

## ADVANTAGES AND DISADVANTAGES OF LEARNING A NEW LANGUAGE. WAYS TO LEARN A NEW LANGUAGE PRODUCTIVELY

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**Abstract.** The purpose of the article is to determine the leading principles, methodological conditions and technological features of the productive foreign language learning by analyzing the modern pedagogical practice, to develop the concept of the productive approach and the appropriate methodological model as the contemporary educational format.

**Keywords:** productive, foreign language, model, approach, methodological, component.

### INTRODUCTION

Analysis of modern educational standards convinces us that the main trends in educational policy today can be attributed to the actualization of the practice-oriented direction of higher professional education. This means that a graduate of the higher school, in addition to the basic professional competencies, must have a number of personal skills providing effective communicative activity, ability to work in a team, to practice intercultural interaction, self-organization, self-development, etc.

### MATERIALS AND METHODS

In this regard, the importance of the foreign-language training increases, since it becomes possible through language education to solve a whole complex of methodological problems including the forming of students' universal and general professional competencies and their personal qualities. Consequently, the development of the productive educational activities of students acquires special significance in connection with the reduction of the classroom academic hours and with the increase of students' independent work.

The results of the productive education and the practical application of various kinds of relevant educational projects in more than twenty countries have proved their effectiveness and success [1-13].

### RESULTS AND DISCUSSION

Based on our research, we made the following important conclusions:

1. Acquisition of a foreign language in a modern university should be



productive and be built in a professional context and socio-cultural situations which provide language learning by solving specific practical, scientific and communicative tasks. In other words, students have the opportunity to obtain personal experience in self-determination and self-realization.

2. The advantage of the productive foreign language learning lies in orientation of a holistic educational process to a professional foreign-language product, self-education and self-actualization of the learner's personality in result of his/her active learning experience.

3. Productive foreign language learning also ensures the development of universal and general professional competences, incorporated in modern educational standards. Besides being involved in productive educational activity, students have the opportunity to manifest their own initiative, independence, responsibility, self-realization, which positively affects the development of practical universal skills necessary for the future specialist [1-5].

4. Productive foreign language education, built on the appropriate technological basis, ensures further self-education throughout life, develops special methodical skills expressing in personal educational design and its purposeful independent implementation.

We believe that the analysis of the theory and practice of productive education should begin with the secondary level of education in order to draw definite conclusions regarding the correlation of the school-university system.

To the main provisions of the competence approach, defining the goals of the foreign language education in a university, we refer the following:

- formation of graduates' ability to perform productive intercultural communication and to develop independently their own communicative and creative abilities throughout life;

- formation of the students' willingness to master typical types of professional and communicative activities and their ability to independently improve this activity;

- the formation of the ability to analyze the socio-cultural context in the process of intercultural professional interaction and build constructive partnerships with other participants in intercultural dialogue.

Productive cognitive activity of students is the vital factor for effective communicative products creating. This kind of activity may be organized by the students themselves or jointly with the teacher. The main target of such educational work is the students' communicative competence improvement[1-3].

Productive foreign language activities provide the subject content of the

communicative professional context, modelling the situation of the future professional activity. Such type of the educational process includes socio-communicative learning models that make it possible to solve professional and communicative tasks in various forms of constructive interaction among participants of the educational process: in joint, collective educational projects, in the process of solving problem-research etc.

### CONCLUSION

Based on our studies, we came to the following conclusions.

1. In foreign and Uzbekistan pedagogical practice, productive education in the school-university system is a comprehensive scientific and didactic system that encompasses not only the issues of education, but also the upbringing, personal development, practical skills of students and their professional competence. Productive learning promotes the integrity of general and professional education, the integrativity of theoretical and practical aspects of the future professional activity of the individual, expand the opportunities for self-actualization of the learner in the educational process. Productive foreign language education based on the concept of the productive approach is an innovative methodical model that supports didactic development and educational functions of the discipline "Foreign Language in the Professional Sphere". This methodical approach also provides effective communicative and professional training of graduates of universities and ensures constructiveness and high efficiency of the language education.

2. Practical orientation of productive foreign language education provides a comprehensive approach to educational process design, its professional and communicative context and socio-communicative content. The main conditions for productive teaching of a foreign language is the student's pedagogical stimulation (supporting pedagogical influence), which ensures self-development and self-education and individualization of the educational process as the opportunity for a personal approach to solving a particular methodological task.

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