

PRINCIPLES AND TOOLS OF TEACHING FOREIGN LANGUAGES IN HIGHER CLASSES IN WORLD EXPERIENCE

A. Rustamov¹, S. Majitova²

Abstract:

This article examines the core ideas and cutting-edge methods used worldwide in foreign language instruction at the postsecondary level. By utilizing global experiences and optimal approaches, it explores the ever-changing field of language learning, highlighting the fundamental ideas that guide efficient pedagogies and the resources that improve language learning in advanced courses.

Key words: Teaching of foreign languages, language instruction, high school, pedagogical ideas, methods of instruction, learning a language, ability to communicate, task-oriented education, integration of cultures, student independence, integration of technology, language learning with the aid of a computer (CALL), language-learning websites, using virtual reality (VR) to learn languages, tools for managing tasks.

doi: <https://doi.org/10.2024/5ygytc44>

Introduction

Being able to communicate in another language is essential in today's more interconnected world as it provides access to a wider range of opportunities. Higher education foreign language instruction calls for a sophisticated methodology that makes use of state-of-the-art resources and is consistent with contemporary pedagogical ideas. The purpose of this article is to shed light on the ideas and methods influencing language instruction in upper-level courses in light of international experiences.

Fundamentals of Instruction in Foreign Languages:

Proficiency in Communication:

The importance of using language practically in everyday situations is emphasized by Canale and Swain's (1980) concept of communicative competence. Teachers give priority to assignments in upper-level classes that encourage deep communication among students. Learners participate in real-world language exchanges through role-plays, conversations, and debates, which improve their speaking and listening abilities and give them confidence when speaking the target language.

Task-based Learning:

Willis and Willis (2005) support the use of language as a tool to achieve particular objectives or tasks in task-based learning. Teachers create language assignments in advanced classes that mirror real-world situations, like making presentations, writing reports, or working in groups on projects. Students who

¹ *Alisher Rustamov Abduhakimovich, a teacher at the Department of Integrated English Language course in Samarkand State Institute of Foreign Languages*

² *Sevinch Majitova, a student of Samarkand State Institute of Foreign Languages*

participate in meaningful tasks enhance their language skills as well as develop critical thinking and problem-solving skills, which are vital for success in both the classroom and the workplace.

Cultural Integration:

The significance of incorporating cultural studies into language instruction is highlighted by Byram's (1997) concept of cultural integration. Teachers introduce students to the cultural facets of the language they are studying in higher education through discussions, literature, and movies. Through the examination of cultural practices, beliefs, and perspectives, students acquire a more profound comprehension of the language and its cultural surroundings. Students are better prepared for global citizenship through cultural integration, which fosters intercultural competency and empathy.

Learner autonomy. Learner autonomy is a concept that Little (1991) highlights and encourages students to take charge of their language learning process. Teachers in upper-level courses promote autonomy by offering opportunities for self-directed learning, like language journals, independent research projects, and self-evaluation assignments. Autonomy fosters intrinsic motivation and lifelong learning skills in students by giving them the freedom to set goals, track their progress, and evaluate their education.

Tools in Language Teaching. Technology Integration:

According to Warschauer and Healey (1998), integrating technology improves language learning in upper-level courses. Teachers use a range of technology tools in their lessons, including online platforms, apps for learning languages, and multimedia materials. With the help of technology, students can have individualized, self-paced learning experiences by having access to real materials, interactive exercises, and online language communities.

Online Language Platforms:

Hubbard (2007) emphasizes the importance of online language platforms in postsecondary education. Numerous resources are available on these platforms, such as interactive lessons, language practice, and cultural content. Students can participate in online tutoring services, discussion boards, and virtual language exchanges, all of which promote peer learning and collaboration. Students can participate in language learning outside of the classroom thanks to the flexibility and accessibility offered by online platforms.

Immersion Programs:

According to Peterson (2010), immersion programs give students the opportunity to learn a language in real-world cultural contexts. Teachers plan study abroad, exchange, and cultural immersion trips to nations where the students' native tongue is spoken in upper-level courses. Through immersion programs, students can improve their linguistic and cultural proficiency by being exposed to native speakers, authentic language use, and cultural practices.

Task Management Tools:

In order to promote cooperation and project-based learning, O'Neill and Read (2019) stress the significance of task management tools. Teachers in upper-level courses utilize task management software to assign assignments, coordinate group projects, and monitor student progress. By encouraging efficient communication, time management, and teamwork, these resources help students get ready for collaborative work settings in both their future academic and professional pursuits. Global best practices are reflected in the integration of these ideas and resources into higher education foreign language instruction, guaranteeing that students acquire not only language proficiency but also the

practical skills and cultural competence required for success in a globalized world.

Conclusion.

The ideas and resources covered in this article highlight how dynamic foreign language instruction is in upper-level courses. In order to provide students in higher education settings around the world with engaging, productive, and culturally enriching language learning experiences, educators can modify and put these strategies into practice by drawing from influential works and practical insights. Language education must adapt to the rapid advancements in technology by utilizing cutting-edge resources and approaches that promote linguistic fluency and cross-cultural comprehension.

Reference:

- [1]. Alan, B., & Stoller, F. L. (2005). *Maximizing the Benefits of Project work in Foreign Language Classrooms*. *English Teaching Forum*, 43(4), p.10-21
- [2]. Deborah S. Peterson. "Expanding Immersion Programs: A Leadership Perspective.pdf" *Dual Language Research and Practice Journal* Vol. 1 (2016) p. 14 - 23 ISSN: 2375-2777 Available at: http://works.bepress.com/deborah_peterson/8/
- [3]. Little, D. (1991). *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentik.
- [4]. Legenhausen, L. (1999c). *Traditional and autonomous learners compared: the impact of classroom culture on communicative attitudes and behaviour*. In C. Edelhoff and R.Weskamp (eds), *Autonomes Fremdsprachenlernen*, 166–82. Munich: Hueber.