

CHANGING EDUCATIONAL STRATEGIES FOR TEACHING FOREIGN LANGUAGES AT UNIVERSITY: FROM LEARNING TO TEACHING STRATEGIES

Shahnoza Shadiyeva Sulaymanovna

Tashkent State Transport University

Assistant of the Department of foreign languages

Mustafojev Eldor Ilhom o'g'li

3rd year student of civil engineering. (Group: YMTQ-1)

Annotation:

Currently, there is a necessity to rethink the methods used in universities to educate competent professionals. The concept of pupils' independence in acquiring a second language and their accountability for the outcome is especially crucial. The adoption of effective study methods can promote students' autonomy, spark their enthusiasm for learning, and equip them with the skills of evaluating and correcting their work.

Keywords: self-evaluation, higher education, advantageous, approaches, self-reliance, diverse standards, learning strategies.

University education requires a reassessment of methods for cultivating skilled professionals in the contemporary world. In contemporary higher education, the inclusion of a foreign language is viewed as an essential aspect of preparing future professionals in any field. The aim of offering language courses in non-linguistic departments of universities is to equip students with a competent level of proficiency in a foreign language that can be practically applied in their future career pursuits. Mastering a language with self-reliance is an essential skill for contemporary experts, enabling them to proficiently tackle tasks and language acquisition plays a crucial role in this process.

During the latter half of the 20th century, alongside different techniques, philosophies, and instructional tools for teaching languages, a new subject emerged emphasizing the student's learning process rather than the teacher's personality and teaching methods. The main objective is to enhance the education level through



language learning strategies that can lead to better foreign language communication by exploring innovative and efficient methods. Their selection prompts an animated debate, with diverse standards being utilized as a reference point. Learning strategies offer an alternative perspective on the significance of the learner's contribution to the process of acquiring a language. Certain teaching approaches recommend utilizing tactics that align with the learners' individual preferences. The inquiry regarding the definitions and categorization of language learning tactics remains unresolved. Numerous efforts have been made by researchers to agree on a uniform language and explanation of these tactics, yet a consensus has not been achieved. According to D. Richards and D. Platt, learning strategy involves the intentional use of cognitive processes and actions aimed at retaining and comprehending novel information during the learning process. According to Cohen, language learning strategies refer to deliberate mental and behavioral approaches that learners opt for to enhance their overall language acquisition and utilization, including fulfilling particular linguistic objectives. In general, learning strategies are commonly acknowledged by scientists as distinctive methods, approaches, procedures, and practices that pupils employ (frequently with purpose) to enhance their linguistic abilities. These techniques can ease the application of the language being learned.

In other words, strategies are learning tools that target the learning topic. They are necessary for the development of communication skills. At the same time, the intensity of the educational process suggests that the focus is shifting from learning strategies to learning strategies, i.e. from teaching to learning. Therefore, learning strategies play a broader role in language learning and take an active role on the part of students in managing their learning. They can be used in conjunction with or independently of the techniques used by the teacher. The concept of learning strategy is sometimes considered an aspect of learner autonomy. Previous discussions of the role of strategies in language learning have often been linked to the work of J. Rubin, which dealt with the qualities a student should have to learn a foreign language better. [3; p. 8] J. Rubin identified 7 qualities that she believes students should have in order to have the greatest effect in language learning: 1. You guess diligently and diligently without being uncomfortable with uncertainty. 2. They have a strong desire to communicate or learn through communication and want to do many things to get their messages across clearly. 3.



There is little that can stop them and they are not afraid to make mistakes in language and appear stupid when communication is effective. 4. You are willing to pay special attention to dialects and be constantly on the lookout for examples in the language. 5. They are constantly practicing their skills and looking for ways to do so. 6. They monitor their speech and the speech of others, constantly monitoring how their speech is perceived and whether their presentation meets the standards they have learned. 7. They pay attention to the meaning and realize that just looking at the grammar or a superficial form of speech is not enough to understand the message.

By comprehending the distinctions among them, methods for acquiring and imparting knowledge of a second language can be enhanced. Effective study techniques often involve specific approaches, both overtly and covertly, but the key emphasis lies in the self-discipline and management techniques used, which may differ from those associated with a particular methodology. Several research studies categorize strategies into four distinct types based on their purposes: cognitive, metacognitive, social, and emotional strategies. Cognitive strategies involve the methods utilized by learners to enhance their comprehension and retention of the material being studied or any new information. Some techniques include creating mental links, identifying crucial phrases within the text, making word lists, and more. Metacognitive strategies refer to the techniques that students utilize to regulate and manage their language acquisition process, including organizing their approach, monitoring progress, and appraising the outcome of their performance [1; p. n For instance, a student may direct their attention to the types of queries the instructor employs while delivering the lesson when listening to a particular text.

What strategy can I adopt to approach this listening material?

What sections of the content require my focused attention?

