

**O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

BUXORO DAVLAT PEDAGOGIKA INSTITUTI

TILLAR FAKULTETI

XORIJIY TILLAR KAFEDRASI

**KASBIY MAHORAT SARI:
CHET TILLARINI O'QITISHDA ZAMONAVIY
METODOLOGIYALAR**

Xalqaro ilmiy-amaliy anjuman materiallari

**INNOVATIVE PATHWAYS TO PROFICIENCY:
EXPLORING METHODOLOGIES IN TEACHING
FOREIGN LANGUAGES**

International scientific-practical conference materials

**ИННОВАЦИОННЫЕ ПУТИ К
КВАЛИФИКАЦИИ: ИЗУЧЕНИЕ
МЕТОДОЛОГИЙ ПРЕПОДАВАНИЯ
ИНОСТРАННЫХ ЯЗЫКОВ**

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3. Artikova H.T. – Yoshlar masalalari va ma'naviy-ma'rifiy ishlar bo'yicha birinchi prorektor, a'zo;
4. Muxtorov E.M. – Buxoro davlat pedagogika instituti o'quv ishlari bo'yicha prorektor, a'zo;
5. Ergashov M.Y. – O'quv-uslubiy boshqarma boshlig'i, a'zo;
6. Xaitov X.A. – Tillar fakulteti dekani, a'zo;
7. Xamdamova G.X. – Xorijiy tillar kafedrasini mudiri, a'zo;
8. Yusupova H.O'. – Xorijiy tillar kafedrasini dotsenti, f.f.n., a'zo;

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7. Xamdamova G.X. – Xorijiy tillar kafedrasini mudiri, a'zo;
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9. Yusupova H.O'. – Xorijiy tillar kafedrasini dotsenti, f.f.n., a'zo;
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CHALLENGES THAT ARISE IN THE PROCESS OF TEACHING ENGLISH TO SCHOOL-AGE LEARNERS

*Jamolova Mokhigul Bakhtiorovna,
teacher of the Bukhara State Pedagogical Institute
jamolovamohigul@buxdpi.uz*

*Aslonov Daler Azamat o'g'li
Student at Pedagogical Institute of Bukhara State)*

Abstract: This article shows the problems and issues that arise during the teaching of English, and gives examples of ways to overcome the difficulties. Also, in the article, I presented my conclusion about 10 main problems faced by school-aged students. Reflections on the influence and benefits of mother tongue on young English language learners.

Key words: Problem, teaching process, textbook use, interlingual interaction, early age

Аннотация. В этом рассказе показаны проблемы и вопросы, возникающие во время преподавания английского языка, и приведены примеры способов преодоления трудностей. Также в статье я представил свои выводы о 10 основных проблемах, с которыми сталкиваются школьники. Размышления о влиянии и пользе родного языка для молодых людей, изучающих английский язык.

Ключевые слова: Проблема, учебный процесс, использование учебников, межъязыковое взаимодействие, ранний возраст

Annotatsiya. Bu hikoyada ingliz tilini o'qitish davomida yuzaga keladigan muammo va masalalar ko'rsatilgan bo'lib, undagi qiyinchiliklarni bartaraf etish yo'llari haqida misollar keltirilgan. Shuningdek, maqolada 10ta asosiy maktab yoshidagi o'quvchilarga duch keladigan muammolar haqida xulosalarimni keltirib o'tganman. Ingliz tilini o'rganuvchi yosh o'quvchilarga ona tilining ta'siri va undagi foydalari haqida fikr yuritilgan.

Kalit so'zlar: Muammo, o'qitish jarayoni, darslikdan foydalanish, tillararo muloqot, erta yosh

The main problems in teaching foreign languages, especially English, in general secondary schools are the same as the problems that can arise in teaching any foreign language as a second language. But when it comes to school students and younger learners, the teaching process seems to be several times more difficult. Personally, I used to teach English to older learners (20-30 years old) as an independent teacher before working at the school. At a time when my teaching style and experience were adjusting to working with older people, I went to work at a school and found it very difficult to communicate with young learners. I felt the need to approach them in a different way when teaching a foreign language, to pay more attention to older learners, and to develop simplified methods of teaching English. From my personal experience and observations, I have come to the conclusion that the following 10 main problems are most common in teaching English to school-age learners: I've seen this happen a lot, both in groups and with individual students. If students do not know the correct answers to some of the questions, they are silently waiting for the teacher to give the correct answer. Maybe it depends on the child's learning psychology. But in such situations, I think it would be better for the teacher to encourage the student to think independently and find the answer independently, even if it is using a book or notebook. Excessive attachment to the teacher can be observed even in students who know and can say the correct answer. You ask a question, the student knows the correct answer, says the answer, but still looks at you with the gaze of getting the right answer. I think this behavior is not about knowing the answer is right, but rather about not believing in the answer itself. Every English teacher should encourage students to reduce such situations and to help them think independently as much as possible. Inspiration is very important in this situation, because it increases the student's self-confidence. It is not possible to teach a foreign language in a foreign language class. It is possible to teach in this way in the senior classes of the school, especially

