THE NECESSITY OF FOREIGN LANGUAGE CURRICULUM REVISION

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ANNOTATION

The article deals with the effect of the curriculum objectives on the most important factors to meet the language learning goals. Implementing the goals of the curriculum, teachers will have opportunities to share successful classroom activities, guide the trainers, obtain good knowledge of the language theory and practice, maintain high expectation in the classrooms, encourage students, motivate them, foresee the ways to overcome setbacks. The overall aim of curriculum is - to improve the effective communicative competence in different life situations. The article presents a practical overview of the different activities for developing an effective national language program. Both teachers and language learners benefit equally from the updated curriculum. Well-developed curriculum and materials chosen to implement the requirements of this document will help to grow students’ abilities to reach their intentions and aims. In addition, such curriculum can greatly affect the ways teachers interact with their students and also help to develop teachers’ confidence in their pedagogical activity. Necessary strategies for creating successful tests within a language program have been developed, including suggestions for integrating tests into the overall curriculum using checklists to enhance the quality of evaluation through tests and administering them into the world-wide educational system. The introduction of tests into the curriculum of higher educational Institutions will considerably assist to improve foreign languages learning and teaching.

Key words: curriculum, language teaching, educational institutions, assessment, language approach, need analyses
INTRODUCTION

Any language is an instrument of social use, which is a never-ending process. The more languages one knows, the wider is his/her outlook, world-view. Good knowledge of foreign languages, especially English, which is an international language, is very important today in the epoch of increased globalization. Taking this into account the Government of Uzbekistan is doing its best to improve teaching foreign languages [Karimov, I.A., 2012; Mirziyoyev Sh.M., 2017].

The documents/decrees signed by the Government leaders foresee not only developing four language skills but also to be knowledgeable in the field of sociocultural sensitivity. Any curriculum should provide necessary activities specifically tailored to the needs of the society where we live and the needs of language learners, i.e. goals and objectives, language testing, materials development, language teaching methodology and program evaluation. Anyway, according to J.D. Brown (1995) a curriculum, viewed as a product, is not inflexible, once finished. It must be viewed as a process which can be changed and adapted to new conditions, taking into account the needs of language learners, changes in the language theory, new political exigencies within the educational institution or something else. This process is known as systematic curriculum development.

Today foreign languages teaching has undergone serious, considerable changes due to the need for new approaches in the field. It is well-known that modern successful language syllabuses, programs depend on applying of language teaching approaches that will provide expected results which will help to develop needed communicative competence in the target language. This, in its turn, foresees the systematic reconsideration of the functioning language curriculum.

It is important to mention that the goal of any curriculum should be desirable and attainable program purposes which must be based on perceived language and situation needs though one has to keep in mind that goals should never be viewed as permanent, they are also changeable depending on the circumstances. The reason for stating this – is the purpose of courses, the level of their knowledge, the intentions of language learners. Any statements of goals and objectives or any course descriptions
that those programs are willing to share can be very useful, since in this case the redundancy of efforts will be avoided and new creative ideas for language learners’ needs, goals and objectives may come to light.

Curriculum is intended to provide practical innovative ideas for teaching foreign languages, based on the theories being developed world-wide. It must give teachers the opportunities to share successful classroom activities and also guide the trainers, teachers’ understanding of effective teaching, good knowledge of language theory and practice, maintain high expectation in their classrooms, encourage students, motivate them, foresee the ways to overcome setbacks, which are the most important factors to meet the language learning goals. Language learners’ success depends on a realistic time frame, realistic, well-framed language course.

All the educational Institutions, involved in teaching foreign languages are doing their best to further improve teaching foreign languages, thus helping the language learners to achieve communicative competence which is very much connected with curriculum development. Well-developed curriculum is evaluated by the goals and objectives which serve as the basis for developing teaching materials, teaching activities, evaluation strategies, which is naturally connected with the development of modern tests. Actually, in all existing literature connected with curriculum development, one can come across the statements like where and how long the language learners have had previous language training, what are linguistic abilities of students, where and how long they have had previous academic or language training and so on. Anyway, curriculum objectives can range in type and level of specificity, i.e. they are not permanent; they must remain flexible to respond to changes in perception of society and language learners’ needs; they must be developed on the basis of consensus among language teachers, curriculum developers; it must not be prescriptive and restrict what teachers do in the classroom in choosing methods of teaching, material selection to enable their students to perform well by the end of the course; the curriculum must be designed to help teachers not hinder their preplanned activities in the classroom. Thus, the overall aim of curriculum development is to achieve, as has been mentioned above, effective communicative competence in different life situations.

