



## Problems of Foreign Language Teaching in Young and School-Age Children

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**Annotations.** The given article describes the significant changes in the impact of education on the mental development of young school-age children, and some of the problems they face in understanding themselves, and some problems they face in learning foreign languages and some methodological recommendations for solving them.

**Key words:** main problems, self-confidence, solution, interactive teaching, useful method.

### Introduction

It's very obvious for everyone that, English language is universal, widely used and one of the most crucial spoken language in the world. There would be so many debates and discussion among people who speaks well in this language. Globalization is now beyond the reach of humans, necessitating the acquisition of several additional foreign languages. Currently, studies demonstrate that beginning this process at a young age yields positive results. Foreign the world's leading organization for language teaching, primarily English, pays great attention to this subject in our country as well.

A new strategy is being used to establish programs in partnership with universities. Shet languages, particularly English, are taught to little school-age children in this article. Teaching ideas are noted. But in recent days, various problems appearing in teaching young and school-aged pupils. Children who acquire a second language also learn about other cultures, broaden their understanding of other cultural norms and behaviors, and develop a greater appreciation for variety. and other civilizations through this encounter. Growing, future development, and engagement in learning a second language are all influenced by this early experience of studying a second or foreign language. An setting that is engaging and rich in linguistic diversity is ideally needed for language learning to be effective. Children must therefore be given plenty of chances to actively participate and socialize, just like when they are learning a new language.

### Research And Discussions

As most children studying a second language in a foreign language environment have limited exposure to the language outside of the classroom, this can be quite a difficulty in the foreign language classroom. One method to fix this is to use new technology to improve learning by providing kids with chances to communicate and engage with native speakers. Both in Australia and China, technological innovations are playing a bigger and more crucial role in early childhood education. An innovative curriculum to teach English and Mandarin Chinese utilizing



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interactive digital technology will be described after a review of several aspects of foreign language teaching and learning in the early years. With the aid of these technologies. Early childhood classrooms and native speakers of the relevant languages work together in partnerships. Following a brief description of how young children normally acquire languages, some methods for encouraging language acquisition in foreign language classrooms through the use of interactive digital tools will be discussed. A method that holds promise for teaching and acquiring early language with young children is one that is content- or theme-based. Last but not least, we'll talk about how the two different cultures approach teaching and learning.

### **Learning A Language.**

When children are actively engaged, exploring their environment, and engaging with others, they often pick up their first language (L1) As they interact and converse with other people from their culture, they gradually develop not only verbal proficiency, but also the ability to: The language's vocabulary and grammar norms, as well as communicative competence—the standards for using the language correctly in various sociocultural contexts—are all important. Language and culture are inextricably linked. By the time they are four or five years old, children have typically become proficient communicators in their native language and have assimilated into their specific socio-cultural group. They are picking up the language while also learning how to speak properly to various individuals and in various settings. It is important to note that first language development does not just stop at this stage of development but continues to grow and develop throughout later childhood and adolescence. There are numerous benefits to beginning English instruction early on. Age plays a significant effect in what we teach and how we teach it, as the phrase "teaching English to young learners" suggests, since a young learner class is different from an adult or a native speaker class. when it comes to the language learning requirements of the students, the linguistic competences highlighted, and the cognitive skills addressed. Experts believe and anticipate that adding a few more years to the process of learning English, the most significant worldwide language, will help students reach better levels of proficiency in using it. Language experts and educators note that children have less trouble learning a second language the younger they are. Early exposure to English has been shown to improve pupils' understanding of their native language while also allowing them to develop extraordinary skill in their second language. The introduction of English instruction in kindergarten could also help the younger generation have a deeper understanding of other international religions and civilizations. Children transmit their first language and cultural information and past skills to the second language (L2). In the early years of development, it's crucial to keep the emphasis on the "now and now" and use tangible, hands-on activities with a concentration on visual materials and activities that center on personal, concrete experiences. Teachers might expand on concepts and exercises that students are already familiar with and find meaningful. These prior knowledge and abilities include their comprehension of diverse ideas and subject matter, including reading and mathematical ideas. Even though the language and writing systems are very different, as they are in some languages, once a kid learns to read in their first language, that knowledge and understanding automatically transfers between languages in Chinese and English. Unlike other students, young children are not like them.