with graduates, but I think it is impossible to teach English with young learners without using Uzbek. However, overuse of the first language (mother tongue) can also be a major barrier to students learning a foreign language. There should be a balance between the teacher's use of English and Uzbek in the classroom during English lessons. But how do you find that standard? If Uzbek is spoken a lot, it seems that English is not spoken enough to the students. Conversely, if English is spoken too much and as a result students do not understand what they are talking about, they may not be able to fully understand some of the assignments. In any case, the problem with the norm of language use in classes between native speakers and English, I think, concerns most teachers. Although such students can cause disruption of any lesson, the presence of such students in English classes is primarily the fault of the teacher and secondly the lesson that the student is not interested in and is not equipped with sufficient equipment. The presence of such students in Uzbek-language subjects such as history and geography can be interpreted as "the child is not interested in science," but not only in English. In order for a child to be interested in English and to be interested in science, he or she must first understand the science at least a little bit. It is important that the explanation is based not only on oral information, but also on visual aids, multimedia. In order to engage students in foreign language classes, to acquaint them with at least a little bit of science information, the lesson should be enriched with colorful pictures, drawings, multimedia tools that help to convey information to students even without knowing the language necessary. This issue is different from the previous one. Examples of students' "kidnapping" of a lesson include: a topic-based conversation begins, students engage in a conversation, a topic-based discussion continues, and students try to speak enough English. At a time when everything seems so good, students suddenly, sometimes unknowingly, find a topic that is very similar but completely different. In my opinion, the problem mentioned above is that English teachers face the same problems as other sciences. We need to differentiate a foreign language like a foreign culture and create knowledge that meets foreign standards using foreign state methods in the process of teaching it. I believe that it is necessary to create conditions in which a learner of any age can feel this difference and, of course, the vague grammatical structure given in the language textbooks studied, or the culture and literature of the peoples of the country where the language is studied, and, if necessary, the daily life, should not be limited to unrelated short cult texts. Then a perfect foundation will be laid in the school

children. In my opinion, it is necessary to explain to children the lesson in a more interesting way, using a variety of English language pictures. Then students will be able to master the lesson better. As in our country, the time and speed of language learning are important in systems where a foreign language is limited to the scope of the course. 5-7 years to acquire knowledge of listening comprehension, speaking, reading, writing and vocabulary and to apply all these skills in a foreign language from an academic point of view correctly. There should be a curriculum that provides for regular and effective classes. From this point of view, a week of foreign language classes in grades 2, 3 and 4 is not enough. Language teaching, which is naturally a means of both written and oral communication, requires continuity. A 7-8 year old elementary school student may not be able to master a foreign language system that allows them to communicate only 4-5 hours a week and cannot be used in their own environment.

Textbooks should not be the only source of knowledge. Another serious problem in language teaching is the methods and equipment used to teach the language. When examining the textbooks used at the primary school level in public schools, it became clear that there was no connection between the components between the topics and no connection between the units of vocabulary despite the myriad of vocabularies. When we use language in every situation in life, every word that comes out of our mouth is semantically connected with what is said before or after. At a time when technology is rapidly evolving, there is no doubt that textbooks should not be the only source of language teaching. If we consider that in 80% of cases our teachers use textbooks in teaching foreign languages across the country, it is necessary to pay special attention to the preparation of other books and additional teaching materials. Today, we are in a situation where a 7-8 year old child who started learning a foreign language in the 2nd grade of primary school came to the end of the 4th grade last week or last night in a language that he or she has been learning for 3 years who cannot tell the action that took place. Because the content of the textbooks used in primary school does not allow it.

Some languages are learned at an early age

In the early stages of learning a foreign language, the influence of students' mother tongue characteristics can be observed. This situation, called "interlingual interaction," indicates that there is always a connection between the student's native language and the other language in which he or she began to learn. Also, many aspects of language development are

slow in language learning. Some features and aspects of language are learned earlier and some later. Sometimes it takes a long time to master many seemingly simple aspects due to differences in languages. If a student does not have the opportunity to hear and use the language, he or she will not be able to make positive progress in language learning and will soon forget what he or she has already learned.

Conclusion

Each material presented in the language study should be meaningful and the topics should be linked to each other and, if necessary, linked to other things that the child has learned in other lessons. In this case, foreign language teachers are required to work together and make plans together with other teachers who teach the given class. It also requires that each student's experience and life be considered and linked to in the learning process. In this context, content-based models and fairy tales and songs can be used in the teaching process that are relevant to the levels of cognitive, linguistic and social development and activities in which students are directly involved. In short, given that more than half of the world's population speaks two or more languages in their daily lives, we are convinced that learning a foreign language is not a miracle. In addition, we can teach a foreign language to a student not only as an opportunity for a few people to succeed, but also so that they can keep pace with the times.

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