

**PROBLEMS OF MODERNIZATION OF FOREIGN LANGUAGE TEACHING
METHODS: LOCAL AND FOREIGN EXPERIENCE**

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Annotation: In the context of globalization and digital transformation, traditional approaches to teaching foreign languages are proving ineffective. The article explores the key problems of methodology modernization caused by new social and technological challenges. A comparative analysis of difficulties and successful practices in the Russian (local) and international educational contexts is carried out. Based on this analysis, possible ways of integrating positive foreign experience into the domestic education system are proposed.

Keywords: modernization of education, methods of teaching foreign languages, communicative approach, digitalization, EdTech, intercultural competence, teacher training, local context, foreign experience.

The modern era of globalization and digitalization places new demands on foreign language proficiency. For Uzbekistan, which is actively integrating into the world community, the issue of high-quality language education has become one of its strategic priorities. The reforms initiated in recent years are aimed at radically modernizing the teaching system, in particular, in foreign languages. However, this path is fraught with a number of systemic problems, the solution of which requires both consideration of local specifics and competent adaptation of proven foreign experience. The traditional system in many educational institutions still focuses on the mechanical memorization of rules and vocabulary, with insufficient attention to the development of communication skills (speaking and listening). This leads to a "language barrier" when students, knowing the rules, cannot apply them in real life. Many teachers, especially in the regions, are themselves a product of the old system and do not know modern communication techniques. Existing professional development programs are often formal in nature and do not provide a deep immersion in new approaches. The acute shortage of modern textbooks, authentic materials (films, podcasts, articles), as well as limited access to digital resources and the Internet in a number of schools and universities negate attempts to introduce interactive learning.

Conducting effective communication classes that require an individual approach and active practice is extremely difficult in groups of 30-35 people. Students are often afraid to make mistakes, which slows down the development of spoken language. There is practically no place to practice the language outside of classrooms.

Successful educational systems in the world offer solutions that can be adapted to Uzbek realities.

Learning is based on real-life situations, and language is learned as a communication tool, not as a set of rules. Project work, debates, and role-playing games are widely used. The use of language applications (Duolingo, Babbel), video conferencing platforms, interactive online courses, and digital communication simulators. Gamification is used to increase motivation. Subjects such as history or natural sciences are partially or completely taught in the target language. This immerses the student in the language environment and shows the practical value of the language. Modernization of teaching methods in Uzbekistan should be comprehensive and take into account both international trends and local specifics. It is necessary not only to conduct advanced training courses, but to create a continuous system of teacher retraining with the involvement of international experts and native speakers. The emphasis on practice is important: master classes, coaching, peer-to-peer observation. Textbooks should be communication-oriented, contain authentic materials, and be integrated with digital platforms. The creation of local educational resources appropriate to the cultural context of Uzbekistan should be encouraged. Even with limited resources, you can start small: students can use smartphones to work with educational applications, create language channels in messengers, and use open educational resources. Where possible, it is worth considering dividing large groups into subgroups for oral speech classes. The introduction of blended learning, where students study some of the material online, and practice their communication skills in face-to-face classes. [3,p. 3]

Conclusion

Modernization of foreign language teaching methods in Uzbekistan is a complex but necessary process. The key challenge is to overcome the old system. Success depends on the ability to synthesize the world's best practices, such as communication and digitalization, taking into account local conditions. This requires not a one-time event, but a consistent government policy aimed at investing in teachers, resources, and creating a modern educational ecosystem. This is the only way to raise a generation of Uzbeks who are able to communicate fluently in world languages and compete in the international arena.

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