

**WORLD ACCEPTED NEW APPROACHES, METHODS AND PROJECTS
OF TEACHING LANGUAGES IN HIGHER EDUCATIONAL
INSTITUTIONS**

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***Annotation.** In this article we thoroughly described educational system of Central Asian countries before Uzbekistan gained its independence. Here we stressed weak points of that system especially, “teacher centered” and “oral-oral translation” approaches in the class. In this article we wrote not only about the past, the present situation describes as well. Moreover, we tried to introduce you with the new approaches and methods of teaching languages in higher educational institutions, and new projects on this sphere.*

***Keywords:** reform, teaching, oral-oral method, approach, curriculum, components, self-assessment, world standards, reconceptualizing.*

Today when the world we live in is constantly changing and accordingly involving cardinal changes, reconstructions and reforms in different fields of life, including education in general and language education in particular, it is vital to look for much more effective and modern methods of teaching languages that can meet the requirements of world standards of teaching, for example, English as a global language.

Our observations on the teaching process in most of the higher schools of Central Asian republics show that there have still been dominating the traditional methods (mostly Grammar-Translation method, Oral-Oral method and Audio-lingual Method, to a little extent certain element of Situational Language Teaching and other traditional methods) of teaching foreign languages that have, as we think, run their course by now. In the latter approaches and methods language is taught by practicing basic structures in meaningful sentences or situation based-activities, the teacher being regarded as the primary source of language and of language learning or a controller of the whole learning process in order for the students not to break away from the theme under study. So, they are all “teacher-centered” methods in which the students’ freedom of language use and their initiative are less taken into consideration or are rather suppressed by restrictions of all kinds relating to strict observance of the theme being studied in the auditorium. Along with long awaited Independence gained by the Central Asian republics many higher educational institutions of the latter have introduced educational systems in their state language which has accordingly caused the ever great deficit of textbooks in many subjects, textbooks done in Russian being

almost out of use. This kind of shortage is characteristic of most of the higher educational institutions of the area even today.

The analyses of the curriculum for language teacher education at the certain institutes and universities of Central Asian republics have shown that there are four main components that the latter consists of: state component; general educative component; specialist component; elective component.

In the latest years there have been changes introduced into all the components of the traditional curricula but the specialist one, because it still seems unlikely to be changed or it does seem to be something untouchable and irreparable because of either the absence of a better alternative to it or of its being overloaded with so many disciplines and subjects of both practical and theoretical character most of which (mainly theoretical ones) are thought today almost to be irrelevant to the learners' needs at universities and in language teacher's future profession.

What life needs and demands are there for a university curriculum reform in Central Asia today? By what factors is such a kind of university curriculum reform prompted? As the teaching experience shows, we can refer the following main ones to them:

1. There is a permanent need for foreign language teachers in the area and hence there is a growing interest in such a noble, respectable and well-paid profession as that of a teacher in the Oriental sense of the word;

2. Most foreign language specialists think that the functioning curricula are overloaded with lots of non-philological subjects irrelevant to the learners' needs (such subjects as "natural sciences, mathematics, etc., for future language teachers, as is seen, they are the subjects most of which have already been taught at schools) which takes too much of a precious time of the learners;

3. Most teachers as well as learners and authorities are now beginning to understand the significance of levels of proficiency in English as a global language;

4. Realizing the growing need for interactive methods of teaching foreign languages at universities and institutes where grammar-translation method and situational method are still dominatingly practiced which does not allow learners – future teachers of a foreign language to develop their communicative competence in the latter;

5. Understanding and revealing the weak sides of teaching at the lessons, where teacher is still remaining to be the authority and main source of learning and knowledge;

6. Understanding the importance of teachers' critical self-assessment of their language proficiency at the lessons;

7. Understanding teachers' critical self-assessment of their own language teaching methodology at the lessons;

8. Most specialists and teachers are now getting well aware of the assessment criteria and communicative types of assessment along with language knowledge assessment at the lessons;