This article presents practical overview of the different activities for developing an effective national language program. Both teachers and language learners benefit equally from updated curriculum and quality made materials. Well-developed curriculum and materials chosen to implement the requirements of this document will help to grow students’ abilities to reach their intentions and aims. Besides that, such curriculum can greatly affect the ways teachers interact with their students speaking abilities and also help to develop teachers’ confidence in their pedagogical capacity.

There’s a wide-spread assumption that languages are difficult to learn and no less difficult to teach. L.G. Kelly (1969) in his well-known book “Twenty Five Centuries of Language Teaching” writes that “A great deal of theorizing, experimentation innovation, debate, and controversy has occurred in the hope of improving practice and of making language teaching more manageable, more effective and more interesting. Teachers have for decades been told to follow this method or that. In recent times they
have been urged to become scientific persons and to rely on the language sciences and on researches.

Then, again, they have been admonished to be self-reliant and not depend on the dictates of “pseudo-science”. There’s one thing to be mentioned here: there’s no ready-made solution in the field of teaching foreign languages. But both administrators and language teachers want to improve language teaching and learning.

It seems that the decisions made must be well thought out, based on sound theoretical and practical foundations and that they are as effective as they are expected to be. Anyway, we’ll have to be away of the least recognized and most neglected approaches in teaching all the subjects included into the curriculum.

Everything said above has much to do with the curriculum development/curriculum design mentioned by J.C. Richards, J. Platt and H. Platt (1993). Curriculum design is the study and development of goals, content implementation, and evaluation of an educational system. In language teaching, curriculum development includes:

α. The study of the purposes for which a learner needs a language (i.e. needs analysis);

β. The setting objectives, and the development of a syllabus, teaching methods, and materials;

γ. The evaluation of the effects of these procedures on the learner’s language ability.

ANALYZING NEEDS

Uzbekistan State World Languages University and the Republican Research Center for Development of Innovative Methods in Teaching Foreign Languages are doing their best to improve and modernize the curriculum of special higher educational Institutions of the Republic of Uzbekistan taking into account the fact that international relations among the countries are growing rapidly which presupposes improving teaching and learning foreign languages, especially English which has become a lingua-franca, i.e. a language that is used for communication between different ethnic groups, each speaking a different language. Today no more person wants to become linguistically disadvantaged, i.e. a person who has an insufficient command of the dominant language in the world. There’s one more very important reason for knowing other foreign languages since today there’s a wide-spread opinion in the world which is linguistically and scientifically proved that the way people view the world is determined wholly or partly by the structure of their native language which means “the more languages you know, the more wider is your knowledge of the world”. This hypothesis was strongly put forward by American anthropological linguists Edward Sapir (1970) and Benjamin Whorf (1956).

The future teachers of foreign languages will have to know everything about the English language, i.e. English as a Foreign Language, English as an International language, English as a Second language, English for Academic Purposes (EAP), English for Special or Specific Purposes, which must be foreseen in the language learning program.
English as an International language is widely applied as a language of international communication which takes into account the role of English in the negotiation of two or more people which belong to different ethnic groups (as for example: businessmen from Japan, China, Russia and so on). There must be a language for them to use in order to understand each other.

English as a Second language (ESL) has the role of English for immigrant and other minority groups in English speaking countries. This is sometimes called “English for Speakers of other Languages, or just ESOL”.

ESL is also used in some countries as a language of instruction at school, as a language of business and even government and of everyday communication by some people, but is not the first language of the country (e.g. English in India, Singapore, Nigeria, etc.).

English for Special or Specific Purposes has the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. There are such courses as: a) English for Academic Purposes; b) English for Science and Technology and so on.

Now there are more than one hundred higher educational institutions in our country. The future teachers will have to know the difference in teaching foreign languages, especially English. There must be a guide to development a program of instruction for ESP which will include step by step procedures taking into account defining or setting goals to be achieved, designing a program selecting appropriate materials and activities, assessing students’ needs, setting achievable goals. Very often one comes across such a question as “what is the difference between ESP and EFL?”

The major difference between them lies in the learners and their purposes for learning English or other foreign languages. The most important thing one has to know is: ESP students are adults who have learnt basic or general English, they continue to learn the foreign language to communicate a set of professional skills and to perform particular job-related language means. English for Specific Purposes stresses the development of reading skills in students who are preparing for graduate work in engineering, or it might make stress on development mostly of conversational skills who are studying English in order to become tour guides.

