



Effective Role of International and National Examination Systems in Language Teaching in Uzbekistan

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Abstract: This article discusses the effective role of the international and national examination systems in language teaching in Uzbekistan. It also provides a comparative description of the methods of teaching a foreign language in the education system of Uzbekistan and European countries. Based on the analysis carried out by the authors, the article states that the forms and methods of teaching a foreign language used today in our country are archaic in nature and require fundamental changes. The Uzbek education system needs fundamental changes in the methodology of teaching foreign languages.

Key words: foreign language, teaching methods, Uzbekistan, education, Europe, international and national examination systems, efficiency.

Introduction.

The ever-increasing dynamics of multilateral relations at the beginning of the XX century is also dramatically changing the social order of society for a specialist. This, in turn, entails very serious changes in the system of higher education. The traditional Uzbek system of higher vocational education was one-level, and the term of study was, as a rule, five years. The strategy of teaching foreign languages in modern conditions involves a multi-level study of this discipline using advanced educational methods and technologies. Such an organization of education should be designed for the practical mastery of a foreign language by students of different courses and areas of training, their full participation in intercultural communication. In European countries, there is no question that it is necessary to train a specialist with knowledge of a foreign language. This component is an integral part of the training of qualified personnel. It is the knowledge of one or several foreign languages that is a sign of professional competence for a specialist.

The involvement of Uzbekistan in global processes, as well as the urgent need for a technological breakthrough in our country, have brought to the fore the problem associated with the need for Uzbeks to know foreign languages. The results of sociological studies in recent years indicate that Uzbekistan is clearly inferior to the pan-European competencies of foreign language proficiency. However, the greatest concern, in our opinion, is the forms and methods of learning foreign languages that are used in the Uzbek educational system. It seems to us that they are outdated and do not meet modern requirements.

Literature analysis and methodology.

In the works of researchers in the field of linguistics, a number of fundamental works were prepared, which made a significant contribution to the methodology of teaching foreign languages

both at school and at the university. Among them are the works of such scientists as B.T. Rasulova, M.N. Khatamova, B.D. Kudratova, N.D. Galskova; N.F. Koryakovtsev; OK. Latysheva, A.L. Semenov; R.P. Milrud; E.N. Solovova; A.N. Schukin; other teamwork. The methodology of teaching foreign languages has become the subject of research by foreign researchers.

The above-mentioned works of Uzbek researchers, as we see it, do not take into account those innovations in the process of teaching foreign languages that exist today in the countries of the European Union (EU). In this article, based on the method of comparative analysis, an attempt was made to consider foreign experience in this area, which can be used in Uzbekistan.

Results and Discussion

In our opinion, the very methodology of learning foreign languages in our country requires fundamental changes. In Uzbekistan, it has a number of differences from the approaches used in Europe. So, classes for European students are held in a playful way - students master the material through games, communication with each other, study special audio and video. Communicative methods are actively used, aimed at direct communication between students. Similar practices are also used in Russian language schools, but the education system is mainly based on other principles.

The study of a foreign language in Uzbekistan is carried out by applying the most primitive method, which is based on grammar and translation. With such training, it is much more difficult for the student to master the material. Building teaching principles on the basis used in European countries leads to the fact that a person begins to speak fluently in the language of another state. He does not experience an inferiority complex when, in communication with an interlocutor, he makes lexical and grammatical errors. As the skills of language practice are further improved and confidence in their knowledge is increased, they lead to the disappearance of the language barrier of the student.

The routine study of grammar and translation, practiced in the Uzbek school or universities, should not be considered as the only correct and mandatory. World practice shows that only communicative methods can give a deep, solid knowledge of foreign languages. Great importance is given to independent work. At the same time, experience shows that classes in groups are not enough to achieve the desired result - knowledge of a foreign language. In Uzbekistan and abroad, there are many systems and programs that allow you to learn a foreign language. Meanwhile, the most important factor is live communication, especially with native speakers, as well as the personal interest of the student. Thus, the effectiveness of the role of international and national examination systems in teaching languages in Uzbekistan, especially English, is determined.

