



COMMON PROBLEMS IN TEACHING ENGLISH LANGUAGE AND THEIR SOLUTIONS

M.M.Iskandarova
assistant teacher

Department of Uzbek and Foreign Languages
Tashkent Institute of Textile and Light Industry
<https://doi.org/10.5281/zenodo.10927395>

ARTICLE INFO

Qabul qilindi: 11-mart 2024 yil
Ma'qullandi: 15-mart 2024 yil
Nashr qilindi: 17-mart 2024 yil

KEYWORDS

suggestion, problems, solutions, issue, speech, instructor, challenges, communicate, motivation, subject, goal, result.

ABSTRACT

This study discusses the challenges that instructors face while teaching English language. It's challenging to teach English to speakers of other languages, particularly in contexts where English has relatively limited use. The difficulties in instructing English and the viewpoints of the difficulties faced by English language instructors in addressing these issues in the classroom are emphasized and examined. Many problems have surfaced, and suggestions for fixes have been made.

Introduction.

English teachers who work with students who are learning the language as a second language frequently deal with a range of general as well as student-specific issues. Teaching English to students entails expanding their vocabulary for reading and speaking as well as their comprehension of both written and spoken English. Teachers should figure out how to fix these frequent issues and reaffirm the fundamental knowledge students need to communicate in English in order to provide a good learning environment for students and inspire them to practice and keep studying the language. The challenges surrounding the English language and how to overcome them will be discussed in the sections that follow.

During the course of the session, foreign language teachers could realize that their lesson plans change. In spite of your best efforts, classes may move slowly. Students who are learning a second language typically acquire the content differently and at varying rates. Pupils might be able to follow your lesson plan at a little slower pace if you encourage them to practice the skills they have acquired in class and include listening exercises like studying poetry or passages from a favorite narrative in the new language outside of class. With tutoring or other extracurricular activities, you may help students who require more guidance on certain subjects and stick closely to the timetable you have established.

It can be difficult to distinguish speech used in the classroom from speech used in real-world situations. Textbooks and other educational materials that teach students the basics of grammar and the English language can be clunky and unrealistic when it comes to dialogue examples. When learning English as a second language, students could believe that the speech patterns they hear in class would translate outside of it. The terminology used in textbooks is

frequently more esoteric or archaic, which might be confusing and contradict what the textbook illustrates.

A significant problem for English language teachers is that students revert to their mother tongue for conversation. In many cases, students find it simpler to speak in their mother tongue rather than English. Students typically find it difficult to reconsider and rephrase their ideas in a clear and concise manner in the new language. In this case, diversifying student groups so that not all students in a group speak the same mother tongue prevents students from reverting to their mother tongue and encourages them to use a common language.

Confusion in written and spoken English

Even though they can hear and comprehend spoken English, students may mix up grammar and sentence structure when writing in the same language. Writing grammatical errors is another issue that teachers of the English language deal with. Because the tenses and sentence structure requirements of their home language may differ, it can be challenging for students to write coherently in a second language. Instructors frequently struggle with the sentence structure and grammatical criteria necessary for writing coherently.

We are aware that students' challenges with listening comprehension demonstrated that listening is a particularly challenging skill for students studying foreign languages. Three factors were found to be impacting their listening: the physical environment, the listener factor, and the listening material. Thus, the main issues that students faced were accents, pronunciation, speech rate, lack of vocabulary, disparate speaker accents, inattention, and poor recording quality. Comprehending the challenges faced by the students allows the instructor to assist them in creating efficient study methods, which in turn enhances their listening skills.

Many students equate learning a language with learning a language and therefore consider learning a language as learning to speak a language. Therefore, if students do not learn to speak in a language class or do not have the opportunity to speak, they may soon lose their enthusiasm and interest in learning. On the other hand, if the right activities are taught correctly, speaking in the classroom can be very interesting, increase the overall motivation of the students and make the English classroom a fun and dynamic place.

Since teaching a large class of children demands more effort and hard work from the teachers, having a large number of pupils in the classroom causes disturbance and stress for the teachers. The issues brought on by a big student body are as follows: The teacher was annoyed when the students made noise, and it was challenging to monitor everyone in the class. Since not every student has access to the learning resources, it is quite challenging to engage crowded kids in the learning process. Third, speaking in one's own tongue or in another language is the most obvious problem faced by English teachers. When pupils are trying to speak the language and come up with words and sentences they don't know, it is quite frustrating for them.

Competitions are very important in learning English. It forces students learning English through discussions, quizzes encourage students to learn more and more to win competitions against their peers. This will greatly assist teachers in teaching English to students whose first language is not English Language Various choices among students help to learn English more fun and encourages you to compete with your peers and win.

The ways to solve the problems were as follows: the teacher adapts and improves the listening material, activates the students' vocabulary, gives students different emphases when practicing listening in the language laboratory, improves their pronunciation by teaching from native speakers improves, should be in shape. improved. students' knowledge of the subject. some strategies in listening and always encourage students. The solutions are designed as a suggestion to the speakers.

Conclusion

Students need motivation to achieve their goals and succeed. However, they rarely deviate from their goals. Then motivational speeches and more encouraging activities can help get them back on track. Teachers need to stay motivated events for students once a month to encourage them to learn English. By using this method, students' interest in learning English will increase, and the teacher achieves an effective result.

References:

1. Brown, C, Davis, R (2021). "Exploring the Role of classroom Culture in Enhancing Speaking Skills: A case Study of high School Setting."
2. Emery, H. (2012). A global study of primary English teachers' qualifications, training and career development.
3. Garcia, S, Chen, L. (2021). "Exploring the Role of Classroom Culture in Enhancing Speaking Skills: A Case Study of High School Settings.
4. Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region.
5. Anyiendah, M.S. (2017). challenges Faced by Teachers When Teaching English in public primary Schools in Kenya.
6. Stephen Krashen. Modern methods of Teaching Foreign Languages. Pearson Longman, 2003.



INNOVATIVE ACADEMY