

THE DIFFICULTIES AND ADVANTAGES OF TEACHING A FOREIGN LANGUAGE

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***Annotation:** It is natural, of course, that the majority of students face difficulties in learning a foreign language. Teachers need to monitor where and how the students are experiencing difficulties and find ways to overcome it and seek for a way to create relaxation for the students. The article also provides information about the peculiarities of learning English.*

***Key words:** phonetic, lexical and grammatical difficulties, pronunciation, music, painting, cognitive, inductive and deductive methods.*

It's no secret that society is now in the process of globalization, it is never an easy task to master new language skills. Language learners can face many problems such as unfamiliar accents or grammatical structures in the process of learning a foreign language. As we know, it is very important to take into account the age and psychological state of the learners in foreign language teaching. This requires special attention, especially when teaching a foreign language to young children. In the decisions of our president, this issue is also emphasized, that is, when teaching a foreign language to first-graders, grammatical material is not provided. In this place, let's give a brief description of grammar. According to the definitions given in dictionaries, grammar is a system of rules and principles that are observed in the construction of oral and written speech; it is a science that studies the structure of words and sentences. The teaching English grammar in Malaysian Primary Schools manual states that grammar is a language system. Sometimes people describe grammar as the "rules" of the language; but in fact each does not have the rules of which language. It is also agreed in the manual that there are no rules in the language so that if they are spoken on the basis of the rules, the rules do not come out, which means that they appeared before the language. After all, at first people made sounds, followed by words, phrases and sentences.

However, in many sources grammar is described as the rules that make up the structure of the language. When mastering the rules, children are tormented and bored. An interesting fact is that linguistics seems to be a difficult field to master even for adults. In

our opinion, in fact it is not. It is known to all that it is necessary to facilitate and make interesting the ways of presenting simple grammar. Going back to the above idea again, in order to teach foreign language to young children, language teachers should make the material a little easier, simpler, and increase the interest of children [1.p 44-45]. Because in young children, the ability to analyze cognitively (including the study of internal mental processes, including your mind, mind, memory, attention, tilni, all that involves solving problems and learning) will not yet be formed. It is a good effect for learners at this age to use such principles as painting, video and singing in teaching a science, especially a foreign language. Children do not need to fully know grammar so that they can enter into simple communication in English. Grammatical rules of behavior seem difficult and boring to children. The fact that small children are full of enthusiasm is proved in psychology. So it is worthwhile to say that the grammatical material presented to children is primarily interesting and understandable for children, as well as for pleasure.

It is effective to use mainly songs and pictures, so that the material is understandable and interesting to the readers. After all, music and painting give pleasure to every young owner and teach imagination. Children can be taught not only lexical through singing and painting, but also effectively to read grammar and burned words. For example, What animal is it?, What colour is it?, through singing, children can learn the question of how to draw an animal and color in English and how to answer it.

Ex: What animal, what animal, what animal is it?



Picture-1

It's a dog, it's a dog, a dog, a dog, a dog.

What animal, what animal, what animal is it?



Picture-2

It's an elephant, It's an elephant, an elephant, an elephant

Ex: What colour, what colour, what colour is it?



Picture-3

It's blue, it's blue, blue, blue, blue.

What colour, what colour, what colour is it?



Picture-4

It's red, it's red, red, red, red.

"Years, refined in the test of centuries, has seen many, today lives out of the air of freedom, has realized its dignity, human dignity, that is the heirs of numerous great beings, has restored national pride, occupies a worthy place in the international arena, believes in its own strength and tomorrow, has established its own country, no power can stop our people who are trying to make the future of their children prosperous." This opinion of the first president of the Republic of Uzbekistan I.A.Karimov encourages young people to always be in search. On top of this, the attention to young people in our country is high. In accordance with the decisions of the first president of our country on "measures for further improvement of the Foreign Language Learning System" on December 10, 2012, the teaching of foreign languages to the younger generation has been further improved in our country. But teaching a foreign language is a very responsible profession. Teachers should be very educated and at the same time patient. Because it is natural for children to encounter many difficulties during language learning [2].

