

ЛИНГВОДИДАКТИКА ВА МЕТОДИКА

ТАЪЛИМ ОЛИШДАГИ ТИЛНИНГ НАЗАРИЙ ТАЪРИФИ

RELIABILITY AND VALIDITY OF LANGUAGE TEACHING STRATEGIES



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Аннотация

Мақолада чет тилларни ўқитишда илғор тажрибаларни тарғиб этиш бўйича бир қанча тавсиялар қайд этиб ўтилган, таълим муассасаларида тилни ўргатиш жараёнида турли ёндашувлардан фойдаланишнинг бир қанча сабаблари ва улар самарадорлигини текшириш масалалари ўрганилган. Муаллиф малакали ўқитувчи бўлиш учун чет тилни яхши билишнинг ўзи етарли эмас, деган фикрни таъкидлайди.

Аннотация

В статье отмечается ряд рекомендаций по продвижению передового опыта в преподавании иностранных языков, исследуются некоторые причины использования и проверки эффективности различных подходов в обучении языку в образовательных учреждениях. Кроме того, автор подчеркивает, что знание иностранных языков может быть недостаточно для квалифицированного учителя.

Abstract

The article states a number of recommendations of advancing excellence in teaching foreign languages. It investigates some reasons of using and checking effectiveness of various approaches in educational institutions. Also, author underlines that fluency in foreign languages cannot be enough for being qualified teacher.

Калит сўзлар: ёндашувлар, чет тилларни ўқитиш, ўқитувчиларни тайёрлаш, малакали педагог, баҳолаш.

Ключевые слова: подходы, обучение иностранному языку, подготовка учителей, профессиональный педагог, оценивание.

Keywords: approaches, foreign language teaching, teacher training, professional educator, evaluation.

In the epoch of increased globalization knowledge of foreign languages, especially good knowledge of English which is an international language is a real challenge.

Today it is generally accepted that one of the reliable means of advancing excellence in teaching foreign languages is a regular assessment of students' knowledge. It is a challenge for educators, researchers, administrators and teachers worldwide to be more effective, more knowledgeable and more skillful in their workplaces in the field of applying tests with the aim of further improving foreign language knowledge of students.

It is not that easy to give preference to the methods or approaches which are applied today worldwide. There are lots of approaches in teaching foreign languages, language learning strategies that are used to assess the four language skills. But to follow slavishly every suggestion or to accept uncritically the existing strategies will not or may not lead us to the goal. We'll have to think about contrastive views or approaches which will eliminate the differences and produce conceptual clarity to academic disagreements.

There are many reasons to check how this or that language teaching approach is more effective for the chosen group of students, for the chosen educational institution or for a country as a whole. Some of the reasons are as follows:

- Whether the group students, the students of chosen educational Institutions or the learners of the country are interested in learning the foreign language;
- If they are interested in it, then it is important whether the first and target languages are related to each other. If it is so it will be much easier to achieve the expected results because learners' mothertongue will make its contribution to acquire the foreign language, i.e. it will facilitate but not interfere in successful acquisition of target language;
- The next argument to be mentioned here is the qualification of teachers, their language knowledge and methodological qualification, i.e. how will they know modern methodologies of teaching foreign languages;
- It is worth of mentioning here the materials selected for teaching;
- Implementation of ICT in classes;
- Out of those mentioned strategies of improving teaching foreign languages strategy assessment may be said to be of primary importance. First of all this included observations, interviews, note-taking, self-report surveys and so on.

We cannot but mention that many languages learning strategies take place mentally and cannot be observed and be evaluated objectively. But, nevertheless there are some ways for evaluation. One of them is cooperating with peers, asking

them to help with clarification or verification. They, I mean, colleagues may help to yield necessary information on how the students learn the target language.

But if we want to evaluate not only the teacher but also the strategies being used we'll have to train special group of specialists, teachers of foreign languages in the field of existing foreign language teaching approaches and let them observe the classes where the teachers use different approaches on the basis of the same material. This approach will help to answer the questions put forward in this article.

It is obvious that we have much to learn from the history of language teaching, though it is also evident that language learning and teaching and investigation are progressing. For students themselves, their parents and stakeholders sound knowledge of target language is the final aim. The knowledge of teachers in the field of linguistics is not enough. They must be very well aware of the issues of psychology, sociology and will have to be extensively trained in the field of pedagogy.

Cross-cultural communication is another global problem that interferes to adapt the learner to achieve excellence in learning a target language since this issue involves an understanding of how people from different cultures speak, communicate and perceive the world around them.

Effective communication is a key factor in cross-cultural awareness. Successful communication cannot be accomplished of language alone, without consideration of the cultural patterns that accompany it.

Our country as well as all other countries in the world needs professional preparation for English language teachers. Integration into the world community requires gaining the knowledge, resources which are necessary to enhance one's expertise and practice. If one wants to become a professional educator at all levels one has to look for and find productive exchange of ideas and information and participate in a dynamic professional community. It is worth mentioning that demand for English language learning has never been greater than now. Unfortunately, the quality of English language teaching varies widely. Besides the standards are inconsistent either. I recently participated in International TESOL Summit where participants and all the presenters pointed out that fluency in English and other foreign languages alone does not make a great, qualified teacher. Teaching foreign languages is a science and an art which requires skills, training and expertise. Only following these recommendations we'll be able to advance excellence in teaching foreign languages.