

IMPORTANCE OF FOREIGN LANGUAGE TEACHING

Ruziboyeva Dilnavoz Yigitali qizi

ISFT instituti 1- bosqich magistranti

dilnavoz012@gmail.com

Abstract: The purpose of language as a medium of communication is to make it easier for individuals or groups to share ideas, thoughts, and information. Language enables us to communicate our ideas and emotions, comprehend the viewpoints of others, and develop a common understanding of the environment we live in. Increasing globalization has created a great need for people in the workforce who can communicate in multiple languages. Common languages are used in areas such as trade, tourism, diplomacy, technology, media, translation, interpretation and science. Many countries frame education policies to teach at least one foreign language at the primary and secondary school levels. However, some countries such as India, Singapore, Malaysia, Pakistan, and the Philippines use a second official language in their governments.

Key words: language learning, acquisition, medium of communication, grammatical rules, foreign-language education, monolingual.

Аннотация: Цель языка как средства общения — облегчить отдельным людям или группам обмен идеями, мыслями и информацией. Язык позволяет нам передавать наши идеи и эмоции, понимать точки зрения других и развивать общее понимание окружающей среды, в которой мы живем. Растущая глобализация создала большую потребность в людях, которые могут общаться на нескольких языках. Общие языки используются в таких областях, как торговля, туризм, дипломатия, технологии, средства массовой информации, письменный и устный перевод и наука. Многие страны разрабатывают образовательную политику таким образом, чтобы преподавать хотя бы один иностранный язык на уровне начальной и средней школы. Однако некоторые страны, такие как Индия, Сингапур, Малайзия, Пакистан и Филиппины, используют в своих правительствах второй официальный язык.

Ключевые слова: изучение языка, овладение, средство общения, грамматические правила, иноязычное образование, монолингвизм.

Introduction

Language is the sole medium of communication between two persons, through which they can share their views, ideas, opinions and emotions. It is aimed at making sense of complex and abstract thought, and also without any confusion. As a system of communication, different languages are used by people residing in different areas or belonging to a different community. The advantages of learning foreign languages are mushrooming as the world becomes increasingly globalized and bilingualism is now perhaps the most useful real world skill to ever exist. Foreign language study is all about learning how to truly communicate and connect with others—an incredibly important life skill that can only be cultivated by interacting with people. In today's globalized world, being able to speak a foreign language has become more important than ever before. With businesses expanding across borders and international travel becoming more accessible, the ability to communicate with people from different cultures and backgrounds has

become a key skill for success. In this article, the importance and prioritization of learning foreign languages has been cited.

Theoretical basis

Although the need to learn foreign languages is almost as old as human history itself, the origins of modern language education are in the study and teaching of Latin in the 17th century. In the Ancient Near East, Akkadian was the language of diplomacy, as in the Amarna letters. For many centuries, Latin had been the dominant language of education, commerce, religion, and government in much of the Western world. By the end of the 16th century, it had largely been displaced by French, Italian, and English. John Amos Comenius was one of many people who tried to reverse this trend. He composed a complete course for learning Latin, covering the entire school curriculum, culminating in his *Opera Didactica Omnia*, 1657. The study of modern languages did not become part of the curriculum of European schools until the 18th century. Based on the purely academic study of Latin, students of modern languages did much of the same exercises, studying grammatical rules and translating abstract sentences. Oral work was minimal, and students were instead required to memorize grammatical rules and apply these to decode written texts in the target language. This tradition-inspired method became known as the grammar-translation method. Innovation in foreign language teaching began in the 19th century and became very rapid in the 20th century. It led to a number of different and sometimes conflicting methods, each claiming to be a major improvement over the previous or contemporary methods. The earliest applied linguists included Jean Manesca, Heinrich Gottfried Ollendorff (1803–1865), Henry Sweet (1845–1912), Otto Jespersen (1860–1943), and Harold Palmer (1877–1949). They worked on setting language teaching principles and approaches based on linguistic and psychological theories, but they left many of the specific practical details for others to devise. The history of foreign-language education in the 20th century and the methods of teaching (such as those related below) might appear to be a history of failure. Very few students in U.S. universities who have a foreign language as a major attain "minimum professional proficiency". Even the "reading knowledge" required for a PhD degree is comparable only to what second-year language students read, and only very few researchers who are native English speakers can read and assess information written in languages other than English. Even a number of famous linguists are monolingual.

However, anecdotal evidence for successful second or foreign language learning is easy to find, leading to a discrepancy between these cases and the failure of most language programs. This tends to make the research of second-language acquisition emotionally charged. Older methods and approaches such as the grammar translation method and the direct method are dismissed and even ridiculed, as newer methods and approaches are invented and promoted as the only and complete solution to the problem of the high failure rates of foreign language students.

There are many undeniable benefits of learning foreign languages, which is probably the main factor that motivates people to engage in this activity. For travellers and tourists, mastering foreign languages can make the difference between a successful vacation or no vacation at all. In today's globalized world, not being able to communicate in foreign languages makes people eyeless and deaf in foreign countries. The advantages are numerous, ranging from reading favorite foreign writers in the original, watching foreign movies, making friends, following international news, or doing business. The most obvious benefit of learning a foreign language is the ability to communicate with people from different countries. Speaking the language of your clients or partners can create a strong bond of trust and help establish a better relationship. It also allows you to understand their culture, values, and business practices, which can be critical in today's

globalized economy. Furthermore, studies have shown that learning a foreign language can improve your communication skills in your native language. By learning a new language, you become more aware of sentence structure, grammar rules, and vocabulary, which can enhance your writing and speaking abilities in your own language.