9. Realizing the need for highly qualified modern language teachers who can handle teaching foreign languages using interactive methods that let trainees free to learn and communicate, as well as to develop their critical thinking skills in a foreign language;

10. Understanding the need to introduce the approaches to teaching based on classroom research of learners' needs aimed at developing among other things even cultural awareness;

11. Realizing the urgent need for more hours allotted for interactive methods and methodology of teaching English which is absolutely relevant to the professional needs of a future language teacher educator that can be compensated with by reducing certain amount of hours allotted for the aforementioned theoretical and non-philological subjects almost irrelevant to the learners' needs at the university and later at schools;

12. Feeling the urgent need for up-dated textbooks to replace outdated ones still in use, for most syllabi are based on outdated course books which do not satisfy the learners' needs and interests;

13. Understanding the priority of teaching foreign languages based on principles of "integrated skills and interdisciplinary and intercultural studies";

14. Realizing the need for flexible teaching by language specialists demanding that teachers be "response-able" to their learners' needs and to the world around them;

15. Feeling the urgent need at schools for not only a language teacher, but a language teacher educator, which is perceived as a higher status occupation than the former;

16. Feeling the need for native English speakers as co-teachers to their Central Asian counterparts;

17. Understanding the after-effects of the present curricula overloaded with theoretical subjects (irrelevant to the learners' needs in their future profession) which leave in reality less time for mastering practical aspects of it;

18. Revealing the fact that more higher educational institutions lack modern resources;

19. Revealing the fact that higher educational institutions lack modern classrooms and lecture halls, equipped as to the needs of the contemporary trainees and trainers;

20. Understanding the ever growing importance of education in English at most of the world's prestigious universities;

21. Witnessing the wide use of English etc;

22. It must be noted that the university curriculum reform is expected to meet all the above mentioned needs of the life and the demands of the world standards who are believed to be able to work as language teachers- educators with four main skills to the level of C1 on CEFR in any part of the world.

It is natural that sooner or later the university curriculum reform is unavoidable in higher schools of Central Asian Republics as well of the other parts of the world where the above mentioned traditional approaches and methods are still being practiced, because such a reform is being prompted by the life needs of the people in there.

From this point of view, it deserves special mention that due to the fruitful cooperation between the Uzbek Ministry of Higher and Specialized Secondary Education and the British Council, Uzbekistan is far more advancing in introducing the new university reform aimed at meeting the requirements of world standards of teaching English. The very curriculum has been worked out by the group of leading Uzbek linguists and scholars-methodologists cooperating with their counterparts from Great Britain in implementing the university curriculum reform project into life which has resulted in piloting a number of experimental groups training language teachers at the leading higher educational institutions of Tashkent and of regional capital cities of Uzbekistan. The preliminary results are convincing and reliable, which hints at the right methodology of teaching English. The graduates from the very groups as future teachers-educators of English will be expected to demonstrate the following professional features and language skills to the level of C1 and sufficient understanding of the pedagogical implications of knowledge about language; a clear vision of the role of English in international communication; practical understanding of how learners learn languages; ability to critically evaluate, adapt and write materials; ability to plan, and deliver lessons and sequence of lessons; understanding of a range of teaching approaches and ability to apply them according to the teaching and learning context; ability to evaluate and reflect upon their own teaching; understanding of approaches to testing and assessment, etc.

The above mentioned main professional features and abilities of the future language teachers-educators in Uzbekistan will hopefully meet the requirements of

the world standards of teaching foreign languages which will be a good example for the other Central Asian republics to follow taking into account the national features of trainees of the latter. Hence, an exchange of experience and cooperation between the specialists of universities and institutes in this key issue of higher and, accordingly, secondary education are vital and mutually beneficial in reconceptualizing language teacher education and realizing it in Central Asia for the 21st century.

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