

DIFFICULTIES IN TEACHING FOREIGN LANGUAGES AT HIGHER SCHOOLS AND THEIR EFFECTIVE SOLUTION

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Abstract---Teaching a foreign language via different techniques should be directed to achieve the students' ability using the learning language for communication. Any teacher can attain this aim by taking into consideration the level and age of his or her students and spiritual and emotional state of them. Moreover, according to the principle of creativity, student activity should be non- reproductive, productive, and creative, the student should be able to independently evaluate the situation and make independent decisions. Students' attitude to their work and their responsiveness will increase their interest in the lesson.

Key words---foreign language, comprehending, educational goal, acquisition, skills, authentic text, receptive, reproductive, individual, creativity

I. Introduction

In a foreign language, it is not possible to comprehend verbal or reading skills and abilities based on specific material than in any other subject. At the same time, it is crucial to have such skills in teaching foreign languages.

Practice exercises have a strong desire and motivation to master perceptions and master the memory, attention and thinking, imagination and logic. The ultimate goal of the course is to enhance students' understanding of linguistic skills and to enhance communication skills that combine enriching, linguistic and social knowledge with communication skills. A linguistic skill set at the university is a combination of theoretical and language materials, in addition to the terms - knowledge of popular political, social, and cultural lexicon, and grammar events that are more complex than at school.

When the lesson turns into vocabulary, phonetics, and grammar lessons, there is a need to develop a language structure that will benefit the speech skills. Development of a complex of speech activities is a common educational goal. Unlike a native language or a second language, the importance and function of a foreign language are many. Because it is taught in an artificial environment. It focuses only on the acquisition of foreign language skills during the learning and consolidation of speaking skills and language skills. "So the complexity of foreign language lessons is that there is always a correlation between the elements of phonetics, vocabulary, grammar and orthography, and

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on the other hand, between the types of speech activities there are always correlation. They always appear in each lesson in spite of the specific objectives of the lesson” [9;443].

The purpose of teaching foreign languages in institutions is to develop students' ability to read literature in foreign languages, to talk within daily and practical topics, to understand the content of communication in their specialty. In other words, the generalization, deepening and enrichment of knowledge, skills and abilities acquired in the secondary education system, and the creation and improvement of speech are the development of a conscious acquisition of skills and abilities.

The program for students who continue to study foreign languages at universities is aimed at repeating the lexical and grammatical minimum learned in high school and preparing the students to independently read the original text using the dictionary, to develop oral skills within their specialty.

As E.Cassirer affirms, “while learning a foreign language, one must "break off", "forget" and lose the habit of understanding it in the native language.” It is possible to "get in" or to "embrace" the mentality of the people who speak the language through a new understanding of things, through a foreign language, such as authentic text. But it is very difficult to get into the expressiveness of another language, the etiquette of communication. Even if a student learns the language, he or she may not accept the mentality (mentality, intonation, accent, etc.). Therefore, the native language is not "overpowered", "cannot be eliminated," but is used in teaching a foreign language appropriately.

II. Materials and experiments

Automatic translation of language into speech, ability to reflect language should be a key criterion for a student's high assessment (high, medium, low, depending on how well or wrongly they use it). This happens automatically in the native language. In the process of learning a foreign language, a student must have the following knowledge and skills:

- Knowledge of the language vocabulary and proper vocabulary;
- Knowledge of the structure of the sentence and its order of words;
- Have an understanding of the methodological use of words in a foreign language;
- Compiling text;
- Ability to express ideas in a foreign language;
- Ability to prepare abstracts, translations based on foreign language skills;
- Fast and expressive reading of foreign texts;
- Interpretation of specialized texts of average complexity;
- Comprehending the different levels of information contained in the texts;
- Understand the speaker's speech;
- Understand speech recorded on magnetic tape;
- Acquire verbal skills based on topics;
- Good oral communication skills for communicative purposes;
- Write a thesis based on the text read or heard;
- Ability to write articles, letters, congratulations, abstracts, annotations;
- Basic pronunciation, spelling and punctuation rules in a foreign language;

- Be able to express themselves in different ways according to the speech;
- Be able to study popular scientific works, to express their thoughts, opinions and personalities correctly in oral and written forms;
- Access to specialized terminology dictionaries;
- Have the scientific and practical knowledge necessary for the widespread use of oral and written speech on phonetics, vocabulary and grammar of foreign languages;
- Know how to communicate a particular message or information in a variety of ways.