Thus, ESP integrates the subject matter and English or any foreign language instruction. Mentioned combination is highly motivating because language learners are able to apply what they learn in their foreign language classes to their major field of study, whether it be finance accounting, law, computer science, business management or other fields.

Finalizing EAP, ESP or ESAP, it’s important to mention that it (ESP) combines purpose of learning, its subject matter, language learners’ motivation, context and relevant skills.

The administrators or language specialist’s role in this classroom (ESP classroom) is to: i) organize programs; ii) set goals and objectives; iii) establish a positive learning environment; iv) evaluate language learners’ progress.

Before starting an ESP language course, teachers and administrators should
conducted needs assessment, the purpose of which is:
- to become acquainted with the institution and its requirements;
- to identify how learners will use English in their technical fields;
- to assess students’ current level of understanding of spoken English.

The needs assessment of ESP program development will help to find out the following:
- What are the purposes for which the language learners will use the English language? Will it be mainly for oral communication, written communication, reading, or to do research?
- What language skills will the students need to develop in order to perform these tasks? Will the receptive skills of reading and listening be most important, or the productive skills of writing and speaking … or some other combinations?

The materials chosen for needs assessment process should reflect what students will need to do with the English they learn. When studying subject-matter materials and observe students in their classroom or laboratory, special attention is to be paid to the functions and usage of language in the content area, since many of them can be incorporated into the curriculum.

ESP pays special attention to:
- vocabulary used to identify and describe equipment, tools and machinery;
- language used to describe procedures, processes and safety precautions necessary for using equipment, tools and machinery;
- vocabulary connected with clarification, verification, getting more information, explaining, reporting, giving advice, requesting help;
- language used for measurement and mathematics in the specialty skills;
- language used to evaluate the work and to check whether the work has been completed successfully/properly.

R. Bieker and D. Zook (2018) in their article about knowledge assessment in ESAP mention three components: oral presentation, essay writing and short answer exam questions.

Foreign Languages department will have constantly to work in cooperation with University administrators, content area instructors because the necessary requirements connected with laboratory equipment are at their disposal. It is much easier to learn words/terms when you can see the equipment and touch it.

The next subject to be introduced into the language curriculum is intercultural communication. It is well-known that culture is the total set of beliefs, attitudes, customs, behavior, social habits, etc. of the members of a particular society [J.C. Richards, John and Heidi Platt, 1992]. We often come across the opinions like: language learners need to encounter language which provides authentic, meaningful communication which must be involved in real life communication tasks that cause them to want and need to read, write, speak and listen.

One cannot but agree with the following opinions of the authors mentioned above [J.C. Richards, John and Heidi Platt, 1992] that “cross-cultural communication
is an exchange of ideas, information, etc. between persons from different cultural backgrounds”.

Zhao Edmondsan (2005) states that “effective intercultural communication can only be achieved when the world devoted to a conscious recognition that no one culture possessed the only valid belief system”.

Language is a part of culture and must be approached with the same attitudes that govern our approach to culture as a whole.

Language conveys culture so thus a language teacher should also be a teacher of culture.

Language is itself to culturally conditioned attitudes and beliefs which cannot be ignored in the language classroom.

In training teachers of foreign languages, curriculum designers should map out priorities related to various aspects of socio-economic and socio-cultural development of future teachers of foreign languages.

There are often more problems in cross-cultural communication than in communication between people of the same cultural background. Each participant may interpret the other’s speech according to his/her own cultural conventions and expectations. If the cultural conventions of speakers are widely different misinterpretations and misunderstandings can easily arise, even resulting in a total breakdown of communication. Today we encounter a situation in which an individual or a group has more than one set of cultural beliefs, values and attitudes. Maybe it is because of this fact/reason the teaching foreign languages encourages cultural pluralism. In our epoch of increased world cooperation the educational program is to be based on multicultural approach. The society and educational system will benefit greatly from this because culture connection is a multi-skill way of teaching which focuses on the connection between language and culture as a result it’ll serve to improve communicative competence of language learners.

