THE REAL CHALLENGES IN TEACHING ENGLISH

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Abstract: Per the latest state educational standards, teachers are required to cultivate a persona primarily by instilling universal educational practices. These practices serve as a consistent foundation for the educational process. One key aspect of these practices involves empowering students to autonomously engage in exercises, establish educational objectives, seek and utilize appropriate resources, and assess both the process and outcomes of their endeavors.

Key words: organization, societal adaptability, case-based approach, elaborate techniques

English's significance in today's global landscape is undeniable. Serving as the paramount medium of international communication, it empowers individuals to access the latest advancements in civilization. Proficiency in English has become indispensable across all facets of life, with its relevance growing exponentially each year.

At universities, the primary objective of foreign language instruction is to foster both general communicative skills and specialized professional competence. Through a problem-based approach, students engage in research to address challenges posed by their instructors. This methodology, known as modular training, involves organizing the curriculum into distinct didactic modules. Notably, foreign language education stands out as a key priority in contemporary school curricula. **[1]**

In the realm of general humanities and socio-economic studies, a foreign language is explored with the primary objectives of:

- Organizing, stimulating, and advancing linguistic, verbal, and sociocultural competencies, fostering practical experience across diverse communicative contexts, including professional interactions.

- Cultivating students' autonomy, creativity, and intellectual prowess, honing their abilities for independent study and critical thinking.

When implementing the mandates of the state educational standard for vocational education, educators encounter several challenges. These include the artificial language environment within which learning occurs, the relegation of foreign languages to a secondary status, and the dearth of specialized textbooks and teaching materials. However, one paramount issue, in my view, revolves around the students themselves, who are the focal point of the educational endeavor. [**2**]

Veteran educators, with over two decades of experience, often reminisce about the rigorous selection processes for admission to academies and colleges, and the high caliber of applicants during their tenure. Yet, with the downsizing of state educational institutions, the demographic makeup of students has shifted. The majority now comprise students with average academic performance, while only a minority exhibit exemplary grades.

This shift poses a conundrum for teachers: allocating attention to struggling students risks impeding the pace of learning. Moreover, teachers must adhere to a prescribed curriculum, further complicating matters. University education isn't geared towards remedial teaching but rather aims to build upon existing foundational knowledge. [**3**]

Many college entrants, even those with stellar academic records, often lack confidence in their language learning abilities, citing psychological barriers. Another psychological hurdle is the language barrier itself. Despite possessing adequate knowledge, students may

feel hesitant to speak up, fearing mistakes. When confronted with a language scenario, they may become paralyzed, unsure of where to begin, and opt for silence to avoid potential embarrassment.

The primary role of the educator is to empower students to articulate their thoughts in a foreign language without fear of errors. It's essential to normalize the idea that making mistakes while speaking a non-native language is natural and nothing to be ashamed of. However, students grappling with certain language rules may feel inadequate and lose interest in language acquisition due to their perceived inability and insecurity in this domain.

An individualized approach addresses these challenges by considering students' personal interests and unique traits, thereby fostering conditions for enhanced learning outcomes. This approach fosters special rapport between students and educators as well as among students themselves, facilitating the creation of diverse learning environments. [**4**]

In secondary vocational educational settings, foreign languages often occupy a peripheral role, with students prioritizing their specialized field of study over language acquisition. Consequently, maintaining student interest and motivation in the language becomes a primary task for language instructors. To sustain this interest, teachers must not only possess expertise in their subject matter but also continually explore innovative teaching methodologies that cultivate a cognitive enthusiasm for learning.

In such circumstances, the pivotal element for successful learning is motivation, characterized by students' positive disposition towards foreign language studies and a deliberate recognition of the importance of acquiring knowledge in this domain. The cultivation of motivation involves more than simply presenting predetermined incentives and learning objectives to students; rather, it entails establishing conditions conducive to the emergence of internal drives (such as motives, goals, and emotions) that propel learning.

In this context, the teacher assumes an active role in nurturing students' motivational dynamics. Rather than passively observing the evolution of students' motivational inclinations, the teacher employs a meticulously crafted array of methodological and psychological strategies to actively stimulate their development.

Utilizing **case technology** addresses the various challenges inherent in language acquisition, particularly the issue of low student motivation. [**5**] Hence, in instructing this form of speech activity, I employ case technology. Rather than spoon-feeding students with pre-packaged knowledge, they learn to extract it autonomously. Decisions made within real-life contexts are retained more effectively than memorized rules.

Case technology involves an active problem-solving approach to specific tasks or scenarios. This method encompasses all facets of language proficiency, including reading, speaking, listening, and writing. At its core, the case-study method involves presenting students with specific learning scenarios [**6**] drawn from organizational or interpersonal contexts, prompting them to formulate problems and devise solutions through analysis during instructional sessions.

In the realm of foreign language education, traditional methods often fall short of effectively engaging students and fostering practical language skills. However, the advent of case technology has revolutionized language instruction by introducing real-life scenarios into the learning process.

Case technology in teaching foreign languages involves presenting students with authentic situations where language skills are applied in context. Unlike conventional methods that rely heavily on memorization and rote learning, case-based instruction encourages active participation, critical thinking, and problem-solving.

One of the key advantages of case technology is its ability to bridge the gap between theory and practice. By immersing students in realistic language situations, they are better

equipped to comprehend and apply language concepts in real-world contexts. Whether it's negotiating a business deal, navigating a cultural exchange, or resolving a conflict, students are challenged to communicate effectively using the target language.

Furthermore, case technology promotes learner autonomy and self-directed learning. Instead of passively receiving information, students are actively involved in analyzing and interpreting case studies, which empowers them to take ownership of their learning process. This approach not only enhances language proficiency but also cultivates critical thinking skills that are invaluable in today's globalized world.

Moreover, case technology fosters a dynamic and interactive learning environment. Through collaborative activities such as group discussions, role-plays, and presentations, students engage with their peers and instructor, thereby enhancing their communicative competence and cultural awareness.

Consequently, the holistic integration of the aforementioned technologies in the educational journey not only fosters personal and intellectual engagement but also enhances cognitive processes. This approach diversifies educational practices and bolsters motivation for English language acquisition, thereby addressing language learning obstacles and facilitating the attainment of university-set objectives.

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