

PROBLEMS OF INCREASING THE EFFECTIVENESS OF FOREIGN LANGUAGE LESSONS

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Annotation. *The effectiveness of foreign language lessons is vital in today's globalized world, where bilingualism fosters cultural, scientific, and economic development. However, teachers often struggle to choose effective methods, limiting students' progress. Successful language teaching involves three key stages: familiarization with linguistic units, practice to strengthen knowledge, and practical use in communication. Teachers should go beyond theoretical explanations by using creative methods—such as discussions, independent tasks, and games—to enhance engagement and critical thinking. Lessons must also align with students' interests and professional goals, helping them apply the language confidently in real-life and career contexts. Ultimately, effective teaching depends on the teacher's ability to motivate students, foster independence, and develop both their linguistic and personal skills.*

Keywords: *foreign language, skills, information, practice, communication*

The established ties and friendly relations with the world community in the economic, cultural, scientific, and technical spheres have put on the agenda the task of comprehensive study of foreign languages, educating the younger generation in the spirit of at least bilingualism (the ability to communicate freely in two languages). Human thinking and intellectual potential are considered social wealth. They are factors that determine the socio-economic development of any society. Therefore, the development of measures to increase the effectiveness of foreign language teaching is an important issue.

Studies show that foreign language teachers face many difficulties in choosing teaching methods and techniques. This, in turn, harms increasing the effectiveness of foreign language lessons. For example, the practical goal of teaching a foreign language to university students is to read, that is, to obtain information by reading, to read texts related to the specialty, to understand their content in depth, and to be able to exchange ideas on this text in various situations, that is, to develop skills and qualifications in a foreign language.

When foreign language teaching is considered as a whole system, that is, as a system, it consists of two sides: the teacher and the learner. The teacher is the organizer of the educational process, and his task is also to control. The level of student mastery is determined only through control.

In addition, foreign language teaching methods (acquaintance, practice, application) are important components in increasing the effectiveness of education. The familiarization stage is the first step in studying the educational material. When a student begins to study linguistic units, he becomes familiar with their formal side (clearly hearing the sound side in oral speech or reading the graphic representation by seeing it in a written text), their internal semantic side (mental association with an object, event, action) and syntagmatic relations (combining with other units, in what cases they are used).

The stage of practice is a necessary component, and at this stage the studied linguistic phenomena, linguistic concepts and facts are consolidated, thoroughly mastered, and a dynamic stereotype about them is formed. The third stage is the use of language material for practical communication. At this stage, skills-building exercises on the topic are performed. That is, retelling the content of the text, discussing it, and holding debates.

During the lesson, it is an urgent task to develop the students' ability to practically independently express their personal opinions on the material they have studied, and to correctly express it in oral and written speech. The knowledge

acquired as a result of free activity is considered thorough and complete. This requires a high level of pedagogical skills from foreign language teachers. It is advisable for the teacher not to limit himself to the scientific and theoretical substantiation of language rules, grammatical and phonetic concepts and laws, but to use interesting methods such as various practical assignments, independent work, competitions and games. These methods not only increase the resourcefulness, knowledge and inquisitiveness of students, but also create opportunities for the formation and development of their human qualities.

In addition, it is important that each selected material corresponds to the interests and specialization of students. Because future professionals, in addition to speaking and listening to understand a foreign language, must also be able to use it freely and creatively for professional purposes. Only then can students become true specialists, advanced experts in their field in the future. For this, it is necessary for the teacher to create conditions for the activation of the educational process, to be able to use effective means of teaching.

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