Thus, cross-cultural communication challenge students to become aware of world view of other ethnic groups whose language they learn. They will start categorizing, comparing, contrasting, setting goals and priorities, expressing their own personal opinions, talking about emotions, agreeing and disagreeing, participating in open discussions and debates, and pair and group efforts in completing tasks. Being unaware of these facts one cannot communicate competently with the representatives of other ethnic groups. If students are encouraged to observe and examine cultural differences and similarities in the field of culture, they will be able to avoid making false assumptions about what they hear and read. They are then more likely to give correct message rather than forcing the target language words and expressions into preconceived patterns from their own cultural backgrounds, since as has been already mentioned, cultural awareness is one of the key instruments to develop the communicative competence of language learners.

Scholars in the field of linguistics write that cultural competence is one of the most important aspects in teaching foreign languages [Byram and Morgan, 1994; Heusinkveld, 1997; Hassan, 2008; Zaid, 1999].
Understanding the culture of a language helps language learners view the world from a different perspective. It increases awareness of the diver’s ideas and practices of different societies [Tseng, 2002]. Although researchers have demonstrated the importance of teaching target culture that underlies a language, few of them have addressed the need for language teachers to be knowledgeable about the target culture. Consequently, some language teachers ignore teaching culture or have relegated it to a second role. Actually, this is the reason why the educational authorities pay special attention to cross-cultural communication. One cannot but agree with Foster, Lewis and Onafavora (2003) that in some countries teacher training often focuses more on theories than on gaining practical teaching experience, which results in teachers lacking an understanding of student’s expectations and needs. Though it has been mentioned above, it is very important to know that unaware or untrained teachers are potentially a source of false information to their students [Sauve, 1996]. There’s no doubt that they may provide language learners with biases or incorrect information about the target culture.

Everything said above should be taken into account in reconsidering the current language curriculum in training the future foreign language teachers. Otherwise, teachers unaware of target culture will not be able to help learners “step into the shoes of members of the foreign culture” [Brown, 1987; 38]. Therefore, language teachers need to help students compare their native culture and the target culture to identify what is similar and what is different [Edgerton, 1971; Lado, 1964].

The most important topics to be discussed and learnt are as follows:
1. Meeting and greeting, saying good bye
2. The same in body language
3. Starting conversation: polite and impolite ways
4. Names of persons. First name, second name, third name
5. National foods. Where, when and how we eat?
7. Weddings.

According to J.D. Brown (1995) most trained language teachers will have a more theoretically motivated idea of what their students need to learn. Teachers begin with preconceptions that often change after they enter the classroom and begin to work with their students. Over the years language teachers have drawn on many disciplines in formulating their views of what students need. Examples of approaches, or ways of defining what students need to learn, we have shown in the following table:
<table>
<thead>
<tr>
<th>APPROACHES</th>
<th>WAYS OF DEFINING WHAT THE STUDENTS NEED TO LEARN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical approach</td>
<td>Humanism: students need to read the classics</td>
</tr>
<tr>
<td>Grammar – translation</td>
<td>Students need to learn with economy of time and effort</td>
</tr>
<tr>
<td>Direct approach</td>
<td>Students need to learn communication so they should use only second language in class</td>
</tr>
<tr>
<td>Audio-lingual approach</td>
<td>Students need to have conditioning and behavioral modification to learn language</td>
</tr>
<tr>
<td>Communicative approach</td>
<td>Students must be able to express their intentions, that is, they must learn the meanings that are important to them</td>
</tr>
</tbody>
</table>

Language teachers must know that materials presented in course-books and tasks will help students to move through various stages of cultural awareness. They encourage students to see the importance of cultural influences through the development of the skills of observation, comparison and contrast. The next step is the examination of variant points of view on many aspects of language and culture and the exchange of ideas and opinions about them. The aim at this stage is to enable students to evaluate the advantages and disadvantages of actions and attitudes, without immediately accepting or rejecting them as good or bad. Finally, a context is created for the integration of what has been learned, so that students may come to understand and appreciate ideas and customs from other cultures and, at the same time, see and value themselves and their own heritage as an important part of multi-cultural world [Brenda Wegmann, Miki P. Knezevic and Patricia Werner, 1994].

The texts, materials chosen for the course will have to take into account developing such variety of speaking tasks as describing, comparing and contrasting, telling stories, asking for clarification, accepting and defining, categorizing and expressing his/her personal opinions. It must also encourage observation of speech in natural settings, listening analysis, imitation of sounds and such interactive tasks as interviewing, role of playing. The major goal of the program should be to enable language learners to develop their language skills in the field of cross-cultural communication.

When speaking about teaching foreign languages one has to know about the existing opinions on the issue. K. Graves (1996) writes that “While departmental cooperation might be pleasant and instructive, the liberty to design a course according to one’s own concept has advantages of its own”.

