

## METHODOLOGICAL AND ORGANIZATIONAL CHALLENGES IN FOREIGN LANGUAGE TEACHING

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### **Abstract**

*This issue is a methodological and organizational analysis of the problems that arise in the process of learning a foreign language. The study examines the importance of the premises, organizational communicative and interactive methods that are widely used in the modern education system. The impact of traditional teaching methods and their implementation on the language skills of students is highlighted. The study uses data obtained on the basis of observation, questionnaires and test analysis, and serious problems are identified. The results show that the development of practical exercises in the lesson process, large class sizes and technical production can ensure. The article develops practical recommendations for their elimination. The introduction of modern pedagogical technologies, the use of language by teachers.*

**Keywords:** *foreign language teaching, methodological problems, organizational problems, communicative production, interactive methods, language learning, educational development, pedagogical technology, motivation.*

## МЕТОДОЛОГИЧЕСКИЕ И ОРГАНИЗАЦИОННЫЕ ПРОБЛЕМЫ В ПРЕПОДАВАНИИ ИНОСТРАННОГО ЯЗЫКА

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### **Аннотация**

*Данная статья представляет собой методологический и организационный анализ проблем, возникающих в процессе изучения иностранного языка. В исследовании рассматривается важность предпосылок, организационных коммуникативных и интерактивных методов, широко используемых в современной системе образования.*

*Подчеркивается влияние традиционных методов обучения и их применения на языковые навыки учащихся. В исследовании используются данные, полученные на основе наблюдений, анкетирования и анализа тестов, и выявляются серьезные проблемы. Результаты показывают, что разработка практических упражнений в процессе обучения, больших классов и технического производства могут обеспечить. В статье разработаны практические рекомендации по их устранению. Внедрение современных педагогических технологий, использование языка учителями.*

**Ключевые слова:** преподавание иностранного языка, методологические проблемы, организационные проблемы, коммуникативное производство, интерактивные методы, изучение языка, развитие образования, педагогические технологии, мотивация.

## CHET TILINI O‘QITISHDA METODIK VA TASHKILY MUAMMOLAR

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### **Annotatsiya**

*Bu masalada chet tilini o'rganish jarayonida yuzaga keladigan metodik va tashkiliy muammolarni tahlil qilish. Tadqiqotda zamonaviy ta'lim tizimida keng qo'llanilayotgan binolar, tashqi kommunikativ va interfaol metodlarning ahamiyati ko'rib chiqiladi. An'anaviy o'quv usullarining xatolari va dasturiy ta'minot o'quvchilarning til ko'rinadiga ta'siri yoritiladi. tadqiqot tadqiqot kuzatuv, so'rovnoma va test tahlil asosida olingan ma'lumotlar olinganib, asosiy muammolar aniqlangan. Natija shuni ko'rsatadiki, dars jarayonida amaliy mashg'ulotlarning yetishtirilishi, katta sinf hajmi va texnik ishlab chiqarishni ta'minlashi mumkin. Maqolada ularni bartaraf etish bo'yicha amaliy tavsiyalar ishlab chiqariladi. , zamonaviy pedagogik texnologiyani joriy etish, o'qituvchilarni qo'llash orqali til o' asosffni qo'llash mumkin.*

**Kalit so'zlar:** *chet tilini o'qitish, metodik muammolar, tashkiliy muammolar, kommunikativ ishlab chiqarish, interfaol metodlar, til ko' o'rganish, ta'lim tizimini rivojlantirish, pedagogik texnologiya, motivatsiya.*

### **Introduction**

The issue of teaching a foreign language is gaining particular relevance in the modern education system. As a result of globalization, information exchange and international

integration processes, knowledge of foreign languages is becoming an important component of human capital. In particular, the position of English as a global language further strengthens its position in the education system. Teaching a foreign language includes not only the transfer of linguistic knowledge, but also the formation of communicative competence. From this point of view, this process is considered as a complex didactic system. This system is based on the mutual integration of the teacher, student, educational material, methods and organizational conditions (Vygotsky, 1978). However, practice shows that there are a number of methodological and organizational problems in the process of teaching a foreign language, which reduce the effectiveness of education. The purpose of this article is to theoretically analyze the methodological and organizational problems encountered in teaching a foreign language, reveal their essence and offer scientifically based solutions.