As you know, English and Uzbek belong to different language families. This can cause phonetic, lexical and grammatical difficulties for language learners. In the study of pronunciation in secondary schools, students face many difficulties. Including:

- in the study of sounds [θ] and [ð], almost all students suffer. The reason for this is the lack of dental spacing sounds in the Uzbek language. Our children's language did not attribute skill to the pronunciation of these sounds.
- since the English pronunciation of the sound [r] differs from the Uzbek pronunciation of r, students are also tormented by the pronunciation of this sound.
- [w]sound is also not available in the Uzbek language. Even in the correct pronunciation of this sound, readers will have some difficulties. They confuse it with the Uzbek language [v] in pronunciation.

In order to teach the correct pronunciation of the above sounds, the teacher should give the children a clear understanding of the location of the language as practically as possible, regularly check through repetition exercises and pay special attention to the pronunciation of the students, the difficult clashes in these sounds will also be eliminated.

According to the Methodists, in practice, first of all, English grammar is dictated to choose and take into account the peculiarities of English grammar at a minimum in order to understand English grammar. The difficulties and features inherent in the study of English grammar are as follows: the not so correct in English is the presence of verbs, the sentence in English is the rigidity of construction, the articulations in English are the plural of prepositions and times. Similar features distinguish English grammar from Uzbek grammar.

In the opinion of Jalalov, we can basically use two ways when teaching grammar to students:

- 1. Inductive** - in this method, students are given a rule first, and then an example.
- 2. Deductive** - in this method, first an example, then a rule is given.

When teaching English to children of school age, we must first pay attention to the coloring for children. We can teach English grammar either on the basis of pictures or through songs and poems. Among the problems observed in schools, there are also aspects such as passivity, boredom, inability to concentrate attention on the lesson in the student. As for the lexical difficulties in teaching English, they are as follows: almost all words in English have different meanings. That is, one word means more than one. M. Norova noted that in English, one word meant a maximum of 23. The fact that a certain part of the English Dictionary came from other languages; the richness of English language idioms as well as several others. In addition, during the lesson, students will also face difficulties in pronunciation in English, as well as in the words of baths in the same. For example: sea [si]-see[si:] - these words are pronounced in the same way as they are pronounced. Students may get lost while listening. Many examples can be cited from such words: meet-meat, too-two, wood-would, wait-weigh, poll-pole ect.

There are also several advantages of learning English:

- It helps to develop a **better retaining capacity**. Since a various language has different rules, grammar, and meanings, it helps us for better retention. *We remember those rules and apply them*. Not only retention, but it also helps **sharpen our reading and learning skills**. It also helps in solving day to day problems.(Picture-5)
- It helps to **improve memory**. Knowing a foreign language strengthen our memory. A research has showed that persons who know a foreign language have a better memory

than others. Since, it is too hard to speak in a language all the time and learning a foreign language which is not known to others simultaneously. They can **easily recall the names, places or memories** of the people they have seen or met before.(Picture-6)

- It assists in **knowing other culture better**. In spite of all the development lots of people are still not aware and able to speak the all-known language, English. People travelling to a foreign location, expect to communicate in English, but people often fail to understand English. Plus, when you learn a foreign language and eventually get to know their culture, you will get to know your culture a lot more distinctively, since you will try and find the difference between your culture and the culture of the country you are currently studying. Language is not the only thing that you learn in a foreign language. You get to know about the country's culture also because **language and culture are interrelated**. If you know a language, you can visualize its culture. This is the power of languages [3].(Picture-8)



Picture-5



Picture-6



Picture-7



Picture-8

In conclusion, it is natural, of course, to face difficulties in learning a foreign language. Teachers need to keep track of where the students are experiencing difficulties and find ways to overcome it, creating relief for the students. Learning a foreign language opens the door to wider opportunities for us.

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