

### THE FUTURE OF LANGUAGE TEACHING: PROSPECTS AND CHALLENGES IN A POST-PANDEMIC WORLD

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**Abstract.** In order to interact with people in a globalized society and communicate successfully across cultural boundaries, language instruction is a crucial component of education. There are opportunities and difficulties for language teachers when we consider the post-pandemic teaching landscape. While the pandemic's transition to online and hybrid learning methods has created new avenues for distant language instruction, it has also brought attention to how crucial it is to retain students' involvement and personal relationships throughout the learning process. This essay will examine the challenges and opportunities that language instruction may face in the future and how teachers may adjust to better fulfill the requirements of learners in an ever-evolving educational environment.

**Key words.** online learning, technology integration, hybrid models, remote teaching, digital literacy, cultural competence, personalized learning, professional development, student engagement, assessment strategies, blended learning, teacher training, communication skills, educational equity, language proficiency, global citizenship.

**Аннотация.** Для того чтобы взаимодействовать с людьми в глобализованном обществе и успешно преодолевать культурные границы, языковое обучение является важнейшим компонентом образования. У преподавателей иностранных языков есть как возможности, так и трудности, когда мы рассматриваем ситуацию с преподаванием в постпандемический период. Несмотря на то, что переход от пандемии к онлайн- и гибридным методам обучения открыл новые возможности для дистанционного обучения языку, это также привлекло внимание к тому, насколько важно поддерживать вовлеченность учащихся и личные отношения на протяжении всего процесса обучения. В этом эссе будут рассмотрены проблемы и возможности, с которыми может столкнуться языковое обучение в будущем, и то, как учителя могут адаптироваться, чтобы лучше соответствовать требованиям учащихся в постоянно развивающейся образовательной среде.

**Ключевые слова:** онлайн-обучение, интеграция технологий, гибридные модели, дистанционное обучение, цифровая грамотность, культурная компетентность, персонализированное обучение, профессиональное развитие, вовлечение студентов, стратегии оценки, смешанное обучение, обучение учителей, коммуникативные навыки, равенство в образовании, знание языка, глобальное гражданство

**Annotatsiya.** Globallashgan jamiyatdagi odamlar bilan muloqot qilish va madaniy chegaralar bo'ylab muvaffaqiyatli muloqot qilish uchun tilni o'qitish ta'limning hal qiluvchi tarkibiy qismidir. Pandemiyadan keyingi o'qitish manzarasini ko'rib chiqsak, til o'qituvchilari uchun imkoniyatlar va qiyinchiliklar mavjud. Pandemiyaning onlayn va gibrid ta'lim usullariga o'tishi uzoq tillarni o'qitish uchun yangi yo'llarni yaratgan bo'lsa-da, shuningdek, o'quv jarayonida talabalarning ishtiroki va shaxsiy munosabatlarini saqlab qolish qanchalik muhimligiga e'tibor qaratdi. Ushbu insho kelajakda til o'qitish duch kelishi mumkin bo'lgan qiyinchiliklar va imkoniyatlarni va o'qituvchilar doimiy rivojlanayotgan ta'lim muhitida o'quvchilarning talablarini yaxshiroq bajarish uchun qanday moslashishini ko'rib chiqadi.

**Kalit so'zlar:** onlayn ta'lim, texnologiya integratsiyasi, gibridd modellar, masofaviy o'qitish, raqamli savodxonlik, madaniy kompetentsiya, shaxsiylashtirilgan ta'lim, kasbiy rivojlanish, talabalarni jalb qilish, baholash strategiyalari, aralash ta'lim, o'qituvchilarni tayyorlash, muloqot qobiliyatlari, ta'lim tengligi, tilni bilish, global fuqarolik.

### INTRODUCTION

After the pandemic, there will probably be a big move in language education toward online and hybrid learning methods. Language instruction has not been exempt from the pandemic's acceleration of technological usage in education.

Prospects:

1. Online learning: Online language learning platforms will keep becoming more and more popular as a result of the pandemic's success with distant learning. This provides instructors and students with the advantage of flexibility, enabling individualized learning experiences.

2. Artificial intelligence: Personalized feedback, progress monitoring, and course customization for each student's unique learning style are all already possible with AI technology in language instruction. In the future, this is probably going to become more common, offering more productive and successful language learning opportunities.

3. Global reach: Students from all over the world may obtain top-notch language training from any location with the help of online language instruction. This creates new chances for pupils to interact with classmates from other cultural backgrounds and for language teachers to reach a larger audience.

### THE MAIN FINDINGS AND RESULTS

The main thing we have to mention is that there are some reasonable problems :

1. Education quality: Although there are numerous advantages to online learning, there are questions over the level of instruction as opposed to face-to-face training. If language instructors want to guarantee that their pupils are getting a top-notch education online, they will have to modify their teaching strategies.

2. Digital divide: Online language learning may be hampered by students' unequal access to technology and the internet. To close this gap and guarantee that every kid has access to high-quality language education, language instructors will need to come up with solutions.

3. Preserving student involvement: Students' motivation and engagement may occasionally decline as a result of online learning. In a virtual learning environment, language teachers will need to come up with innovative strategies to keep their pupils interested and involved.

### RESULTS AND DISCUSSION

In the post-pandemic era, language education appears to have a bright future full of potential for advancement and expansion in online and technology-driven learning. For all children to have access to high-quality language education in the future, language teachers will also need to overcome some obstacles. The first special collection in this series, "Critical Digital Pedagogies in Modern Languages - a Tutorial Collection" (Spence and Brandão, "Critical"), and the (then) soon to be published launch issue (Spence and Wells), were the inspiration for this collection. These conversations took place in late 2020 between the editors of the Digital Modern Languages section. This was one of three planned special collections; the other two, which will be released soon, will be open issues that focus specifically on early career scholars and low-resource

languages in digital settings. The world had already endured more than a year of COVID-19-related lockdowns or other restrictions when the proposal began to take shape and we were both confirmed as co-ordinating editors for the collection. Although it was unclear when the pandemic's most severe effects would subside, its effects on international education systems had been swift, significant, and wide-ranging. Our working title for the collection, "post-pandemic pedagogies," was a nod to the ongoing, and in some cases potentially long-lasting, effects of the pandemic on language education that we were all seeing at the time, rather than an ill-advised attempt to predict the end of the pandemic. It is amazing to think back on how quickly educators had to adapt to drastically changed learning environments even now, more than three years after the pandemic began. While the "return to normalcy" served as a reminder of how much we valued face-to-face and in-person educational interactions, it is difficult to argue that this normalcy was the same as it was prior to COVID-19. Below, we will examine these developments in more detail, but first, it is helpful to provide some background information for the conversation.

### CONCLUSION

To conclude, it might be concluded that there are opportunities and problems for language instruction in the post-pandemic environment. Technology has the power to completely transform language acquisition and increase its accessibility for a larger group of people. But there are obstacles to overcome, like making sure that online learning is of a high caliber, tackling the digital gap, and preserving the social contact and sense of community that are essential to language learning. It is crucial that teachers embrace cutting-edge pedagogies and adjust to the ever-evolving field of language instruction while maintaining the fundamentally human component of language acquisition. More inclusive, productive, and interesting language education is possible in the future of language teaching if these issues are resolved and technology is used to its fullest potential..

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