

APPLYING THE BRITISH EDUCATION SYSTEM TO TEACHING FOREIGN LANGUAGES

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Abstract. *This article explores the application of the British education system's best practices in teaching foreign languages. The British approach to language instruction emphasizes communicative methods, Content and Language Integrated Learning (CLIL), interactive teaching techniques, and the use of multimedia tools to enhance students' linguistic competence. By incorporating these innovative strategies, foreign language acquisition can become more effective and engaging. The study also provides recommendations on how adapting the British model can improve the quality of language education.*

Key words: *British education system, foreign language teaching, communicative approach, CLIL, interactive teaching, multimedia tools, language competence, innovative strategies.*

Abstrakt. *Ushbu maqola Britaniya ta'lim tizimining chet tillarini o'rgatishda ilg'or tajribalarini qo'llashni o'rganadi. Til o'rgatishda Britaniya yondashuvi kommunikativ usullar, Content and Language Integrated Learning (CLIL), interfaol o'qitish usullari va o'quvchilarning lingvistik malakasini oshirish uchun multimedia vositalaridan foydalanishga urg'u beradi. Ushbu innovatsion strategiyalarni o'z ichiga olgan holda, chet tilini o'zlashtirish yanada samarali va qiziqarli bo'lishi mumkin. Tadqiqot shuningdek, Britaniya modelini moslashtirish til ta'limi sifatini oshirish bo'yicha tavsiyalar beradi.*

Kalit so'zlar: *Britaniya ta'lim tizimi, chet tillarini o'qitish, kommunikativ yondashuv, CLIL, interfaol o'qitish, multimedia vositalari, til kompetensiyasi, innovatsion strategiyalar.*

Аннотация. *В этой статье рассматривается применение лучших практик британской системы образования в преподавании иностранных языков. Британский подход к языковому обучению делает упор на коммуникативные методы, интегрированное обучение по содержанию и языку (CLIL), интерактивные методы обучения и использование мультимедийных инструментов для повышения языковой компетенции студентов. Внедряя эти*

инновационные стратегии, изучение иностранных языков может стать более эффективным и увлекательным. В исследовании также даются рекомендации о том, как адаптация британской модели может улучшить качество языкового образования.

Ключевые слова: британская система образования, преподавание иностранных языков, коммуникативный подход, CLIL, интерактивное обучение, мультимедийные инструменты, языковая компетенция, инновационные стратегии.

Applying the British Education System to Teaching Foreign Languages

The British education system is known for its innovative and effective approaches to language teaching. It emphasizes student-centered learning, practical language use, and the integration of modern teaching techniques. Below are key aspects of how the British system can be applied to foreign language instruction:

1. Communicative Language Teaching (CLT)

The British system prioritizes the Communicative Language Teaching (CLT) approach, which focuses on real-life communication rather than rote memorization of grammar rules. This method encourages students to engage in conversations, role-plays, and group discussions to develop fluency and confidence in using a foreign language.

2. Content and Language Integrated Learning (CLIL)

CLIL is a widely used approach in British schools, where students learn academic subjects (e.g., history, science) in a foreign language. This helps learners acquire language skills naturally while gaining subject knowledge, making the process more engaging and meaningful.

3. Interactive and Student-Centered Learning

The British education system encourages active participation in the classroom through: Group work and pair work to promote collaboration

Task-based learning, where students complete real-world tasks in the target language

Problem-solving activities that enhance critical thinking while improving language skills

4. Use of Technology and Multimedia

The integration of digital tools plays a vital role in British language education. Schools and universities use:

Language learning apps (e.g., Duolingo, Quizlet)

Virtual reality (VR) and artificial intelligence (AI) to create immersive learning experiences

Online platforms for interactive exercises, video lessons, and real-time communication with native speakers

5. Assessment and Feedback

British education employs formative assessment, meaning students receive continuous feedback rather than relying solely on final exams. Common assessment techniques include:

- Self-assessment and peer assessment to develop self-reflection and responsibility

- Portfolios and project-based evaluations to measure practical language use

- Speaking and listening tests to assess real-world communication skills

6. Teacher Training and Professional Development

British schools prioritize ongoing teacher training to ensure high-quality instruction.

Language teachers are encouraged to:

- Use differentiated instruction to cater to students with different learning styles

- Implement inclusive teaching strategies for diverse classroom

- Participate in continuous professional development (CPD) programs to stay updated with new methodologies

Benefits of Applying the British Education System to Foreign Language Teaching

- Enhanced language proficiency through real-life communication practice

- Greater student engagement via interactive and technology-supported learning

- Improved retention of language skills through content-based instruction

- Stronger cultural awareness by integrating authentic materials and global perspectives

By incorporating these elements, educators can create an effective and engaging foreign language learning environment that aligns with the British education system's strengths.