Their individual needs must be considered by the teacher. The instructor may be one of the first adults a student encounters, which is crucial to understand. A young child has interacted with people other than members of their immediate family. A teacher must assist the students in adjusting to their initial separation from their parents as this can be challenging. A child may entirely reject you or develop a strong attachment to you as their "parent substitute." The emotional responses of their students are something that great teachers can adjust to. It's possible that this is one of the first times your students have interacted with kids their own age when it comes to interactions with other kids. Ever since I am a student myself, the Uzbekistan education system has been promoting foreign language studies. Back then, students started learning the first foreign language in the 5th grade (at the age of 11). Nowadays, the national curriculum introduces the first compulsory foreign language in the 1st grade (at the age of 7). All the teachers of English in state schools have to follow the common national program designed by the Ministry of Education. They are free to use any of the ministry-approved textbooks which they find suitable for their needs or their students' profile. Students are assessed according to the common criteria; therefore, at the end of each year of study they have to be assessed according to the competencies mentioned in the national program. According to the Common European Frame of Reference for Language (CEFR, 2001), by the end of high school students should have reached the B2 level.

#### **Use of New Technologies to Facilitate Language Learning.**

Our ability to be creative and original in the way we teach second languages is made possible by the quick development of digital technologies. Through increasing the chances for interaction with native speakers and exposure to the target language, it can be utilized as a method to improve language learning. This interactive interchange and encounter with native speakers makes it easier to learn the language's vocabulary and syntax as well as the cultural understanding and proficiency needed to use it to communicate appropriately and successfully. Additionally, this experience broadens and enriches young children's knowledge and awareness of many cultures and languages, as well as those of teachers. Individual desks are seen in certain classrooms, whereas two or three children can share a desk in others. Each of them has a teacher's workstation in front of a chalkboard. Due to the fact that secondary school students study in the afternoon and primary school students receive lessons in the morning, each classroom is shared by two classes of kids. A CD player, a whiteboard, and a laptop are tools that every instructor has access to. The administrative team of the school has agreed that English will be the first foreign language taught. In a FLES curriculum, languages are taught as distinct academic disciplines with two or three classes per week. The committee holds unique events throughout the academic year, including open classes and demonstrations of fresh instructional materials. Additionally, it plans festivities and language competitions. The use of virtual worlds like Minecraft in language learning and instruction has gained popularity, especially with adults but also with older children. It is possible to structure the tasks and objectives associated with using these tools so that collaborative learning is incorporated among peers. Electronic books and games can be quite helpful for young children. These kinds of tasks can be displayed on the interactive whiteboard to actively involve the entire class or particular groups of kids, or they can be utilized by one child at a time on a portable tablet to help them learn and review the material.

#### **Conclusion.**



Teachers can combine a range of language concepts into a topic area by planning themed units, which enables them to give students a reason to utilize the language while also incorporating language topics that really are fascinating and important to them. Language, subject matter, and culture are all integrated into the theme-based lessons activities that give pupils the chance to use their second language in a range of situations. Following the selection of a theme, a number of language-related activities might be organized around it. Language lessons and activities can be taught independently by each partner instructor prior to the joint interactive classroom sessions. Key terms, vocabulary, and syntactic constructions that are pertinent and helpful for the anticipated joint interactive sessions can be explicitly taught to children. Children receive short sessions in which they learn basic words or phrases in one or more languages, sometimes in a before- or after-school program. Through music, songs, and stories, they may learn the numbers, colors, and greetings in a foreign language, but the major goal of a FLEX (foreign language exploratory or experience) program is to increase children's awareness of other languages and cultures and thus of their own. The focus is on exploring or experiencing languages, rather than developing proficiency in these languages (Met, 1991). FLEX programs can also create a high level of interest and motivate children to want to study a language. In FLES (foreign language in the elementary school) programs, children study one language as a regular school subject for up to 45 minutes a day, several times a week. The goal of a FLES program is to help children develop listening and speaking skills in another language, as well as some proficiency in reading and writing the language, especially in the later primary grades (4–6). Developing an appreciation of other cultures is also a typical goal of a FLES program. While there are a number of different FLES programs, all expect children to study a language for at least two years, often throughout the primary grades. Through extended exposure to the language, children can develop some proficiency and also develop “basic language-learning skills” that will help them as they continue to study the language in secondary school (Haas, 1998, p. 44). In content-based FLES or content-enriched FLES programs, content from other subjects from the school curriculum (mathematics, science, social studies) is taught in the foreign language. By focusing on both language and content, these programs (referred to more generally as content-based instruction, or content and language integrated learning,) offer the opportunity for learners to develop academic language and thinking skills in a meaningful context. To conclude, I could say that I think of my work with the children as a continuous challenge, but their enthusiastic, inventive and playful nature has won me over. Therefore, I try to make their experience with English as pleasant as possible, even if I am aware of the fact there is always room for improvement.

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**Work web-sites**

1. <http://ecap.crc.illinois.edu/pubs/katzsym/clark-b.html>
2. <http://www.curriculum.edu.au/nalsas/pdf/intercultural.pdf>