

**PROBLEMS IN ENGLISH TEACHING****Nazarov Bekhzod Bakhtiyarovich**

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ANNOTATION

This article provides information on problems and solutions in teaching English.

Keywords: English, problem, school, student, psychological, research, interest.

Teaching a foreign language at school requires a teacher with a high level of professionalism, love for children, as well as diligence and ability to present the material in a way that students not only learn successfully, but are interested in it. Obviously, this can be achieved through a certain amount of effort, and practice shows that success depends not only on experience, but also on the enthusiasm, enthusiasm and interest of the teacher.

We see the school as a separate place from the university, where the teacher is not only a teacher, but, above all, a teacher. Therefore, the age and individual characteristics of each child should be taken into account. There may be certain problems in teaching a foreign language at school, but they should be an impetus for the teacher's professional development, not an obstacle. These include:

- 1) the problem of early learning, which affects the psychological and age characteristics of a particular child;
- 2) the task of effective inclusion of play activities in the educational process in order to increase the motivation of children;
- 3) difficulty in mastering written speech at the age of primary school students;
- 4) the problem of teaching phonetic material due to lack of time in the classroom. Learning a foreign language is psychologically "a complex process of forming a new speech system in the cerebral cortex, which is in constant contact with the already developing mother tongue." researchers and teachers noted that children tend to learn a foreign language between the ages of 3 and 10, which makes it more effective for a teacher to teach lessons with elementary school students. to conduct and get a visible result: "Special lessons can be started with children aged 3-10. three - useless, then ten - it is useless to hope for a possible quick positive result for a small proportion of students whose communicative and language skills are above average.

Problem 1. The problem of early education, which affects the psychological and age-related characteristics of a particular child, is always the most pressing, because learning a foreign language in primary school is the most convenient and knowledge-sensitive period of children's development will come. Researchers have long identified a close connection between the methodology of teaching foreign languages and psychology (B. Belyaev, N. Jinkin, G. Rogova, M. Kasparova) [3, p. nineteen]. It is important to keep in mind that primary school students are not attentive because of this period of development, so even if children are distracted, they

may not be able to focus on the learning material or stop listening to the teacher. it doesn't make sense to punish them with a bad grade or hit them, because this method only works. for the next few minutes. Students remember all the new, unexpected, and bright things without making any effort, but they may miss important, "serious" details of the material being taught.

Researchers have found that only in the third grade can attention be maintained continuously throughout the lesson. With normal development in a child during primary school, all the features of a change of attention are almost the same as in an adult. In addition, attentional switching is better developed in small school students than in adults, which is explained by the mobility of neural processes [1, p. 103]. Decision. The specifics of working with primary school students are also related to the need for students to choose such a method and teaching aids that are effective and fun for them. It should be borne in mind that school students remember the visual material better: their perception is characterized by high emotionality and the brightness of the images.

Problem 2. The task is to effectively introduce the play process into the learning process to increase children's motivation. Small school students perceive symbolic and schematic images worse, and visual materials are better. In the process of learning, children need bright images, frequent changes of events and activities, otherwise they get tired very quickly due to their age characteristics. Many analysts are involved in the process of learning a foreign language: visual - to perceive visual material, hearing - some exercises to perceive oral speech require participation in touch (games "Find the letter by touch", "Manual display").

Useful for developing mini-projects that think "what the letter looks like". Children choose the letter of the English alphabet (e.g., S), choose words that start with S, draw a letter-picture - in the shape of a snake (snake), paint it with silver (silver), stars (stars) and lines, stripes (stripes). , pull it into the circle of the sun (sun). Then the child has to compose an expression of his letter. In performing such tasks the child develops in different ways: imagination, memory, perseverance, ability to get things done, communication skills are actively involved and encouraged to improve, abstract-logical and figurative thinking. There is a connection between the species. Problem 3. Difficulties in mastering written speech at the age of primary school students. Teaching writing is one of the important aspects of modern language teaching methods. In the process of learning a written language, "the lexical reserve and grammatical structure of the language, as well as their practical application, the ability to use the studied material, that is, the ability to convey the read text independently or independently structured text to others consistently, consistently, clearly" develops appropriate speech that suggests. The acquisition of written speech in both one's own language and a foreign language has a direct impact on the formation of a holistic linguist's personality, so this aspect requires special attention of the teacher, because everything put from childhood is for future personal development will be the basis. There are many programs to teach a foreign language to children, but the point here is just to choose it correctly. In elementary school, a teacher's personality plays a very important role, his or her interest in school children, his or her ability to "not intimidate" the subject, and to teach children to learn. Therefore, in our opinion, the solution to this problem is achieved primarily through careful and qualified selection of teachers to teach young students. The described method of teaching the phonetics of primary school students is not the only one, but it is one of the rare methods that can truly engage and engage children. Such phonetic lessons do not take much time

from the teacher and are effective if the proposed ideas are implemented correctly. Teaching a foreign language to young students requires a special skill of the teacher, because he has a great responsibility. It is important not only to know a foreign language, but also to teach it, to love your work, to be careful and responsible.

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