According to research conducted by Julia Morales of Spain's Granada University, children who learn a second language are able to recall memories better than monolinguals, or speakers of just one language. When asked to complete memory-based tasks, Morales and her team found that those who had knowledge of multiple languages worked both faster and more accurately.

The young participants who spoke a second language had a clear advantage in working memory. Their brains worked faster, pulling information and identifying problems in a more logical fashion. When one's brain is put through its paces and forced to recall specific words in multiple languages, it develops strength in the areas responsible for storing and retrieving information.

Knowing a foreign language can give you a competitive edge in the job market. Many companies are looking for candidates who can communicate with clients or partners from different countries, and having a foreign language on your resume can set you apart from other candidates. In addition, learning a language can open up opportunities to work and live abroad. International experience is highly valued by many employers, and being able to speak the language of the country you are working in can make the transition much easier.

Learning a foreign language has been shown to have cognitive benefits as well. Studies have shown that bilingual individuals have better cognitive function, including improved memory, attention, and problem-solving abilities. Learning a new language also requires focus and discipline, which can improve your overall mental agility. In addition, learning a new language can provide a sense of accomplishment and boost your confidence. This can help you to take on new challenges and achieve your goals, both personally and professionally.

Challenges and Solutions

Despite its settings and functions, language learning is an activity that is rife with challenges. One of the most common challenges faced by language learners is the lack of motivation. Learning a new language requires discipline, dedication and effort. Without motivation, it can be difficult to stay on track and make progress. To overcome this challenge, it is important to set clear goals and objectives. Identify why you want to learn the language and what you hope to achieve. It could be for personal development, career advancement or to communicate with family and friends. Once a person has set his goals, break them down into smaller achievable tasks. This will help people to stay motivated and focused.

Grammar rules are an essential aspect of language learning. However, they can be complex and challenging to understand. It can be overwhelming to learn all the rules and exceptions, especially if the language structure is vastly different from one's native language.

It seems true that currently in language teaching there is too much concentration on printed text, and listening and video materials are used insufficiently, while modern technologies allow it. This is unfortunate because such resources provide exposure to authentic language in the form which is closest to its actual use and also because learners enjoy them. It seems probable that if school students simply watched interesting films in foreign languages with subtitles during classes, they would learn much more (in terms of understanding and speaking the language) than from reading traditional textbooks, and, besides, they would be more motivated to participate in the classes. For

example, many Swedes, regardless of their age and profession, speak English (and sometimes other European languages) quite fluently. As they say, the main reason for this is that in Sweden foreign films are not dubbed and are always shown in the original language with subtitles.

Language is not an aim in itself but an instrument of communication and cognition and is acquired best when used this way. Engaging in activities where the target language is not the purpose but a medium of obtaining information related to one's personal interests (art, science, technology, business, international affairs, travelling, sport, hobbies, etc.) can be highly motivating, rewarding and productive. This can include reading professional literature, watching specialized talks, taking classes on different subjects ordered in the target language, etc. Focusing on the content from these sources (provided it is comprehensible) rather than on the verbal structure will be a sign that language acquisition is underway.

Discussion

In conclusion, there is a considerable range of approaches being adopted world-wide in respect of language learning through educational provision. These range from highly input-limited instructed foreign language contexts where students receive less than one hour per week of class time being taught a FL to rich, communicatively oriented, and content-based input where the to-be-learned language is used as a medium of instruction. Reviews of research has already demonstrated that immersion models tend to be more successful in developing higher levels of L2 knowledge than input-limited taught programmes (e.g., Murphy, 2014). The seed reviews and our updates therein have highlighted that while there are clearly manifest differences depending on the type of programme, what is more predictive of students' outcomes is not the programme per se but a host of other variables. These include teachers' pedagogical knowledge and skills, teachers' proficiency in the L2, students' individual differences (including proficiency in both L1 and L2 as well as other variables such as motivation and support in the home). It also matters what feature of language is being investigated (e.g., vocabulary vs grammar) and which language skill (reading, writing, speaking or listening) is being measured. Variability in outcomes can be accounted for by variability in methodological approaches taken by the different studies, teachers' level of knowledge and skill, and the kind of language being investigated.

When people speak in a language other than their native tongue, it helps them make choices that could profit them further down the road and to be more confident with their life decisions. More and more people start learning English as well as German, French, Chinese, etc. Foreign languages enrich your life by offering you a deeper understanding of the culture, mentality and history of other countries. Moreover, global businesses with international operations recruit employees with strong language and communication skills.

Languages can be your unique selling point, giving you the extra edge and setting you apart from other graduates with similar backgrounds. That's why it is essential to learn foreign languages if you want to succeed. If you already speak fair English and want to extend your skills, Europe is considered to be one of the best places to learn other foreign languages, because it is multilingual which means that every country has its own language, or two, even three or four. It's about 50 countries and more than so languages.

The foreign language learning process includes – reading, writing, listening and speaking. Unique teaching techniques, different programs, which involve studying and leisure activities as well as control of the educational process, allow students spend their studies time not only learning the most from their subjects, but also fulfill their students' life with lots of fun and happy moments.

In other words learning different foreign languages opens up new gateways in the world. Considering all advantages being a polyglot is becoming crucial, thus people at any age are believed to benefit by learning new languages.

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