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THE PROBLEMS OF TEACHING FOREIGN LANGUAGES IN SCHOOL EDUCATIONAL INSTITUTIONS

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Annotation. This article sheds light on a number of difficulties and problems in teaching and learning English and methods and methods of finding solutions to them.

Key words: Uzbekistan, Education system, Ministry, Elementary and Secondary Education, Administrative reforms, State policy, Constitutional rights, Citizens, Cabinet of Ministers, Education reform.

Nowadays, there are over 600 languages spoken in the world, each evolving and forming its own unique linguistic family trees. One of them, belonging to the Germanic language family, is the English language. One of the current pressing issues is teaching foreign languages as a second language and nurturing the younger generation with values such as patriotism, loyalty, high self-esteem, and national pride. "One of the main problems in teaching foreign languages in primary schools is the lack of qualified teachers" [1, p. 25].

Similarly, in our country, in the last 2-3 years, there has been a growing demand to primarily teach the younger generation English and require them to obtain certificates and diplomas such as B1 or C1 levels and the IELTS diploma. The goal is for all future generations in our homeland to have knowledge of foreign languages like their mother tongue and to adapt quickly to the rapidly advancing modern technologies of today. Consequently, in the 21st century, with the development of information and communication, the natural flow of new words, phrases, and idioms from one language to another has become inevitable.

This situation highlights the necessity of not only enriching and standardizing the language but also demonstrating the ability to incorporate new words entering the language with a suitable equivalent or finding their opposite meaning in the Uzbek language. In addition, teaching English as a foreign language nowadays is a very challenging task, especially if conducted in places with limited resources. This raises the question: 'What are the difficulties and challenges in learning English?' The reasons include the lack of vocabulary, low concentration, lack of discipline, hesitation, and speech impediments, particularly the inability to have sufficient exposure to the English language in classroom settings. The classroom environment is crucial for teaching and learning English. A negative atmosphere can hinder students' progress, while a positive one can motivate them to learn. Limited resources pose challenges for effective English instruction. Teaching a large number of students requires more effort and dedication from educators.

1. The disrupted classroom environment is considered crucial in teaching and learning English. A conducive environment motivates students to learn the language, while a negative atmosphere hinders their progress.

2. Limited teaching resources pose challenges not only for English instruction but also for teaching any subject comprehensively. Often, insufficient resources

hinder effective English language teaching as they don't meet the requirements for successful learning.

3. The presence of numerous students in the classroom creates additional demands and stress for teachers. Teaching a large number of students requires more effort and dedication from educators.

Creating an optimal classroom environment is paramount for the successful teaching and learning of English. The atmosphere within the classroom significantly influences students' engagement and progress in acquiring the language. A positive and supportive environment fosters enthusiasm and motivation among students, encouraging them to actively participate in language activities and practice their skills with confidence. Conversely, a negative or disruptive atmosphere can impede students' learning experiences, hindering their ability to absorb new information and hindering their linguistic development. "Student motivation plays a crucial role in overcoming the challenges of teaching foreign languages in school educational institutions" [3].

In addition to the psychological aspect of the learning environment, the availability and adequacy of teaching resources play a crucial role in facilitating effective English instruction. Educators require a diverse range of materials and tools to engage students and cater to their varied learning styles and preferences. However, limited access to resources such as textbooks, audiovisual aids, and technology can pose significant challenges for teachers, limiting their ability to deliver engaging and interactive lessons. Furthermore, disparities in resource allocation across different educational institutions and regions may exacerbate inequalities in English language education, disadvantaging students in underprivileged communities and impeding their academic success. Moreover, the composition of the student body within the classroom can impact the dynamics of English language instruction. Teaching a large cohort of students presents unique challenges for educators, as they must navigate the diverse needs, abilities, and learning paces of individual learners while maintaining a conducive learning environment for all. In classrooms with a high student-to-teacher ratio, educators may struggle to provide personalized attention and support to each student, leading to disparities in learning outcomes and student engagement. Additionally, managing classroom behavior and fostering a collaborative learning environment becomes more challenging as class sizes increase, requiring educators to employ effective classroom management strategies to maintain order and facilitate meaningful learning experiences.

Furthermore, the role of technology in English language instruction cannot be overstated in today's digital age. Digital resources such as interactive learning platforms, multimedia presentations, and educational software offer valuable opportunities for engaging students and enhancing their language skills. Integrating technology into English language lessons enables educators to create dynamic and interactive learning experiences that cater to the diverse needs and interests of students. However, access to technology may be limited in certain educational settings, particularly in low-income schools or rural areas where infrastructure and funding constraints restrict the adoption of digital learning tools. "Incorporating

technology in language classrooms can help address the challenges faced in teaching foreign languages in school settings." [2]. Addressing these disparities and ensuring equitable access to technology is essential for promoting inclusive and effective English language instruction for all students.