### **Methodology**

This study used a number of scientific methods to identify and theoretically substantiate methodological and organizational problems encountered in the process of teaching a foreign language. The study was mainly theoretical in nature, in which the method of analyzing scientific literature took a leading place. Through this method, local and foreign sources related to linguistic didactics, pedagogy and psychology were studied.

Also, using the comparative method, the traditional grammar-translation method and the modern communicative approach were compared and their advantages and disadvantages were identified. Through the methods of analysis and synthesis, the components of the teaching process - the teacher, the student and the educational material - were considered separately and then generalized. In addition, based on the method of a systematic approach, foreign language teaching was analyzed as a holistic pedagogical system. Using inductive and deductive methods, general conclusions were drawn from individual observations, and problems were explained based on theoretical views. The harmonious use of these methods ensured the scientific validity of the study.

### **Results**

The results of the study showed that the existing problems in teaching a foreign language are mainly related to methodological and organizational factors. Methodologically, it was found that the communicative competence of students is not sufficiently developed as a result of the dominance of the traditional grammar-translation method. In many cases, students, although they have grammatical knowledge, have difficulty communicating freely. It was also observed that the individual characteristics of students are not taken into account due to the lack of a differentiated approach. This leads to an uneven level of mastery. The low use of interactive methods and modern technologies was shown as a factor reducing student motivation.

Organizationally, the size of classes, lack of educational resources, and limited class hours were noted as the main problems. In addition, the difficulties of teachers in implementing modern methods in practice are also one of the important factors identified. The research results showed the need to update methodological approaches and improve organizational conditions to increase the effectiveness of foreign language teaching.

### **Analysis**

Within the framework of this study, the process of teaching a foreign language was analyzed as a multi-component pedagogical system. The results of the analysis show that the existing problems are interconnected and manifest themselves not separately, but in a complex manner (Tomlinson, 2014). First of all, a discrepancy was found between methodological approaches and teaching practice. Although communicative and competency-based approaches are considered priority in theory, more traditional methods are used in practice. Also, the interaction between the subjects of the educational process - the teacher and the student - has become an important object of analysis. The dominance of the teacher-centered approach limits the activity of students, turning them into passive learners. This negatively affects the formation of communicative competence, which is the main goal of language learning. The analysis of organizational factors showed that resources, time, and environment are insufficient. In particular, large groups and limited class hours reduce the possibility of using interactive methods. At the same time, the lack of technological tools hinders the implementation of modern teaching approaches.

The general analysis shows that the effectiveness of foreign language teaching depends on the combination of methodological and organizational factors, which need to be improved together.

### **Discussion**

The results obtained show that the existing problems in teaching a foreign language are systemic in nature (Harmer, 2001). First of all, the dominance of traditional methodological approaches leads to insufficient formation of communicative competence. From a theoretical point of view, this situation means that there is a discrepancy between the goal of the teaching process and practice. That is, although the communicative approach is set as a priority in educational standards, it is not fully implemented in the lesson process. Also, the lack of a differentiated approach indicates that the individual needs of students are being ignored. This contradicts the constructivist theory of education and reduces the role of the student as an active subject. Therefore, strengthening the individual approach in the teaching process is of great importance.

Organizational problems are also inextricably linked with methodological shortcomings. For example, in large classes and in conditions of limited time, it becomes difficult to use

interactive methods. This forces the teacher to resort to traditional methods again (Richards & Rodgers, 2014). Therefore, it is difficult to achieve methodological renewal without improving organizational conditions.

In addition, the issue of professional training of teachers also plays an important role. Knowledge of modern methods is not enough, the ability to effectively apply them in practice is also necessary. Therefore, it is necessary to improve the system of continuous professional development. The results of the discussion show that in order to achieve efficiency in teaching a foreign language, it is necessary to comprehensively reform methodological and organizational factors.

### **Conclusion**

In conclusion, there are methodological and organizational problems in teaching a foreign language, which negatively affect the quality of education. The results of the study showed that traditional methods are insufficient in developing students' communicative skills. To eliminate the problems, it is necessary to widely introduce modern pedagogical approaches, in particular, communicative and interactive methods. It is also important to enrich the educational process with technologies, improve the skills of teachers, and improve organizational conditions. In the future, conducting more in-depth research in this area and implementing innovative approaches in practice will serve to improve the quality of education.

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