

## IMPLEMENTATION OF MODERN EDUCATIONAL METHODS WHILE PRESERVING NATIONAL VALUES IN THE FIELD OF TEACHING FOREIGN LANGUAGES

Akbarova Saidaxon Akmalxon qizi

Student of CSPU

“English language theory and practice” department

e-mail: [s.akbarova.30.a@gmail.com](mailto:s.akbarova.30.a@gmail.com)

### ABSTRACT

The inculcation of modern educational practices stems from the strides made in global education and e-learning. This has the main focus towards the growing need of having more intercultural interactions. With globalization of foreign language teaching approaches, there is a strong need of preserving innovative cultural methods while ensuring cultural values are still maintained. This essay investigates the incorporation of contemporary educational methods: communicative language teaching (CLT), task based learning, and technology usage in foreign language teaching without compromising national identity and cultural values. The study attempts to address the problem of language teaching, cultural preservation, and the application of to integrate modern pedagogical practices with culture specific practices aimed at ensuring that learning is broad based. In conclusion, this work proves that the nation's culture can be integrated whilst advancing in pedagogic practices.

**Keywords:** Modern educational methods, foreign language teaching, national values, cultural preservation, communicative language teaching, task-based learning, technology in education, language identity.

One of the most important aspects for communication between different nations and cultures is the teaching or learning of foreign languages. Globalization has compounded the need for modern pedagogical methods to make learning a language more interesting. Methods such as CLT, Task-Based Learning, Technology-Enhanced Learning, and other similar approaches try to incorporate interactivity and immersion into the learning process so that students learn language in real life situations. As the approaches become more popular, there are serious fears about what valuable national language and culture might be lost in the process of language instruction. It is understood that national identity is part of the cultural heritage of every nation, and the new identity should be imbibed cautiously. There must also be easement when foreign language practitioners are trying to balance cultures, particularly in a foreign language speaking country where sociolinguistic understanding is a must. This paper aims to study how to bridge the gap between contemporary foreigners' pedagogical practices and the preservation of national culture. The transition from the conventional grammar translation techniques of teaching a language to modern student-centric approaches brought forth the need for modern methodologies in education. One of the most drastic changes in teaching languages has to be the introduction of communicative language teaching (CLT). In CLT, language is meant to be used practically, and thus communication is the most vital objective of learning the language.

This approach enables the learner to participate in actual conversations which improves their language command and self-confidence. CLT fosters cultural comprehension as well, which helps the learners understand the social and cultural context of the language, and builds them to be more culturally aware. In the list of modern educational approaches is learner centered so called Task-Based Learning, which focuses on real communication and encourages the learners to carry out meaningful tasks in the foreign language. These tasks are representative of authentic life scenarios such as making a purchase at a restaurant, or making a telephone call. Students find the lessons much more interesting and are able to relate to the language. With this approach, students are encouraged to speak the language instead of being

taught. Technology transforms and integrates with other fields; for example, foreign language teaching today utilizes technology in the form of interactive websites, multimedia materials, and even remote language teaching. Methods of Learning, e-learning in particular, mobile applications, and virtual classrooms promote self-paced and customized learning experiences.

Platforms online allow learners to meet native speakers, access cultural material, and practice the language in a real-world context. While there are many benefits for learners while integrating technology into language learning, the cultural dimension of language teaching should not be sacrificed for the sake of efficient pedagogical practices. It is the responsibility of the educator to choose appropriate digitized materials that encapsulate the beliefs, customs, and the culture of the speakers of the language so as not to lose cultural identity in the digital era. In the procedure of globalization and digitalization, there is a peril that the fundamentals of globalization and digitalization will cause national values and cultural identity to suffer. Modern teaching strategies have the power to improve language skills and cultural knowledge. However, overly focusing on learning a foreign western language can lead to neglecting national traditions and cultural heritage, creating an identity crisis. There is a need for a sense of root attachment in order for students to take pride in their language and culture. To promote the love for culture and heritage, integrating national values in teaching foreign languages is critical. Teachers need to instill national values by teaching local aspects of culture, such as history, folklore, traditions, and modern cultural activities in the language syllabus. This, in turn, makes it possible for the students to know their culture while studying the foreign language, allowing the students to maintain a strong tie to their identity. Simultaneously, it broadens their perspective because they feel more confident as they are exposed globally.

Consider, for instance, how the presence of formal and informal pronouns in some languages reveals the social structure and norms associated with politeness. Such features serve as a reminder for language teachers to bridge the gap between the

structure of language and its culture. The same concept can be applied when students learn idioms, songs, or proverbs of their mother tongue. In the wake of increased globalization, these idioms, songs, or even proverbs are important as they represent the traditional wisdom and knowledge. To allow for the effective use of modern educational techniques without sacrificing national identity, more and more educators are emphasizing the need for a proper balance when developing new content by attending cultural seminars. One possibility is the development of so-called “culturally responsive instruction” has students learning linguistic skills within the context of a specific culture. For example, students can be taught to speak English while cooking their favorite local dishes, or they can be told local tales in the foreign language that they are learning. With this approach, students are able to acquire the language in a way that is productive to their culture. In addition, the children learn to speak in ways that are relevant to them and their surroundings. This approach is sensitive to certain national and cultural features. It can make students pay attention to the social context of the language learned and to the preserving of national cultures in the context of a globalized culture. The teaching of a foreign language should be equipped with national traditions and values. But this should not be done at the expense of contemporary approaches. By doing this, they ensure that students will be able to cope with contemporary global interaction without losing the background of a particular culture. In doing so, they provide students with national competencies to enable them to cope in multicultural settings.

To sum up, the introduction of new educational techniques in teaching a foreign language has the potential to revolutionize foreign language acquisition, increasing learners' interactivity, interest, motivation, and overall accessibility to the subject. Regrettably, such advances may also conceal cultural values that underpin a nation's identity. Incorporating such values into language pedagogy may change the boundaries of language ostensibly and actually aid in international communication and multiculturalism alongside nationalism. Therefore, the problem is meeting the



necessary demand of language fluency and heritage, culture and history preservation for students who speak a foreign language.

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