

OVERCOMING CHALLENGES IN IMPLEMENTING MODERN METHODOLOGY IN FOREIGN LANGUAGE TEACHING

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Abstract: This article explores the major challenges faced when implementing modern methodologies in foreign language teaching and proposes practical solutions supported by international research. It discusses problems such as the persistence of outdated methods, insufficient teacher training, inadequate technological resources, low learner motivation, and institutional constraints. Drawing on recent studies, the paper argues that overcoming these barriers requires a comprehensive approach involving curriculum reform, teacher professional development, technological investment, motivational strategies, and institutional support. These measures are essential for aligning foreign language education with global communicative needs.

Keywords: foreign language teaching, methodology, communicative competence, teacher training, technology integration, motivation, curriculum reform.

Аннотация: В статье рассматриваются основные проблемы, возникающие при внедрении современных методик обучения иностранным языкам, и предлагаются практические решения, основанные на международных исследованиях. Обсуждаются такие трудности, как сохранение устаревших методов, недостаточная подготовка преподавателей, нехватка технологических ресурсов, низкая мотивация обучающихся и институциональные ограничения. Опираясь на последние исследования, авторы утверждают, что преодоление этих барьеров требует комплексного подхода, включающего реформу учебных программ, повышение квалификации преподавателей, инвестиции в технологии, разработку мотивационных стратегий и институциональную поддержку. Эти меры необходимы для приведения обучения иностранным языкам в соответствие с глобальными коммуникативными потребностями.

Ключевые слова: обучение иностранным языкам, методика, коммуникативная компетенция, подготовка преподавателей, интеграция технологий, мотивация, реформа учебных программ.

Annotatsiya: Ushbu maqolada chet tillarini o'qitishda zamonaviy metodlarni joriy etishda uchraydigan asosiy muammolar ko'rib chiqiladi va xalqaro tadqiqotlarga asoslangan amaliy yechimlar taklif etiladi. Unda eskirgan usullarning saqlanib qolishi,

o'qituvchilarning yetarli tayyorgarlikka ega emasligi, texnologik resurslarning yetishmasligi, o'quvchilarning past motivatsiyasi hamda institutsional cheklovlar kabi muammolar tahlil qilinadi. So'nggi tadqiqotlarga tayanib, maqolada bu to'siqlarni bartaraf etish o'quv dasturini isloh qilish, o'qituvchilar malakasini oshirish, texnologiyaga sarmoya kiritish, motivatsiyani kuchaytirish strategiyalarini ishlab chiqish va institutsional qo'llab-quvvatlashni o'z ichiga olgan kompleks yondashuvni talab etishi ta'kidlanadi. Ushbu choralar chet tili ta'limini global kommunikativ ehtiyojlarga moslashtirishda muhim ahamiyatga ega.

Kalit so'zlar: chet tili o'qitish, metodika, kommunikativ kompetensiya, o'qituvchi tayyorgarligi, texnologiyani integratsiya qilish, motivatsiya, dastur islohoti.

In the 21st century, foreign language learning has become an essential skill for global communication, academic advancement, and career development. As societies become increasingly interconnected, the ability to use foreign languages effectively in real-life situations is more important than ever. Traditional methods, which emphasize rote memorization, grammar translation, and teacher-centered instruction, no longer meet the needs of modern learners. Educational systems around the world are therefore seeking to implement innovative and learner-centered teaching approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content and Language Integrated Learning (CLIL). These approaches aim to develop communicative competence through interaction, real-world tasks, and integration of skills. However, adopting these modern methodologies presents several challenges. Many institutions face systemic obstacles, teachers may lack sufficient training, and learners often experience motivational difficulties. This article examines these challenges in depth and provides practical recommendations based on current international research and best practices.

One of the most persistent barriers is the continued use of traditional methods, particularly the grammar-translation approach and teacher-centered instruction. Such methods focus primarily on written grammar exercises and translation, neglecting communicative competence. As a result, students often gain theoretical knowledge without being able to use the language effectively in real contexts. Research has demonstrated that interactive, communicative, and task-based methods are significantly more effective for developing learners' speaking, listening, and pragmatic skills (Richards & Rodgers, 2014; Macaro et al., 2015). Despite this evidence, many teachers continue to rely on traditional approaches due to curriculum constraints, assessment systems, or lack of familiarity with alternative methods. Overcoming this requires both institutional reform and teacher support to shift classroom practices toward communicative and learner-centered instruction.

Successful implementation of modern methodologies depends heavily on teachers' skills, knowledge, and attitudes. In many educational contexts, teachers lack sufficient training in designing communicative tasks, integrating technology, and managing interactive classrooms. Nam (2023) found that teacher-related factors were the most significant predictors of whether CLT principles were actually applied in the classroom. Professional development opportunities are often limited to short workshops that do not lead to deep methodological change. Instead, sustained training programs, peer observation, mentoring, and communities of practice are necessary to foster meaningful professional growth. Teachers must be equipped not only with theoretical understanding but also with practical strategies to apply modern methods effectively.

Modern language teaching relies increasingly on multimedia tools, online platforms, and interactive technologies. However, not all schools have adequate infrastructure, and many teachers face difficulties integrating technology meaningfully into their lessons. Stockwell (2023) highlights that technical issues, lack of resources, and insufficient training are common obstacles. Furthermore, the rapid integration of artificial intelligence in education introduces new challenges related to standardization, data privacy, and pedagogical alignment (Crompton, 2024). To address these issues, institutions need to invest in technological infrastructure, provide technical support, and ensure that teachers receive practical training on how to use technology as a pedagogical tool rather than an add-on.

Even the best methodology can fail if students are not motivated. Low motivation often stems from monotonous lessons, lack of relevance to students' lives, or excessive focus on grammar drills. Research indicates that motivation plays a crucial role in language acquisition and long-term retention (Dmitrenko et al., 2021). To increase motivation, teachers should use project-based learning, gamification, role plays, real-life tasks, and collaborative activities. Showing students the real-world value of language skills—for example, for travel, cultural exchange, or career opportunities—can also enhance intrinsic motivation. A learner-centered approach encourages active participation and fosters a positive learning environment.

Institutional factors such as rigid curricula, standardized assessments, large class sizes, and limited class time can hinder the implementation of modern teaching methods. Many examination systems still prioritize grammar and translation, which discourages teachers from focusing on communicative activities. Curriculum and assessment reform is therefore essential. Institutions should align assessment criteria with communicative learning outcomes, provide flexibility in syllabus design, and reduce class sizes where possible. Supporting teachers with institutional policies that encourage innovation is critical for sustainable methodological change.

The implementation of modern methodology in foreign language teaching is a complex but necessary process in the context of globalization. Overcoming the challenges of traditional methods, teacher preparation, technological constraints, learner motivation, and institutional barriers requires a comprehensive and collaborative approach.

Key strategies include:

- Reforming curricula and assessments to support communicative goals;
- Providing ongoing teacher training and professional support;
- Investing in technology and digital literacy;
- Promoting learner engagement through meaningful and interactive tasks;
- Creating institutional policies that enable methodological innovation.

Only through coordinated efforts by educators, administrators, and policymakers can foreign language education meet the communicative demands of the modern world and prepare learners for real-life language use.

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