Check for updates

| Research Article

Difficulties in Teaching English to Children in Primary School

Xoliqova Xumora Jahongir qizi
Fergana State University foreign languages faculty
Philology: English, student of group 21.93
xumoraxoliqova0499@gmail.com

Abstract: Teaching English to children in primary school presents a unique set of challenges that require a deep understanding of child development, language acquisition, and effective pedagogical practices. This article examines the multifaceted difficulties inherent in this endeavor, highlighting factors such as age-appropriate instruction, cultural and linguistic diversity, limited resources, and the importance of fostering a positive learning environment. We delve into the complexities of balancing traditional grammar-based approaches with communicative and play-based methodologies, ultimately advocating for a holistic approach that addresses the individual needs of each child. By recognizing and addressing these challenges, educators can create a more effective and engaging learning experience that empowers young learners to develop a strong foundation in English language proficiency.

Keywords: early schooling, difficulties in teaching a foreign language, mastering a foreign language.

INTRODUCTION

The primary school years are a critical period for language development, laying the foundation for future academic success and social integration. For children learning English as a second or foreign language, these years present unique challenges and opportunities. While the potential for language acquisition is high during this stage, educators face a complex set of factors that require careful consideration and strategic planning.

One of the primary difficulties lies in tailoring instruction to the specific needs and learning styles of young children. Their developing cognitive abilities require engaging activities, playful approaches, and a strong emphasis on visual aids and hands-on learning. While traditional grammar-based methods might be effective for older students, they can be overwhelming and demotivating for younger learners. Moreover, the classroom often presents a diverse linguistic and cultural landscape, necessitating differentiated instruction and culturally responsive teaching practices. Educators must be sensitive to the unique experiences and backgrounds of each child, creating a safe and inclusive environment where all learners feel respected and empowered to participate.

Furthermore, limited resources, including access to technology, materials, and qualified teachers, can pose significant challenges. The need for creative and resourceful approaches is paramount, demanding educators to utilize readily available materials, engage in collaborative teaching practices, and leverage technology in innovative ways to enhance learning opportunities. Beyond the logistical and pedagogical considerations, fostering a positive learning environment is essential for success. Children need to feel confident, supported, and motivated to engage in the language learning process. Creating a classroom that encourages risk-taking, celebrates effort, and promotes a love of learning is key to unlocking the potential of young language learners.

Purpose of this program is a comprehensive solution to the problems faced when learning foreign languages, namely, the formation of communicative competence of students, that is, the ability of students Elementary School. Early learning of a foreign language is officially recognized by the state. Children aged 7-10 years old learn a foreign language subconsciously. Young children learn languages much more easily than in later years. They understand the situation much faster than statements in a foreign language by what schoolchildren were learning a foreign language at an early stage has a very positive impact on developmentchildren's imagination. During training, the child develops hisgeneral speech abilities become more diversified. A foreign language provides great educational and educational potential, since mastering a foreign language presupposes familiarity with the sociocultural characteristics of the peoples speaking the language being studied. Such qualities as tolerance and differences in cultures, ways of expressing feelings, etc. are developed.

Thus, this integration process allows the teacher to expand the use of the English language by including English speech in other subjects (visual arts, labor and musical activities, etc.) develop students' creative abilities. A foreign language provides an individual approach in the context of collective forms of learning. It provides:

1. depending on the student's abilities and level of development speech skills and abilities;
2. speech and cognitive tasks related to the learner's personality, his experience, desires, interests, emotional state, etc.;
3. ability to work in a team and communicate with each other.

There are also a number of problems that teachers face when teaching English second grade students. All children in the class are completely different, and they can be distinguished by their level of learning, ability to language acquisition, learning a foreign language in groups, as well as intellectual abilities. Each child has his own character traits and interests. It is very important to remember that children have different temperaments: some are aggressive, others are shy, others are too anxious. It is necessary to take into account all these differences and select more suitable tasks or roles for each child.

In the second grade there are children who have not studied a foreign language and children who already have experience

learning a foreign language in preschool or first grade. Children who have already studied English before school perceive the language well, are more relaxed, more motivated, work better with books and other components of teaching materials, and show greater readiness to work in pairs and small groups. They are more successful in mastering the articulation of the English language, and are familiar with phonetic exercises, which cause certain difficulties for children who have not completed the course.

Therefore, the teacher has to distribute educational material among lessons, taking into account the knowledge of learning developed by children who studied and did not study English in a preschool institution.

The solution to this problem is not only in planning, but also in implementing the plan during the learning process. Lesson plans aimed at specific students are based on an analysis of the student's needs. One of the problems of early education is the psychological and age characteristics of a particular child. In the educational process, it is beneficial to use children's imaginative thinking and elements of play. The game leads to development. Play is always emotions, where there are emotions, there is activity, there is attention and imagination, there is thinking.

