a certain type of speech activity, it is necessary to have sustained attention.

### Conclusion

Thus, in order to develop teaching the foreign languages, to radically improve the quality of education, as well as attracting qualified teachers to the sphere and increasing students' interest in learning foreign languages, it is necessary to pay attention to the professionalism of the teacher, who is required not only to know a foreign language, but also to have practical skills in modern computer technology, as well as creativity in solving problematic situations that can arise during educational process and in order to use oral speech effectively as the means of teaching a foreign language, attention should be paid to the implementation of the following factors: the teacher must be fluent in the language being taught and adapt his oral speech to the specific conditions of the audience, without violating the authenticity of speech; be creative when using standard learning technologies; maintain a high level of foreign language proficiency through constant language studies, by reading original literature, listening to audio materials and watching original video materials in foreign languages. In addition, the teacher must know the capabilities of each student individually for the choice of methodological techniques, as well as the use of real situations. To improve the quality of education, it is necessary to pay attention to additional visual aids that serve to facilitate the assimilation of educational material, as well as to ensure a sufficiently high level of employment.

### References

- Kazantsev A.Yu, Kazantseva G.S. Effective forms and methods in teaching students to listen to foreign language speech in a non-linguistic university using the example of English. Vestnik TSPU (TSPU Bulletin). - 2015. - P. 153.
- Khaleeva I.I. Fundamentals of the theory of teaching the understanding of foreign speech (training of translators). -M.: Higher school, 1989. P.320.
- Khasanova G. K. The need for technology in the design of the pedagogical process //Oriental renaissance: Innovative, educational, natural and social sciences. – 2022. – T. 2. – №. Special Issue 20. – C. 95-100.
- Khasanova G. K. The essence and significance of the case-study method in the educational process //Oriental renaissance: Innovative, educational, natural and social sciences. – 2022. – T. 2. – №. Special Issue 20. – C. 778-782.
- Leontiev A.A. Language, speech, speech activity - M.: Education, 1969. P.214.
- Malinina I.A. Use of Internet resources of the second generation Web 2.0 in teaching listening // Young scientist. - 2012. - No. 11. P. 446–448.
- Passov E.I, Kuzovlev V.P, Tsarkova V.B. Foreign language teacher. Skill and personality. –M.: Enlightenment, 1991.
- Reutova E.A. Application of active and interactive teaching methods in the educational process of the university. - Novosibirsk: NSAU, 2012. P.58.
- Schukin A.N. Methods of teaching speech communication in a foreign language. – M.: Ikar, 2011. P. 81–84.
- Shcherba L.V. A 'new slant' on modern foreign languages in the school curriculum? August 2017 Curriculum Journal 28 (3):1-33
- Tricia H. Teaching and learning in the language classroom. Oxford: OUP, 2008. P. 227–258.
- Vyatutnev M.N. The theory of the textbook of Russian as a foreign language: (Methodological foundations) - M.: Rus. yaz., 1984. P.144.
- Wilhelm H. On Language, On the Diversity of Human Language Construction and its Influence on the Mental Development of the Human Species. Edited by Michael Losonsky, CUP 1999, P. 25-64.
- (1) Zimnyaya I.A. Psychological aspects of teaching speaking in a foreign language, -M.; 1985. P.160.
- (2) Zimnyaya I.A. Psychology of teaching a foreign language at school. –M.; Enlightenment, 1991. P. 222.

### CHET TILLARINI O'RGANISH JARAYONI SAMARADORLIGINI OSHIRISHNING XUSUSIYATLARI

G.X. Xasanova, O'zbekiston jurnalistika va ommaviy kommunikatsiyalar universiteti  
F.M. Turgunova, O'zbekiston jurnalistika va ommaviy kommunikatsiyalar universiteti

**Xulosa:** Ushbu maqolada universitetlardagi chet tillarini o'qitishda tilning sifatini oshirishning ba'zi xususiyatlari muhokama qilinadi. Chet tillarni o'qitish jarayonida yuzaga keladigan muammolarni tahlil qilish natijalari keltirilgan. Kompyuter texnologiyalaridan foydalangan holda turli xil audio va video materiallardan foydalangan holda o'quv mashg'ulotlari samaradorligini oshirishga e'tibor qaratilmoqda. Chet tilini bilish darajasini oshirishga yordam beradigan individual o'qitish texnologiyasining imkoniyatlari muhokama qilinadi. Chet tilini o'qitish bo'yicha o'quv jarayonini tashkil qilishda o'qituvchi e'tibor berishi kerak bo'lgan asosiy omillar taklif etiladi.

**Kalit so'zlar:** o'quv jarayoni, kompetentsiya, ijtimoiy va kommunikativ nutq, samaradorlik, kompyuter texnologiyalari, audio materiallar, video materiallar, ijodkorlik, nutq mahorati.

ОСОБЕННОСТИ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ПРОЦЕССА  
ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

Г.Х. Хасанова, Университет журналистики и массовых коммуникаций Узбекистана  
Ф.М. Тургунова, Университет журналистики и массовых коммуникаций Узбекистана

**Аннотация:** В данной статье рассматриваются некоторые особенности повышения качества образования при преподавании иностранных языков в вузах. Приведены результаты анализа проблем, возникающих в процессе преподавания иностранных языков. Уделяется внимание повышению эффективности учебных занятий, за счет использования различных аудио - и видеоматериалов, с помощью компьютерных технологий. Обсуждаются возможности технологии индивидуализированного обучения, способствующей повышению уровня владения иностранным языком. Предложены основные факторы, на которые необходимо обратить внимание преподавателю при организации учебного процесса по обучению иностранному языку.

**Ключевые слова:** образовательный процесс, компетентность, социально-коммуникативная речь, эффективность, компьютерные технологии, аудиоматериалы, видеоматериалы, креативность, речевые навыки.

Your  
info@uzjoku.uz  
+ 99 8(12) 345 67 89  
uzjoku.uz