Requirements for the knowledge and skills acquired after completion of the course:

- Ability to read and pronounce specialty texts correctly;
- Good translation skills and fast readability;
- To ask questions within the texts, to master grammatical rules, to formulate sentences and to present the text in a foreign language;
- Ability to present original texts in the specialty based on the plan upon completion of the stage.

For the development of student speech, it is necessary to understand the meaning of each word and to be able to use it effectively in its speech. A student with a system of understanding will be able to summarize. It is important to pay attention to the passive and active glossary stages in the classroom.

Difficulties in learning passive vocabulary: word collusion; multiple meanings and the use of a word in the main and auxiliary, direct and portable meaning; the pronunciation of words in a foreign language; the similarity of the words in a foreign language to the words in their native language, even if they are different in meaning. Difficulties in learning the active dictionary: the use of the word in both independent and auxiliary vocabulary; fluent and free use of the word; the pronunciation of words, their similarity (synonyms), the incompatibility of grammatical forms in foreign language and native language; foreign language and native language are similar in meaning but different in form; mismatch between the meaning of the two words and the ability to combine them[2;304].

Even if the results of the task of interpretation are created, it is only for the reader to read, so that the readability is "retained" in the literal sense. Face and body movements or quotations can be understood. Productive ways of understanding can be resorted to in such a way as to reproduce texts, interpretations of illustrations, answer extended questions, and describe character behavior. However, a poor understanding of what you are reading can be a false testimony that you understand it.

Language-specific assignments serve to clarify meaning, and dating is a type of reading, but such assignments are rarely used, as the reading is based on the material studied, after students have been assured that they will be able to cope. In order to give a synthetic, holistic characteristic of this type of reading, it is practically necessary to use anonymised information in the comments, such as the use of language proficiency.

As we analyze the vocabulary and non-dictionary learning processes that address language difficulties, non-glossary reading can easily and fully comprehend the content. Seeing the meaning of a word in a dictionary can mean confusing the student in the process of reading and comprehending the text as many aspects of the word come together in the student's mind and the student seeks out the relevant meaning. Former school students should have

the ability to use familiar insights that help them understand all the news in a particular context, and rely on simple things to overcome the problem. This skill will be fully realized without a glossary and become a true reading skill.

Talking to students during the classroom to organize activities based on authentic text will increase their creativity. According to the principle of creativity, student activity should be non-reproductive, productive, and creative, the student should be able to independently evaluate the situation and make independent decisions. Students' attitude to their work and their responsiveness will increase their interest in the lesson. This will ensure the implementation of the principle of foreign language activity. "It is not possible to learn a foreign language without actually having all the students work hard in the class [2;50].

Students perform tasks through the methods of familiarization, training and application (process methods). Teaching methods can be divided into introductions, presentations, exercises, strengthening, and actualization [9;81]. All these methods are interdependent and dependent.

Provide language material or ask creative questions before starting the text, adding additional information when explaining new material (taking into account the overall nature of the students in the textbook or program). Low-performing or gifted students with extra-curricular activities or training in other languages before additional "difficult" topics are offered and simplifying the presentation, avoiding comments that are hard to comprehend. Because the main task of a teacher is to provide comprehensive pedagogical, methodological, and psychological support to difficult learners (the strongest can be assigned some tasks independently, then check and control how well they master) and even support them during their lessons. It increases teamwork, solidarity and eliminates the selfish nature of the strong.

It is necessary to consider the spiritual and emotional world of students during the lesson. Each student's spiritual world is unique, because they grow up in different environments and have different backgrounds. The auditorium does not have language skills and abilities, but it is necessary to motivate and constantly "flare up" directly and indirectly. With individuality, each activity is enjoyable and free of artificiality. It is important not to divide the students in the classroom, to encourage them, or to warn them.

The purpose of a specific lesson is to develop and enhance the skills and abilities of certain types of speech activities through specific language material on a particular topic [9; 49]. The goal of the lesson is to make it easier for the teacher to set the course, to give the student the time to rest, to exercise, and to do the work differently. The teacher should limit the difficulties that arise in the course of the lesson to each student according to his or her ability.

In the methodology, this process is called the principle of accounting for the native language and relying on the native language. This principle is most clearly reflected in the translation. Interference should not be eliminated from the mother tongue, as it cannot be removed from the students' mind, but should be eliminated by special exercises to end the interfering effects of the mother tongue. Students should be taught to:

- 1) Provide examples that enable students to introduce grammatical means by imitating them (transposition), that is, the positive effect of their native language;
- 2) The rules for the use of these specimens indicating the limits of comparison (E. Otto).