J. Harmer’s (1998) opinion in some way supports K. Grave’s approach. This is what he writes: “Textbooks also provide plentiful materials, usually far more than is needed for a single course. This allows instructors to be the selective about the material, allowing them to shape the lesson plan to best suit their students and themselves”.

Taking into account a systematic approach to program development and choosing
materials J. Brown (1998) writes that there are three strategies that can be discussed: adopting, developing and adapting. Adopting materials involves deciding on the types of materials that are needed, locating as many different sets of those types as possible, evaluating and putting them to use and reviewing them on an ongoing basis. Developing materials will be discussed in terms of three phases: developing, teaching (field testing), and evaluating the materials. Adapting materials include all of the steps necessary in adopting them, but must additionally incorporate phases that allow for analyzing what is worth keeping in the materials, classifying that remaining material, filling gaps from other sources and reorganizing all of this to light the program in question.

Finalizing materials designing, it seems that the combination of all the three approaches can be supported taking into account the program orientation.

**Modern tests in knowledge assessment**

Knowledge assessment is another integral part of any educational curriculum. It is well-known that modern tests are widely applied in the field of knowledge assessment. Tests are considered from the point of view whether they are norm-referenced or criterion-referenced [Brown, 1995]. These approaches to tests differ greatly in the ways they are applied. Today the educational system world-wide has developed the necessary strategies for creating/developing successful tests within a language program, including suggestions for integrating tests into the overall curriculum using checklists to help in evaluation the quality of tests and administering them into the educational system [Alderson, J.C., Krahne, K.J., and Stansfield, C.W., 1987]. There are reliable practical suggestions to implement tests into the language program to describe or to reveal what the students should have attained by the end of every course. Though all this is taken into account by the acting documents based on CEFR, (2001) the University administration is not sure whether students achieved the goal foreseen by the curriculum. The proficiency level of language learners has to be measured regularly.

Proficiency decisions can come into play in initially gauging the proper level for program goals and objectives. It is worth mentioning that even if the objectives have been formulated, proficiency scores like those provided by CEFR, might help program developers to gauge whether the goals initially set for the program were too difficult or too easy for the language learners to meet.

Well-developed proficiency decisions can also be applied to comparing the effectiveness of different language programs. Since proficiency tests are general in nature, they can be used to compare foreign language departments across the country and evaluate the activities of each foreign language teaching educational institutions reveal and compare the knowledge of their students, since in our country curriculum requirements are similar. One cannot but agree with J.D. Brown when he writes that proficiency decisions involve tests that are general in nature, because they (proficiency decisions) require general estimates of students’ proficiency levels. Such decisions may be necessary in determining exit and entrance standards for a curriculum, in
adjusting the level of goals and objectives to the true abilities of students, or in making comparisons across programs. It is important to mention that in context where teachers have constant high-level contacts with language learners, assessment cannot only offer much greater formative benefit to learners, feedback to help them improve their language skills, but also provides a basis for much fairer summative judgments. The reality is that institutional language tests can sometimes produce scores that bear little relation to students’ actual ability to function in the target language, their operational command of the language in real life situations. This can be explained by the fact that knowledge assessment does not cover the full range of what has been taught, frequently seeking to find out what learners do not know, rather than what they can actually do with the language they learn.

One more point has to be mentioned here: differences between testing and assessment.

J.C. Richards, J. Platt and H. Platt (1992) write that Test is any procedure for measuring ability, knowledge or performance.

Assessment is the measurement of the ability of a person or the quality or success of a teaching course.

Assessment may be by test, interview, questionnaire, observation, etc.

According to Dave Allan (2006) the most obvious (and very important) difference between tests and assessment is that “tests” are “events”, “snapshots”, relatively brief moments in the extended process of learning a language, whereas “assessment” is a set of processes which go on the whole time, but which can be formalized, systematized, harmonized and reported on in a variety of ways as required. Assessment is thus potentially based on much more extended samples of language performance and is likely therefore, in that respect at least, to have greater content validity as a measure of overall language proficiency and to be more reliable than the briefer and inevitably more limited sampling taken by a test or even a series of tests. Another advantage of assessment over testing is that the majority of assessment procedures can be much more flexible and more delicately tailored to the individual learner than is possible with most test instruments. … So, the important thing to remember is that a good language teacher needs to have an understanding of, and ability to use, a wide repertoire of test instruments and assessment procedure. The effective evaluation of a learner’s performance in language programs does not require teachers to make a choice between testing and assessment, but to use the right combination of both for the particular context.

