

Ten Problems in Teaching English in Schools

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Abstract: *This article discusses ten problems in teaching English to pupils in general secondary schools. Recommendations for teachers and pupils are provided.*

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The main problems in teaching foreign languages, especially English, in general secondary schools are the same as the problems that can arise in teaching any foreign language as a second language. But when it comes to school students and younger learners, the teaching process seems to be several times more difficult. Personally, from my observations as a schoolgirl, I can say that the following 10 main problems are most common in teaching English to school-age learners:

1. EXCESSIVE RELATIONS BY STUDENTS ON TEACHER KNOWLEDGE.

I've seen this happen a lot, both in groups and at other times. If pupils do not know the correct answers to some of the questions, they are silently waiting for the teacher to give the correct answer. May be it depends on the child's learning psychology. But in such situations, I think it would be better for the teacher to encourage the student to think independently, to find the answer independently, even if it is using a book or notebook, if necessary. Excessive attachment to the teacher can be observed even in students who know the correct answer and can say it. You ask a question, the student knows the right answer, says the answer, but still looks at you with the eyes of getting the right answer. I see this behavior as a feeling of not believing in the answer, rather than knowing the correctness of the answer. Every English teacher should encourage pupils to reduce such situations and to help them think independently as much as possible. Inspiration is very important in this situation, because it increases the pupil's self-confidence.

2. MORE USE OF MOTHER TONGUE IN ENGLISH.

It is not possible to teach a foreign language in a foreign language class. It is possible to teach in this way in the senior classes of the school, especially with the graduates, but I think it is impossible to teach English with young learners without using Uzbek. However, overuse of the first language (mother tongue) can also be a major barrier to students learning a foreign language. There should be a balance between the teacher's use of English and Uzbek in the classroom during English lessons. But how do you find that standard? If Uzbek is spoken a lot, it seems that English is not spoken enough to pupils. Conversely, if English is spoken too much and as a result students do not understand what they are talking about, they may not be able to fully understand some of the assignments. In any case, the problem with the norm of language use in classes between native speakers and English, I think, concerns most teachers.

3. NAUGHTY PUPILS.

Although such pupils can cause disruption of any lesson, the presence of such pupils in English lessons is primarily the fault of the teacher and secondly of the lesson that the student is not interested and is not equipped with sufficient equipment. The presence of such students in Uzbek-language subjects such as history and geography can be interpreted as "the child is not interested in science", but not only in English. In order for a child to be interested in English and to be interested in science, he or she must first have a little understanding of science. It is important that the explanation is based not only on oral information, but also on visual aids, multimedia.

In order to engage pupils in foreign language classes, to acquaint them with at least a little bit of scientific information, the lesson should be enriched with colorful pictures, drawings, multimedia tools that help to convey information to students even without knowing the language necessary.

4. PUPILS DEVIATE FROM THE LESSON TOPIC.

This issue is different from the previous one. Examples of pupils deviate from the lesson topic: a topic-based conversation begins, pupils engage in a conversation, a topic-based discussion continues, and pupils try to speak enough English. At a time when everything seems so good, pupils suddenly, sometimes unknowingly, start talking about something very similar to the topic, but completely different. This is a deviation from the topic, even if it is seen as a broader thinking, the addition of additional information, and can go so far as to completely distract pupils from the main topic.

5. DISPUTES BETWEEN PUPILS.

Sometimes a friendly discussion can lead to unexpectedly big arguments and negative ones. Although this happens not only in English classes, but in any other science class, the reason for such cases is that students do not have enough interest or understanding in science. To avoid such negative situations in the classroom, every teacher should try to follow the recommendations given in problem 3 above as much as possible.

6. PUPILS DO NOT FULLY UNDERSTAND ASSIGNMENT.

In English classes, it is recommended that all assignments be given in English, if possible, without forgetting to use the native language. But what if pupils do not understand English assignments well enough? For the explanation to be clear, the teacher should also try to explain the task to the pupil visually based on hand movements, facial expressions, and special movement signs. Verbal and visual explanations always work twice as well.

7. PUPILS ARE BORED.

It is natural for pupils, regardless of their age, to get bored in boring classes. To make lessons more interesting, teachers need to be able to talk to each pupil in the class, learn about the personal interests of the class members, and move on to explaining the topic, taking into account the general interests of the class.

8. PERMANENT ADVANTAGE OF ONE OR SEVERAL EXCELLENT PUPILS.

This situation, which causes excellent pupils to be consistently good and second pupils to always be second, should not be allowed in English classes. Everyone should participate in English classes equally and learn equally. While some pupils who are more knowledgeable than others may be given good grades in the classroom, a certain amount of incentives, it is important not to completely forget pupils who are slower to learn or not fully involved in the lesson. They need to be encouraged more than others and given the opportunity to take an active part in the lesson.

9. PUPILS ARE NOT PREPARED FOR CLASSES.

The first reason for this is that the teacher does not pay enough attention to the completion of the assignment on the topic of the lesson. If the teacher spends a certain portion of each lesson checking only the assignments based on the topic covered, and no pupil in the class is left out, the class attendance will be significantly increased. The second reason for not preparing for class may be that pupils do not come home from homework because they do not understand.

To prevent this, the teacher should clearly explain the homework at the end of each lesson, make sure that each pupil understands it, and, if necessary, complete the homework by working with pupils separately after class, should give instructions about.

10. THE PROBLEM OF TO LATE TO LESSONS.

It is important to explain to pupils that being late for class is not only disrespectful to the teacher and the class, but also distracts the learners and can be a negative situation for the class. In order to discipline pupils who are chronically late and to reduce the number of delays in future classes, it is necessary to include rules prohibiting delays in the "English lesson rules". If necessary, light penalties should also be established for students who are late or permanently late.

It is up to the teacher to make sure that each lesson goes smoothly. Teacher-pupil collaboration plays an important role in finding solutions to almost all of the 10 most common problems in the example above. Therefore, it is important for a successful teacher to be a mentor to his students as well as a friend. I think this article was helpful.

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