



 Research Article

## ON THE ISSUES RELATED TO TEACHING ENGLISH AT HIGHER INSTITUTIONS

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### ABSTRACT

Undoubtedly, advanced knowledge of foreign languages, including English, is becoming increasingly important for the development, economy and prosperity of the country. Therefore, one of the urgent tasks now is to pay attention and solve the problems associated with students and teachers in the teaching of English in depth and wide areas at individual faculties in universities. The article elaborates on this and other issues.

### KEYWORDS

Language, field, profession, staff, specialist, student, teacher, style, problem, teaching, conditions, incentive, economy, strategy.

### INTRODUCTION

It is known that in modern times, perfect knowledge of a foreign language, especially English, covers almost all areas of society. In particular, it has become the most important and topical issue for political, economic, social and many other fields and professionals in obtaining fast and accurate

information in order not to lag behind, i.e. due to the need for communication and effective use of this information in their profession (in terms of professional competence). Therefore, in order to quickly, deeply and effectively teach a foreign language, especially English, different tools are used



for different professions, almost unlike each other, but for people of certain professions. The main purpose of these different methods is: 1) Establish regular contacts with foreign colleagues to improve the exchange of experience with foreign specialists and improve the language literacy of the studied foreign languages, including English, for the development of discursive, logical thinking, speech, sociolinguistic and strategic plan, the main thing to teach to think in a foreign language, to reason, to make quick and accurate conclusions; 2) Have access to all the necessary information on the Internet, and store and disseminate the information created by it on known and convenient digital media - have convergent competence and integrate them in social network, media, press and other forms (in this case logistics profession) owners can be an example).

However, whichever area the young student chooses in order to become a professional in the future, whichever area he chooses to learn a foreign language for his professional purposes, first he will have to learn the language and its essence, and this remains a serious issue in any institution. Because without deep knowledge of the language, it is impossible to get a prestigious profession abroad, as well as not worthy to pass the next stages of language development. This means that the implementation of the various new methodological guidelines may raise old issues and new problems specific to the new style. So what are these problems? In this article, we will look at the social roots of these and similar problems.

### **THE MAIN FINDINGS AND RESULTS**

The first problem is that, in our view, there is a lack of pedagogical literature (scientific literature published in local publications) on the study of English with modern methods in higher education institutions. Of course, they do not fully meet today's requirements. The second problem is that the new methods and practices of teaching English, which are now very advanced and have just been introduced into the world or European higher education systems, practically do not exist. Even in the application method it is limited to more

modeled works, lack of creativity, not understanding the deep essence, we approach the question superficially and use foreign methods as a template. The third problem is that we have no foreign employees, they do not come and teach students, and if they do come, it is very rare, in order to “whether the event was held, held”. Since the main purpose of the coverage of these issues is not criticism, but the analysis, study and development of the process of language learning, we will try to cite examples from the methods of training of some foreign countries.

Unfortunately, many experts believe that the manuals associated with teaching and learning English and the US, are more effective and better suited for teaching English. In our view, it should be borne in mind that there is a difference between teaching English to an English-speaking student and teaching English to a non-English-speaking student. We, therefore, consider it appropriate to use the “English-medium Instruction”. This is due to the fact that the learning method “Content and Language Integrated Learning” is mainly intended for English-speaking countries.

It should also be noted that the conditions and financial opportunities provided to teachers in the UK and the USA are extremely high. Because naturally, the creative work of teachers who get extra rewards for their extra work will also be more effective. We will also comment on this in the following paragraphs.

In order to teach English in depth, universities in some European countries prefer to teach all subjects in English in some faculties. After the University of Maastricht in the Netherlands, which first did so in 1987, made great strides in the training of international management, some Swedish universities, Finland and Germany began teaching all subjects in individual faculties in English, which became much more effective. However, the interesting thing is, none of them have a similar teaching style. Yes, even if the basis is one - «Education first of all», each university has developed its style on the basis of «Education first» and continues to develop and improve this style in step with the times. However, it should be noted that, as



long-term experience shows, the methods implemented on the basis of “Education First”, serve primarily the development of the economy, business and technology. However, this gave a small boost to the development of the fields of psychology, art and design, i.e., the professions associated with creativity.

It should be noted that European universities, where all classes are conducted in English, accept students who are fluent in more than one language. For example, applicants to the University of Vienna must be fluent in German and English (based on the Unterrichtssprache-Deutschoder Englisch). Because (for example) in physics classes are mostly lectured by German and English scientists.