"Could I be directing my focus to the appropriate section of the text. " (surveillance)

"Was my interpretation of the author's language accurate. " (surveillance)

"Was the task accomplished satisfactorily. " (assessment) "What caused my misinterpretation of the text. " (assessment)

Social tactics refer to the methods employed by learners to engage with peers or individuals who speak the language as their native tongue. Examples include inquiring to gain comprehension of the function of communication participants in



society and their connections, requesting clarification or validation, and collaborating with other communication participants to complete a task. Tactics used by students to regulate their emotions when learning a new language or applying the acquired knowledge in actual communication are referred to as emotive strategies. One scenario where a student may experience less pressure when testing their language abilities is by initiating a dialogue with a non-native speaker who possesses a higher level of linguistic proficiency, as opposed to engaging in a conversation with a native English speaker. Undoubtedly, delving into the exploration of learning strategies is crucial to acquire dependable insights that can be applied to both facilitating foreign language education and fostering learner autonomy. Thus, while teaching a foreign language, it is crucial to impart to pupils the essence of such tactics and support their ability to proficiently utilize them. It is essential to establish an environment where students can assess the efficiency of their tactics and previous endeavors, enabling them to apply their most prosperous techniques to future assignments. A variety of teaching techniques are implemented, including both direct and indirect methods. The style of teaching is a unique aspect of language lessons, which involves a straightforward approach, while the process of training comprises five phases, namely, planning, demonstration, rehearsal, assessment, and enhancement. The teacher first demonstrates the strategies, then assigns practical exercises, and ultimately transforms the teaching strategies into learning strategies for the students. During the training process, teachers and students contemplate and assess the selection and efficiency of the approaches employed to resolve the assigned tasks. Consequently, students utilize the techniques they have been instructed in to acquire the language and execute linguistic assignments. Over time, the responsibility of making strategic decisions is shifted from the teacher to the students. The classroom instructions progressively transition to students being fully accountable for selecting strategies and implementing them until the completion of their training. The idea of learning strategies provides a crucial understanding of teaching a non-native language. Traditionally, teaching techniques and methods have been perceived as instructions for teaching but in actuality, they serve as models for language learning. Effective language learning often hinges on the utilization of suitable strategies. We believe that every educator should incorporate the following crucial considerations in their teaching approach when it comes to acquiring a



foreign language: What tactics and approaches should this technique emphasize? Which tactics and approaches do my pupils rely on? Are there any other effective tactics and approaches that can help my pupils? As learning tactics contribute to student autonomy, teachers can adapt and implement adaptable techniques and approaches to encourage foreign language learning strategies. Presently, teaching language learning strategies poses a challenging undertaking for all instructors of foreign languages. The student takes responsibility for gathering, examining, and modifying them. Throughout the process of learning a language, these are the various stages that he experiences. Every student can create a unique and successful strategy, influenced by a variety of factors. Educators who employ tactics for developing language acquisition skills prioritize the student's requirements, abstaining from manipulating them and instead encouraging them to establish personalized strategies. By emphasizing the development of foreign language learning techniques and tactics, students will better navigate the educational experience and cultivate a deliberate mindset toward language acquisition. This can lead to greater autonomy, heightened interest in learning, proficiency in self-evaluation and correction, and a deeper appreciation for the role of the educator in language education. In essence, these approaches primarily target addressing problems, which is fundamental for a prospective expert and incorporate multiple dimensions beyond just cognitive functions. Implementing these methods in the realm of education enables the development of advantageous circumstances that foster active, innovative, and efficient approaches among prospective experts in higher education. Additionally, these approaches facilitate the effective teaching and learning of a foreign language.

References:

1. Shadiyeva, S. (2023). DEVELOPMENT OF VISIBLE SKILLS OF STUDENTS IN HIGHER EDUCATION. Журнал иностранных языков и лингвистики, 5(5).
2. Shadiyeva, S. (2023). RESEARCH ON THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF KINDERGARTEN TEACHERS. Журнал иностранных языков и лингвистики, 5(5).



3. Shadiyeva, S. (2023). EXAMPLES OF TYPES OF COMPLEX SENTENCES AND USE IN PRACTICE. Журнал иностранных языков и лингвистики, 5(5).

4. Shadiyeva, S. (2023). THE USE OF INTERNET-BASED MATERIALS IN TEACHING READING IN FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

5. Shadiyeva, S. (2023). ADVANTAGES OF LEARNING A FOREIGN LANGUAGE THROUGH GAME. Журнал иностранных языков и лингвистики, 5(5).

Shadiyeva, S. (2023). DEVELOPING THE LEXIC COMPETENCE OF HIS STUDENTS IN THE CONTEXT OF LINGUISTIC TERMS. Журнал иностранных языков и лингвистики, 5(5).

6. Shadiyeva, S. (2023). STUDYING THE EVOLUTIONARY STAGES OF TRANSLATION THEORY. Журнал иностранных языков и лингвистики, 5(5).

7. Shadiyeva, S. (2023). RESEARCH ON THE INTEGRATION OF METHODS AND WORK METHODS IN THE PROCESS OF TECHNOLOGICAL EDUCATION IN THE EDUCATION SYSTEM. Журнал иностранных языков и лингвистики, 5(5).

8. Shadiyeva, S. (2023). SEMANTIC FIELD RESEARCH IN COMPARATIVE PHRASEOLOGICAL UNITS OF ENGLISH AND UZBEK. Журнал иностранных языков и лингвистики, 5(5).