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**PROBLEMS AND PROSPECTS OF LANGUAGE TEACHING IN THE  
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10. Шибко Н. Л. Развитие культуроведческих умений у иностранных студентов филологических факультетов при обучении говорению (на материале односоставных предложений): Автореф. дисс. канд. пед. наук. – Минск, 2005. – 44 с.

## THE MAIN PROBLEMS OF TEACHING FOREIGN LANGUAGES

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**Annotation.** The topic discusses the importance of teaching English to young children, emphasizing the benefits of starting language education at an early age. It covers various aspects such as the demand for foreign language education, societal significance, objectives of teaching English to children, advantages of early language learning, and the role of age in language acquisition. Additionally, it highlights the ease of learning languages at a young age and the diminishing linguistic abilities as children grow older.

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

**Introduction.** This article discusses methods of teaching English to primary school children, emphasizing the importance of starting language education from an early age. Key words include language, words, phonetics, rules, dog, rabbit, rhythmic music, methodology. The article also highlights the increasing demand for foreign language education in various educational institutions, not only in schools and universities but also in additional educational centers. Furthermore, it mentions the societal importance of language proficiency, both for personal development and for social and economic advantages. The age of the learner is identified as a primary factor in language acquisition, with younger learners being more receptive. The article outlines the main objectives of teaching English to young children, such as developing basic communication skills, expressing thoughts and emotions in daily life situations, fostering positive attitudes towards language learning, and promoting curiosity about other countries' lifestyles and cultures. It also acknowledges the ease of learning at a young age due to children's natural curiosity and their ability to grasp the "secrets" of language. Finally, it mentions the advantage of starting language learning early, as children's linguistic abilities decrease with age. "One of the main problems of teaching foreign languages is the lack of time allocated for language instruction." [1, p. 13] When learning a foreign language, children may not perceive the significant difference between their native language and the target language, making it even more challenging for them to tackle complex language issues. Teaching children differs greatly from teaching adolescents and adults, demanding a completely different approach. If adults speak in a foreign language, it doesn't necessarily mean they can teach it to others. When inexperienced teaching methods are employed, children may develop aversions to the foreign language and lose confidence in their abilities over time. Teaching young children requires experienced professionals. In primary school, English language instruction focuses

on gradually developing children's communicative competencies, encompassing aspects such as phonetic perception, word acquisition, and basic grammar structures. Methodology should involve tailored teaching strategies based on children's age and individual characteristics, fostering motivation and engagement through positive psychological approaches. Games offer an effective means to enhance language skills and foster a positive attitude towards language learning. Game-based learning creates favorable conditions for improving language skills and speech abilities. It's not just an add-on to teaching; it's organically intertwined with it. Games in language learning should be episodic and diverse to complement other instructional activities. The use of game techniques is essential until the age of three, as it contributes to the creation of a imaginary situation and the acceptance of a certain role by the child or the teacher. Rhythmic music games aid not only in developing communication skills but also in refining phonetic and rhythmic-melodic aspects of speech and enhancing the language spirit. "The main challenge in teaching foreign languages is striking a balance between explicit grammar instruction and meaningful communication practice." [2, p. 33]. Badiiy yoki ijodiy o'yinlar is a type of activity that lies between games and creative activities, providing a way for a child to be correct through a game. They can be divided into subcategories. One unique aspect of teaching English to primary school children is that they don't necessarily sit at a desk and write in books and notebooks. The process should be interactive, and children should be encouraged to discover knowledge on their own. Children think clearly; they understand everything without words, they speak simple sentences... If a teacher explains something, they need clarity, they need examples. That's why English language for primary school children is a game. Only through this form can you achieve positive results and shape a positive attitude towards the foreign language in the child. "An ongoing issue in teaching foreign languages is the development and implementation of effective assessment strategies that accurately measure students' language proficiency." [3, p. 49].

Teaching methods should not only focus on memorizing more lexical units but also on fostering curiosity in the subject, developing children's communication skills, and encouraging them to express their thoughts. Providing a child with minimal material that allows them to take the next step in their competency in language units and using the material's inherent advantages is important for them to engage with situations and content. At the beginning of the training, it is necessary to develop a certain approach to working in English with children, and to implement procedures that correspond to the most common situations in communication. Such procedures (greetings, farewells, short exercises, using English-language polite formulas) enable children to establish a connection to the foreign language, simplify the transition to English, indicate the beginning of a lesson for children, and show the completion of a certain stage of the lesson. The success of training is crucially dependent on stimulating the speech-thinking activity of children and attracting them to the conversation in a foreign language. Children need to change the order of speech movements (question order, addresses, names of objects, and others) in a constant manner to avoid a mechanical repetition

of speech movements. It is necessary for all children to perform the speech movements outlined in the teaching task at least once, even if the Talqin va tadqiqotlar respublika ilmiy-uslubiy jurnali is not present. Initial school students in rural areas usually grow up in conditions quite far from an English-speaking environment and their thinking remains in a vague form, the process of mastering new knowledge by children always goes through emotional experiences. Therefore, English language teachers in primary schools use easy methods to teach through visual aids, cards, and other teaching materials. Teachers can also introduce new words that indicate color suddenly by showing fruits such as "banana" and "apple". Teachers guide children to use items in the classroom to organize their learning activities in the target language. "One of the main problems of teaching foreign languages is understanding and addressing individual students' motivational factors that influence their language learning journey" [4, p. 21].

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