Modern language teacher trainee recruitment for secondary schools as measured by the 2023/24 Initial Teacher Training (ITT) census was below the average for secondary school teachers. In 2023/24 there were 974 new postgraduate entrants to ITT for modern languages. This was 1,986 teachers (or 67%) below the target. For all secondary subjects recruitment was 50% below target.

This briefing relates to England only. It discusses the teaching of ancient and foreign languages, and also British Sign Language) but does not include information on the teaching of English for students with another first language.

Ofsted reports have found important strengths in language teaching in English schools, alongside significant weaknesses. A 2015 report on Key Stage 3 identified modern languages classes as requiring significant improvement, particularly in light of the introduction of the strengthened EBacc. A 2016 report by Ofsted also raised concerns on language teaching in primary schools.

Most schools teach one or more of French, German and Spanish, but the Government does not promote the teaching of particular languages. In 2015, concerns were raised about the withdrawal of GCSE and A level qualifications in lesser-taught languages such as Arabic, Japanese, and Polish. Following discussions between the Government and exam boards, qualifications in many of these languages were retained.

STUDYING THE PROGRESS OF SCIENCE AND ITS SHORTCOMINGS

In academic year 2022/23 there were around 313,000 entries in modern language GCSEs in England. This was around 47% of the number of pupils at the end of Key Stage 4 across all types of schools (this is not the same as 47% of pupils taking a modern language because some pupils might take more than one modern language). This compares to around 86% in 1997/98. The decline over this period has been driven by fewer entries in French and German which have only been partially offset by increases in Spanish. A-Level entries have followed similar trends.

From 1970-75 French A-level entries dropped from 25,925 to 17,025 and German entries from 7,520 to 5,516.[5] The move to comprehensive schools had not been seen to help language teaching to flourish, so a national survey of language teaching was conducted by five HM Inspectors of Schools in 83 comprehensive schools took place from 1975 to 1976, which resulted in the ungenerous DES report Modern Languages in Comprehensive Schools published on Thursday 17 March 1977.[6] The report said that language teaching was often too 'mechanical' and inflexible, not nuanced.

The UK is one of the world's most popular destination for students from overseas. In fact, more than 400,000 international students enrol each year. International students considering an education in the UK have a choice of over 140 universities and higher education institutions, each offering a great range of tertiary qualifications that will be recognised the world over. Students join a 3 year undergraduate programme or a 1 year postgraduate course.

If you need to improve your English language or study skills before attending a UK university, pathway providers offer unique foundation courses which often lead to direct degree-level entry upon completion. There are several private companies who operate Foundation and Diploma programmes on the campuses of UK universities. Often these courses offer accelerated access to undergraduate degrees.

A state boarding school is one where you pay for boarding and the education is free. The government pays for the education as it would at any other state school in England.

Admission to state boarding schools in the UK is limited to children who are nationals of the UK and are eligible to hold a full UK passport, or those who are nationals of other European Union countries or those who have the right of residence in the UK. Please note that the holding of a BN(O) passport does not make the child eligible for a state boarding school in the UK.

Many of the independent private sixth form colleges in Oxford, Cambridge and London work on a 'tutorial system' and are often referred to as 'tutorial colleges'. The tutorial system originates from Oxford and Cambridge Universities and is a very highly regarded and much tested system. It is still used today and is the cornerstone of an 'Oxbridge' education. A tutorial is a small class of only a few students, in which the tutor (a lecturer or other academic faculty member) gives individual attention to the students.

A boarding school is a residential school where pupils live and study during the school year. There are approximately 500 boarding schools across England, Wales, Scotland and Northern Ireland.

The modern infrastructure of language teaching policy and practice

Since the late nineteenth century, language teaching – like all education – has increasingly become a

matter for public debate and come under the eye of the state (see McLelland 2017: chapter 6).

Besides the work of professional language teacher associations such as the Modern Languages

Association and the Association of Assistant Masters (which produced four overviews of modern

languages teaching between 1929 and 1967), a succession of government reports, whether specific

to modern languages (such as the Leathes Report of 1918) or with a broader remit (such as the 1864

Clarendon Report and the 1868 Taunton Report), have given views on the place of modern languages

in schools and universities. From the 1960s onwards, modern language education researchers and

teacher trainers based in higher education have produced research and textbooks reflecting on

the purpose, methods and assessment of modern languages education.

CONCLUSION

Applying the British education system to teaching foreign languages offers significant benefits, both for educators and students. The British approach, with its emphasis on communicative methods, interactive learning, and integration of modern technology, creates a dynamic and engaging environment for language acquisition. By incorporating strategies such as CLIL, task-based learning, and ongoing assessment, language instruction becomes more practical, immersive, and aligned with real-world communication. Furthermore, the use of multimedia tools enhances language learning and supports diverse learning styles, fostering a deeper understanding and retention of foreign languages. By adapting these innovative methods, educators can improve the quality of language education, making it more relevant and effective in today's globalized world.

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