

TEACHING ENGLISH TO STUDENTS WITH A HIGH LEVEL OF
LANGUAGE TRAINING AS A LINGUODIDACTIC PROBLEM

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Abstract: The education of students who have received extensive foreign language instruction is not given enough consideration in our linguodidactics or in the actual teaching of languages. The fundamental cause of this is that individuals who are proficient in English favor independent language practice, including travel, over taking classes from a qualified instructor. The article describes the characteristics of advanced English language instruction. In terms of how the educational process is organized, these traits are presented as a collection of specific advantages and challenges for the instructor. The requirements for a high level of language instruction are given special consideration, as well as student motivation as the key to success on the route there. The disclosure and analysis of the instructional process's components, which represent the most challenging practical issues, serves as the major technique of research in this article. It is a challenging educational process to teach a foreign language to people who are already proficient in it. Its uniqueness comes from the fact that at this stage, the development of speaking skills and talents is necessary rather than their normal formation. The article's originality comes from the fact that it addresses a subject that receives very little attention in Russian linguodidactics and that practical teachers are typically solely led by their own experience when dealing with such issues. The integrated approach to the subject under examination and the interdependence of the three key educational process components mentioned in the article—motivation, content, and teaching methods—both contribute to the article's uniqueness. Additionally, genuine resources are given a lot of consideration, with interactive learning styles and communicative language teaching techniques serving as the primary sources of these materials in the classroom nowadays.

Key words: Language instruction, linguodidactics, interactive teaching methods, authentic materials, student motivation, communicative competence, criteria, and level

A teacher rarely encounters a circumstance where students have no prior experience learning English in the present practice of teaching English to students. In fact, now English is taught in the vast majority of schools. But even if a kid studied a

different foreign language in school, it is still hard to picture an adult who is completely unfamiliar with English phrases and expressions given that English is now the predominant language of worldwide communication, especially in the tourism industry. The English language has had widespread use in many areas of human endeavor for more than ten years, such as in modern civilization's art. On the other hand, the majority of students' basic level of language training is low today, with the exception of premier linguistic universities and faculties. Numerous factors, both objective and subjective, account for this. Similar challenges confront teachers who work in private practice, language centers, and other settings other than universities. Most people who desire to learn English start out at a low level, if not from scratch. It is extremely prevalent among English language learners that once a higher than average level is obtained, one should just practice on their own, especially with native speakers, instead of studying with an instructor. It is very divisive to hold this point of view.

The following benefits of learning English with the help of a qualified teacher outweigh those of independent practice.

1) Organized. Regular classes are held. Because of this discipline, the student does not need to find motivation to study English from within each time.

2) Structure. The learner is not required to choose their own course materials.

3) Purposefulness is a quality of any educational process; in this context, it refers to the deliberate development of any specialized English knowledge, talents, and skills.

4) When practicing alone, it is more crucial for the student to enjoy the language-using process itself rather than being goal-oriented.

Many people find it psychologically beneficial to know that the events they participate in are being directed by a professional, among other reasons. You can always ask an instructor a question or request clarification, but as the Internet and forums in particular proliferate, this becomes less important. In any case, there are several guides, textbooks, self-help books, and computer programs available today that were created using a variety of methodologies to assist those who wish to learn English in moving from a basic to a more or less advanced level of language ability.

The Western system of standards for all levels of language teaching, including advanced levels, is now increasingly employed in our nation. This approach is utilized worldwide in classes, language centers, and even for international exam preparation. The leveling system used in home foreign language instruction is much more conditional. Instead, it depends on the vision and background of each unique methodologist or teacher, as well as the authors of any specific handbook or course. Fluent free speech, which is the absence of a language barrier, the absence of grammatical errors in speech, the use of a large number of idioms and stable expressions, and a broad vocabulary are all signs of high levels of language competency. We believe that a high level of language requires, first and foremost, a

high degree of communicative competence, or the capacity to use English effectively in all speech activities, including speaking, writing, reading, and listening. The criteria for a high level of language proficiency are similarly hard to define because they depend on the paradigm of the approach used to conduct the instruction. Traditional grammar and translation instruction emphasizes language as a system and focuses primarily on improving reading and translation abilities. The main goals of communicative training are communication and the improvement of oral speech abilities. Therefore, it is crucial to know precisely what is being evaluated when coming up with language competency standards: speech or language. Currently, it is believed that all information, abilities, and skills should be developed in a harmonious manner since they are intertwined with language use, just as language and speaking are intertwined.

In university practice, this issue is frequently made more difficult by the fact that students' language proficiency levels should typically be related to their courses. Students in the language faculty often pass one level in each semester if they study from Western textbooks. In addition, the curricula assign a roughly similar amount of academic work to each course. The duration of the classes is also the same. It turns out that studying English at an advanced level and, say, at an average level, are subject to the same pedagogical conditions. This inconsistency has the effect of making senior course materials incomplete for lack of time.

The issue of the content of language training is particularly relevant at this level. Indeed, in practice, the task facing the teacher "what to teach people who already speak English well" is sometimes difficult to solve. Speaking about the content of teaching students with a high basic level of language, the following points should be taken into account.

Firstly, regardless of their degree of expertise, pupils rarely have no need for an educational program at all. Teaching experience demonstrates that children may have knowledge gaps at a much lower level even when performing at a very high level. The truth is that there is nearly an infinite amount of language content, particularly lexical material, making it impossible to learn and even more difficult to recall everything.

Secondly, there is always a need to expand the active vocabulary. Knowing a word does not mean being able to use it quickly in speech in the right situation. A wide active vocabulary is the key to success in oral speech activities – in speaking and listening, when a person does not have the opportunity to think and remember a word.

It's important to consider language nuances beyond the norms that children are already familiar with while working on grammar and vocabulary. Focusing on idioms, stable expressions, phrases, and usage patterns outside the scope of the language's norms is essential. The English language has a large number of synonyms, so it is crucial to expand students' vocabulary using them. Concerns with style should receive

a lot of attention in this regard. Studying professional terminology is essential for those who are students or representatives of particular professions, specialities, or directions. This work may also be crucial for those who are studying English at an advanced level. The majority of students' predominately young ages also have a role in the development of high level English instruction's curriculum. These are essentially persons who have enough life experience and perspective to have an opinion on issues that are social, economic, political, and scientific in character. These programs and courses cover a range of topics, including society's changing dynamics, science, art, and technological challenges, as well as upcoming developments. Of course, choosing such content is considerably more difficult than choosing content for children. If, for instance, all younger kids share a love of animals, the New Year's holiday, hobbies, etc., then all adults have distinct and developed interests. They might not care about a lot of issues, which is bad for classroom communication motivation. For this reason, questions on the subjects being discussed are written as broadly as possible in Western textbooks and manuals and are related to the daily lives of the majority of students.

CONCLUSION

Thus, it is clear that the challenge of instructing children who have a strong foundation in a language is extensive and complex. It has organizational and psychological components in addition to merely methodological ones. Candidates today need international certificates attesting to their English proficiency in order to work overseas or even for international companies. This indicates that the issue raised in the article is pertinent from both a scientific and a practical standpoint and is of an applied character.

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