The problem of Uzbek language education is that the teacher is at the center of teaching, the lesson. This system of education is called "teacher based". The teacher sets the pace for the lesson, calls to the blackboard, reads the material, decides who answers, who how much to work. If we distribute the time allotted for the lesson, then some of the students are not involved in the learning process. In Europe, the lesson is primarily a dialogue, group work. Most of the assignments at school are projects that are done jointly with other students. The basis of the lesson can be a free discussion on any social problem. The system of education common in Western countries is called "student based".

Another distinctive feature of the methodology of teaching a foreign language in Uzbekistan is that all language teaching is built around a textbook, as well as rules that are largely imposed on the teacher by educational standards. The Uzbek teacher is constrained by certain requirements, unlike his colleagues from Finland or Germany, where the teacher has the right to teach his students by methods that he considers the most effective and efficient.

A pupil or student in Uzbekistan is only an "executor" of the teacher's will. The only opportunity he has is to show his spoken language by retelling or to answer the question asked. The existing didactic guidelines, which have not changed over the years, patterns for teaching a foreign language deprive the student of creative initiative. If it is, then only through a written response. The method of teaching a foreign language used by the Uzbek teachers of the "international and national examination systems" has exhausted itself and does not meet the requirements of the time and the tasks facing it. Confirmation of its effectiveness is evidenced by the fact that today only the majority of graduates of general education schools and universities speak a foreign language at the conversational level.

Thus, in Uzbekistan, in contrast to Europe, the criteria for evaluating testing are different. In European countries, a mistake in a lesson or an exam in a foreign language is not always regarded as a mistake. In an Uzbek school, a student who makes an inaccuracy in speaking or writing loses points. In the West, mistakes are divided into two categories: those that "make communication difficult" and those that "do not make it difficult". A mistake made by students in a European school during the testing process does not affect the final grade, provided that the teachers or examiners understood the respondent.

An obsolete form of education, according to domestic experts in the methodology of teaching foreign languages, is the obligatory memorization of "topics" by students. In the Uzbek general education school, this is an established practice that has not changed over the past few decades, both in the educational process and in exams. Dogmatic memorization by a student of two dozen texts in a foreign language without realizing to understand its meaning can hardly be attributed to effective teaching methods.

In European countries, students make "topics" on their own, and on a freely chosen topic. A foreign language exam involves writing an essay on one of the proposed topics. This requirement applies equally to both native and non-native speakers. The latter are also required to pass examinations in academic disciplines related to the culture of the country whose language they are learning. At the same time, this knowledge is intended to be systemic in nature.

The person being tested should have a general idea of the history of the country, its literature, and know famous figures of the state. The state educational policy in the field of teaching foreign languages requires fundamental changes. In our opinion, the practice used by European countries can serve as a positive example for solving problems in this area. The level of knowledge of the English language in Europe, unlike in Uzbekistan, is at a high level. This is due to the fact that in many European countries English has the status of a second language and, in terms of its importance, practically corresponds to the level of the native language. It is taught according to certain programs that are more loyal to both schoolchildren and teachers. In Europe, some of the most effective methods for learning a foreign language have been developed. Education in a foreign language begins with the first school classes. The education system leads to the fact that graduates and students speak not one, but several foreign languages. In addition, there are numerous language courses for adults, various conferences are held to improve teaching methods.

Conclusion.

Modern methods of teaching foreign languages require the development of fundamentally new teaching aids with maximum consideration of foreign experience, as well as retraining of teaching staff at all levels. The development and publication of this kind of educational and scientific methodological literature is preferably carried out on a competitive basis, with the involvement of foreign specialists. Without solving these problems, one can hardly expect that the level of knowledge of foreign languages by the population of Uzbekistan will meet modern requirements.

In conclusion, we would like to draw some conclusions. The Uzbek education system is going through difficult times. We affirm with deep conviction that the vast majority of problems and difficulties, primarily in the field of teaching foreign languages, have been inherited from the Soviet system. It is certainly known that without knowledge of foreign languages it is impossible to carry out a technological revolution in the country. It is no coincidence that the Strategy for Innovative Development of the Republic of Uzbekistan for the period up to 2030 in relation to the field of education set the task of developing competencies in the citizens of our country that meet the requirements of XXI century, including knowledge of foreign languages on the basis of the international and national examination systems in teaching languages in Uzbekistan.

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