In addition to the external factors affecting English language instruction, educators' professional development and pedagogical approaches also play a crucial role in shaping the quality of instruction. Continuous training and support for teachers are essential for enhancing their knowledge and skills in language teaching methodologies and strategies. Professional development opportunities, such as workshops, seminars, and peer collaboration initiatives, provide educators with the necessary tools and resources to effectively address the diverse needs of their students and adapt their teaching practices to evolving educational trends and standards [3].

Furthermore, fostering a culture of collaboration and peer support among educators can enrich the teaching and learning process, enabling them to exchange ideas, share best practices, and learn from each other's experiences. Collaborative learning communities provide a platform for educators to engage in meaningful dialogue and reflection, identify areas for improvement, and collectively work towards enhancing the quality of English language instruction.

By fostering a culture of lifelong learning and professional growth, educational institutions can empower educators to become more effective and innovative practitioners, ultimately benefiting their students and the broader community. "Continuous professional development is essential for language teachers to stay updated on effective teaching strategies and address the evolving needs of students learning foreign languages" [4, p. 35].

In conclusion, effective English language instruction requires a holistic approach that addresses various factors influencing the teaching and learning process. Creating a supportive and conducive learning environment, providing access to adequate teaching resources, managing diverse classroom dynamics, integrating technology into instruction, and investing in educators' professional development are essential components of successful language education programs. By addressing these factors comprehensively and collaboratively, educational stakeholders can work towards ensuring equitable access to high-quality English language instruction for all students, empowering them to succeed academically and thrive in an increasingly interconnected and multilingual world.

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BOSHLANG‘ICH TA‘LIMDA INGLIZ TILINI O‘QITISHDA QO‘LLANILADIGAN METODLAR

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Annotatsiya. Maqolada boshlang‘ich ta‘lim o‘quvchilari uchun ingliz tili o‘qituvchisining innovatsion metodlardan foydalanish orqali ta‘lim sifatini oshirish yo‘llari ko‘rsatilgan.

Kalit so‘zlar: maktab, innovatsiya, pedagog-texnolog, metod, ta‘lim, tarbiya, bilim, ko‘nikma, kreativ, tasnif, innovatsiya, obyektiv.

Kirish. Bugungi kunda xorijiy tillarni bilish ko‘nikmasi hayotimizning ajralmas qismlaridan biri bo‘lib bormoqda. Turli sohalaridagi mutaxassislarda chet ellik hamkorlar bilan hamkorlik qilish ko‘rsatkichi yuqori bo‘lganligi sababli, ularda til o‘rganishga bo‘lgan talab yuqoridir. Zamonaviy jamiyatda chet tillari kasbiy ta‘limning muhim tarkibiy qismiga aylanmoqda. Bunday bilimlarni insonlar dastlab maktabgacha ta‘lim muassasalari va maktab keyinchalik institutlarda, o‘quv kurslarida yoki mustaqil ravishda xorijiy tilni o‘rganadilar. Ushbu maqsadga yetishishda muvaffaqiyatga erishish, o‘qituvchilarning amaliy uslublari va malakasiga bog‘liq. Axborot texnologiyalari va zamonaviy o‘qitish usullaridan foydalanish qobiliyati yangi materiallarni tezkor tushunishga yordam beradi. Turli usullarni birlashtirib o‘qituvchi muayyan ta‘lim dasturlarini yechishga qodir bo‘ladi. Ingliz tilini o‘rgatishda o‘rganuvchining salohiyat va darajasi, yoshidan kelib chiqqan holda bosqichma-bosqich o‘rgatish yaxshi natija beradi. Psixologlarning fikricha, bolalar kattalarga nisbatan tilni tez va oson o‘zlashtiradilar.

Adabiyotlar tahlili va metodologiya. Bolalarda til o‘rganishga bo‘lgan tabiiy moyillik, ularda taqlid qilish xususiyati kuchli ekanligi, kattalarga qaraganda bolalar vaqtining ko‘pligi buning asosiy sabablaridandir. Shuni e‘tiborga olish kerakki, 6-7 yoshli bolalar ma‘lumotlar ma‘nosini tushunib emas, uni mexanik tarzda yodlaydi. Shuning uchun boshlang‘ich sinf o‘quvchilariga ingliz tilini o‘rgatishni grammatik tushuncha berishdan boshlamaslik zarur. Aks holda chet