Among the various techniques, games and game situations, because help develop communication skills, contribute to effective development of language material, provide a practical orientation to training. At all stages of learning English, games help solve these problems. There are the following groups of games:

• games to develop speech skills,
• role-playing games;
• games for the development of lexical, grammatical and phonetic skills;
• controlling games;
• games for developing thinking; games for developing intelligence;

Observation of the process of teaching English using games and game situations have shown that their use makes it possible to instill in students an interest in language. Parents, to whom most often children ask questions while doing homework or wanting to share their success in studying a completely unusual subject. Parents are children's first helpers when they have difficulties in any subject. There are also many parents who either show no desire to help their children at all, or who themselves, having a good command of the English language, are unable to provide assistance.

The teacher, in due time, should strive to ensure that the entire lesson is relaxed, and the teacher's tone is cheerful and friendly, creating a pleasant, conducive atmosphere for classes.

Exercises and relaxation became mandatory elements of the lesson. The purpose of relaxation is to relieve mental stress, give children a little rest, evoke positive emotions, a good mood, which leads to improved learning of the material. Such types of relaxation are used as: various types of movements, games, singing, dancing, interest in something new and unusual.

The use of health-saving technologies has made it possible to create favorable conditions for successfully mastering the necessary knowledge in the lesson, overcoming difficulties. One of the promising forms of teaching a foreign language is the project method. The application of this method in an educational situation allows us to speak of a school project as a new pedagogical technology that allows us to effectively solve the problems of a personality-oriented approach to teaching. It is necessary to more actively introduce other forms into the educational process: group, collective, as well as design ones. It is very important, if possible, to place children correctly in the classroom.

The English language should be acquired by students as a medium of communication. Children should study English in the process of interested communication and interaction with various characters: teacher, dolls. The student most often does not see a real opportunity to use his knowledge. This shortcoming can be eliminated using the techniques of the design methodology, which is based on following principles:

• formulation of a specific goal aimed at achieving not
• "linguistic", but a practical result
• each student or group of students receives specific
• tasks aimed at performing practical extra-linguistic actions with
• by language
• self-fulfillment of the received knowledge and prayers of the teacher

• mutual responsibility of students and teachers for work results

While working on a task, the project group is united by a single activity, the group turns into a subject of the educational process. This technique makes it possible to create conditions for the development of independence, creative activity, and the emotional sphere of students, and for fostering personal and collective responsibility for the assigned work. By working on a project, schoolchildren learn to use the acquired knowledge in practice and bring the job to completion. The project methodology makes it possible to attract weak students to work on an equal basis with strong ones, and to increase students' interest in a foreign language. Systematic application of this technique helps strengthen motivation and significantly increases the effectiveness of learning.

Conclusion

Teaching English to children in primary school is a demanding but rewarding endeavor. The challenges are multifaceted, encompassing issues of age-appropriateness, cultural sensitivity, resource limitations, and the creation of a positive learning environment. By recognizing these difficulties, educators can adopt a more holistic approach, encompassing a range of pedagogical strategies and adapting to the unique needs of each child.

Creating engaging and effective lessons requires a delicate balance between traditional grammar-based approaches and more communicative and play-based methodologies. Educators must leverage a variety of resources, including technology, visual aids, and interactive games, to make learning fun and accessible for all learners. Furthermore, fostering a supportive and inclusive classroom culture is paramount, encouraging children to take risks, embrace mistakes, and celebrate their progress.

The ultimate goal is to empower young learners to develop a strong foundation in English language proficiency, preparing them for future academic and social success. While the challenges are real, so too are the rewards of witnessing young minds blossom and grow as confident and capable communicators. By embracing a commitment to continuous learning, collaboration, and a deep understanding of child development, educators can navigate these challenges and create a more equitable and engaging learning experience for all children.

LIST OF REFERENCES:

1. Baranov A.N.. Karaulov D.O. Dictionary of Russian political metaphors. - M.: 1994. 351 p.

2. Bylinsky K.I. Newspaper language. Selected works / Comp. K.M. Nakoryakova. - M.: Publishing house of Moscow State University. 1996. 304 s

3. . Valgina N.S. Active processes in the modern Ous language: Teaching aid for university students - Moscow: Logos. 2001. 304 p.

4. Vinogradov S.I. Expressive means in parliamentary speech // Russian speech. - 1994. Nel. URL: (date of access: 08/12/2019).

5. Kostomarov V.G. Linguistic taste of the era. From observations of the speech practice of mass media. Third edition, rev. and additional St. Petersburg: "Zlatoust", 1999. 320 p.