Interpersonal (native language, second language, foreign language) and internal (in foreign language) interference (negative effect of native language) is related to receptive and reproductive acquisition of language. In the development of speech activities functional, semantic and formal difficulties arise.

Challenges can be divided into managing (usually rule-based) and dependent (exercise-based) in terms of prevention factors.

III. Discussion and results

Students with different foreign languages in secondary education may find it difficult to perform all types of speaking activities in their foreign language learning, that is, for higher education to continue these types of speech activities in elementary, secondary and higher school. High level of reading, listening comprehension, speaking, writing skills are insufficient or not. Troubleshooting should be distributed as a contributing factor to the progress of each student group as far as possible.

It is important to “overcome” the difficulties that students overcome during their classroom learning activities and skills, taking into account their language experience and knowledge. Assignments should be organized according to the capabilities of the group's strong, average, and weak students. The teacher should keep himself/herself free in the classroom in all situations.

The teacher knows when to analyze each student's behavior beforehand and in what way he or she can make mistakes. He/she learns and takes into account his/her mental state of how he/she participated in the course (sad, often emotional). To do this, the teacher uses his/her intelligence and ingenuity. A foreign language teacher should arrange the lesson in such a way that the student can forget about his or her problems and relax. To do this, the teacher should use all communication, organizational and constructive activities to give the class a creative environment.

The teacher's task is to direct the information in the curriculum, textbooks, and teaching materials to the group's capabilities and abilities. In summary, it should be noted that the deficiencies in the textbook need to be compensated by the teacher for his or her skills as the teaching process is managed by the teacher, not the textbook.

Organizational skills include self-management and organization, the ability to properly allocate time for lessons, and to organize students. The skills of communication are the ability to communicate with students, get into their mental state, calculate their thoughts, and maximize their speech. These activities are inextricably linked. A teacher, especially in a foreign language classroom, should place himself in the student's seat, creating comfort and inner freedom in the classroom.

The speech of a foreign language teacher, both in his native language and in the second language and in a foreign language, should be fluent, without any mistakes, and every word must be mastered in its proper place, free from accents and jargon; it should convey information clearly and concisely to students through clear, expressive

speech and moderate facial expressions. The teacher's speech should be methodically (stylistically) well structured and play an important role in the emotional environment in the classroom.

The teacher's speech should be moderate in a language that is understandable to students. As noted by the Russian historian V.O. Klyuchevsky, wherever it is, mediating interdisciplinary discourses, especially in the field of education, is unacceptable to say too much.

The speech of a foreign language teacher also serves as a teaching tool because students are a clear standard for a productive oral speech (monologue). The teacher must pass each lesson in a rich, productive, interesting and memorable way. This is the main task of the teacher in front of students.

The student should respect the teacher and appreciate his/her views. It should have a good understanding of the teaching methods and techniques, that is, the teaching technique of a holistic system, rather than a standard one. It requires the use of a completely student-centered, democratic, student-centered model of education content (which requires young people in every field of action and high intellectual potential). To achieve this, the teacher should be able to maintain meaningful dialogue with the students throughout the course.

IV. Conclusion

Nowadays didactics and pedagogical psychologists pay great attention to the student methodology. This is especially true in a foreign language for practical purposes. The teacher does not have the traditional "ruling" function. That is, the student participates in a creative approach to each activity during the course. A teacher not only "clings" to students' mind, but also teaches them the skills to arouse interest in that topic, to think within the subject, and to express themselves in the language. "...that is, to involve a student in an independent educational activity, to organize a student's activity so that he or she can discover certain facts and laws for themselves, have problem solving techniques in the study of one or the other study material" [1;17]. This, in turn, helps to realize instrumental motivation.

In order to implement a student-centered learning process, the individual teacher must also be involved in the individual learning process. It is desirable to create a didactic basis for the organization of individual students' learning areas and to provide individual learning based on integrated learning disciplines, as in each case study. Often a student's indifference, shyness, teacher and student misunderstanding, the complexity of the teaching material, and so on can be solved by organizing the learning process according to the student's individual characteristics.

In summary, the main purpose of teaching foreign languages in higher education is to provide a way of communicating in education through didactic, psychological, linguistic and methodological principles. This, in turn, depends on such factors as student contingent, teacher identity, educational conditions, environment, material base, which contribute to improving the effectiveness of foreign language education.

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