Thus, it is important to remember that assessment is most effective in relation to the productive skills (speaking and writing). But we will still need to use carefully designed tests to be able to determine in any detail reading and listening skills as well.

Thus, knowledge assessment is, as has been mentioned above, the most important procedure in teaching and learning process of foreign languages in any stage of teaching foreign languages.

Over the years four different categories of tests have been used to evaluate language learners’ ability of speaking, writing, reading and listening competencies.
They are: proficiency, placement, diagnosis, and achievement.

**Proficiency tests**, from the point of view of language teaching professionals, are applied to get a general knowledge of how much of the target language the future student has learnt. Thus, a proficiency test is not linked to a particular course of instruction, but it measures a learner’s general level of language proficiency. There are proficiency tests which are used to measure foreign language proficiency who wish to study in a certain country like TOEFL, IELTS. Proficiency decisions require general estimates of language learners’ proficiency level or proficiency knowledge.

The next type of tests is the one which is designed to place language learners at an appropriate level in a program. According to J. Richards (1993), mentioned tests do not refer to what a test contains or how it is constructed, but to the purpose for what it is used. Various types of tests can be used for the purpose of placement students in the chosen program. These types of tests are very important because of the desirability of grouping students according to their general level of ability. One has to remember that when developing the mentioned type of tests, it is important to take into account what has actually been taught in the previous program.

In the educational system achievement tests are most widely used because they measure how much of a language material students have learned with reference to a particular course of study. All the language skills may be tested with the help of these tests. They help the administration of an educational institution to measure the success of language learners and define their weaknesses. Actually, these tests are most widely used worldwide since sooner or later any school or university will take interest in finding out the achievements of their language learners and the contribution of language teachers in the process.

Most often these tests are administered at the end of a course, though many well-experienced teachers may use them regularly to be sure that their students are achieving the knowledge, foreseen by the program. Multiple testing procedures are important not only to the process of developing the tests themselves, but also to the ongoing curriculum development, especially in terms of examining and revising program goals and objectives. Brown J.D. (1995) writes that the information gained in this type of testing can also be put to good use in re-examining the needs analysis, in selecting or creating materials teaching strategies and in evaluating program effectiveness. Thus, achievement decisions are central to any language curriculum since maximizes the possibilities for students to achieve a high degree of language learning.

Diagnostic tests are also widely used in teaching and learning foreign languages. This type of test is usually designed to show what skills or knowledge a learner knows and doesn’t know. For example, a diagnostic grammatical test may be used to measure the language learners’ knowledge in the field of the grammatical categories of parts of speech, like grammatical categories of number and case of nouns.

Finalizing the role of tests and the importance of their introduction into the curriculum of higher educational Institutions, it is worth mentioning that they will help considerably to improve foreign languages learning and teaching.
Continuous knowledge assessment has to be introduced gradually; teachers must help students to develop a questionnaire regarding the evaluation of their progress in the field of the chosen profession. Teachers together with students should do their best to generate creative, authentic learning tasks which can be used as assessment tools of what have been mastered by language learners. We’ll have to do everything possible to encourage students to get to know themselves and their capabilities better so that they can take an advantage of their abilities and strengths to achieve their goals in foreign language learning.

Managing one’s learning, setting goals for oneself helps to improve the language areas which are important for any language learners. The grammatical rules, pronunciation of sounds are in some way limited. But usually the learning or acquisition of vocabulary is not that easy. There are different suggestions in language literature. Some of them are as follows:

1. Learning vocabulary by word association, i.e.:
   a) by association (linking). Human brains accept new words more easily by associating/connecting them to something. So new words are better to learn along with their synonyms;
   b) learning words with their antonyms (words that mean exactly the opposite);
   c) word families, variations of a root word, like: interest, interested, interesting or happy, happiness, unhappy and so on [Wegmann, B., Knezevie, M.R., Werner P., 1994].

It seems to be very important to remind language learners to know prefixes (like un -, dis -, mis- and others) and postfixes (like -er, - ful, - able, - ship and so on). It’s well-known that the mentioned lexical means are widely used in building new words. Such an approach will help considerably to enrich language learners’ knowledge in the field of vocabulary.

**CONCLUSION**

The education authorities are doing their best to improve and update foreign languages teaching in the Republic of Uzbekistan. The ideas mentioned above will help to further improve language learning aptitude of the youth of our country.

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