The main reason for citing these examples is that even in Uzbekistan, without repeating European standard methods of language learning in higher education, taking into account the industry, profession and plans, in accordance with the needs of Uzbek students and national traditions, The future of social change, economic development, we mean that they must develop methods and then implement them step by step. For example, we believe that the style of teaching in Samarkand and Bukhara or in the universities of Karakalpakstan and Khorezm need not be the same as in Tashkent universities. Perhaps a unique style should be adopted, taking into account specific challenges and future successes. Here, given the drive for innovation, additional incentives for hard-working educators and teachers should be a key factor. For example, at the University of Valencia in Spain, despite the fact that Spanish is an international language, as an experiment or experiment, they do not hesitate to use different methods in teaching English. The University has developed four main strategies: 1) Credit classes based on the British economy in the learning process, taking into account the work of the teacher after achieving effective results and “credit repayment” (our - material encouragement). 2) To do this, follow the needs, hard work and of course knowledge of students who are studying English in depth. 3) Provide full information on all socio-economic issues and problems specific to Peace and Europe, even on

disciplinary, ethical and ethical norms, in all English language classes (of course, to strengthen relations with foreign partners). 4) Increase students' interest and appreciation of English by making English lessons cheaper than Spanish lessons (i.e. local) (i.e. improving conditions, it should be noted: we also have very expensive English teaching aids). Nevertheless, these strategies are implemented differently depending on the profession and field, not the law. By this example, we mean that even at the same university, different styles of English teaching can be applied to different occupations and different incentives can be given to teachers.

Another problem is that even in the most prestigious universities in Europe, freshmen face great difficulties in learning English. The reason is that in school they are accustomed to thinking in their mother tongue when studying subjects, so it is difficult for them to study English at university. To solve this problem, the teacher will need almost individual approach to each student. Before or after the main lecture it is necessary to provide additional means (media or online) and sources (books with pictures, etc., terms and their translations) on the topic of this lecture. He must then gradually prepare for lessons, mainly through lectures, in exchange for reducing such “auxiliary” tools. Of course, the additional work of first-year lecturers should be encouraged, as should the experience of the University of Valencia in Spain: t. e. strategy 1.

It is also important that teachers in universities have a deep knowledge of English. However profound their knowledge may be, they must draw up a separate plan to improve the quality of teaching. Because having a well-known, in-depth knowledge of educators does not mean that they can still give quality lessons. The teacher should study all the topics in the program individually, deeply analyze them and plan how to implement them in practice in accordance with their own methods. It should be noted here that the level and share of teaching work in the economy, business and other social sciences is different from humanities: it should be borne in mind that they might be more or less. This is often due to the importance of the English



language, based on the taught science. For example, since English is the backbone of, for example, economics and marketing, given that there is sufficient information on the Internet in these areas, teaching in English in these fields can be relatively complex or easy, i.e. unusual.

After testing such experiments, the method and strategy developed by the University of Valencia, Spain, at several faculties, Volgograd Socio-Pedagogical University adapted this method to its own method and solved many problems in teaching English in some faculties. Now they are making great strides in training highly qualified personnel with in-depth knowledge.

The main problem of Volgograd Socio-Pedagogical University was to close the gap between a teacher with a deep knowledge of English and a teacher with a good knowledge of the subject. In other words, linguists, from students to young teachers, focused on advanced study of various subjects, and young people who mastered the subject helped to master English and other foreign languages, managed to train highly qualified personnel. This was determined on the basis of the following motives and factors: 1) to have a deep understanding of the importance of cooperation with foreign countries in the development of the economy today; 2) deeply understood that the acquisition and development of a profession is always necessary for the development of society; 3) professionals with a high level of English proficiency can now give a deeper knowledge to future students.

## CONCLUSION

To conclude, it is modern to consider the needs of both the student and the teacher in the teaching of English, as well as to introduce and develop a method of teaching based on these needs; we want to say that this will be a factor in the emergence of mature professionals, active professionals who take their profession seriously and can benefit society. To do this, you can experiment with the teaching of all subjects in English in some faculties of higher education, using

foreign experience and methods. However, such views should not remain a law or a stereotype, but should be a work that can be actualized by studying conditions, taking into account all problems and taking a creative approach. By providing in-depth knowledge to each student, we believe that the additional level of each teacher's work will also be evaluated as the basis of success. To organize such work, of course, it is necessary to develop ways to attract the university management. The main goal should be to raise the prestige of the university, attract highly qualified teachers and create good working conditions for them, as well as fully and correctly organize the recruitment of talented, promising youth. If necessary, the administration of the university, in agreement with the relevant ministries, will have to invite scientists from abroad to give lectures and exchange experience in English.

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