

# МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Том 1, Выпуск 3, 30 Ноября

**Difficulties of teaching English at primary school**

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## *Abstract*

*This article discusses the difficulties faced by teachers when teaching English to primary school students. It highlights the types of difficulties and their solution. In this article some recommendations and suggestions are given by several methodologists.*

**Keywords:** primary schools, motivation, clear speech, natural phonetic aptitude, language ego, periods, cognitive development, psychological development, language proficiency

Difficulties of teaching English at primary schools include motivation, desire for clear speech, age, exposure, natural phonetic aptitude, identity and language ego, and native language. The most important aspect influencing a learner's speaking is their native tongue.

“Primary school students can acquire elements of a foreign language in an efficient manner; teaching methods should be tailored to the students' age group; maintaining a foreign language proficiency throughout secondary education is crucial; and instruction should be of the highest caliber”. Martin (2000): 67

Teachers should take into account that the early language learning process of young learners is divided into special periods and pay special attention to the learner in each period. Each period includes several periods.

Silent period - this period is also called the adaptation period. During this period, the child is only an observer, that is, he observes what is expected of him, how this process is going, the meaning of words, phrases and other new terms. A sign of this period is if the teacher asks a question young learner hesitates to answer or does not answer at all. This means that he needs some more time. The young learner needs to see more examples of language and be confident about themselves. Talking and reprimanding the child will not help at this time, because he may lose his self-confidence.

Reproductive period -This period is a longer period in the school environment. During this period, the student tends to repeat and write what the

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teacher or others say, and does not express his real opinion. Children in this period have more examples and instructions. and will have to follow directions.

Repro-productive period-This period occurs at the higher level of primary school. During this period, the child still needs more examples and solutions, but now he can distinguish and identify these things. For example, he knows how it happens in real life and what it means.

Early-production period -this period is basically the border of primary and lower secondary level. During this period, after several practices, the student's writing and communication skills develop.

Productive period -During this period, the student's level of thinking is much more developed, that is, he can now compose a text using the words he has learned, or describe pictures, or perform dialogues following a certain situation.

Knowing these principles can help teachers set the right lesson objectives and how to teach students new language skills. Knowing the above principles, teachers should be aware of students' cognitive, psychological, physical and social development, which will help them to create a proper and positive language learning environment.

Primary school teaching of young children can be both fulfilling and difficult. When working with young children, teachers may run into the following common problems: Attention span: Compared to adult students, young children sometimes have shorter attention spans. Keeping kids interested and attention for long stretches of time can be difficult. To keep students' attention, teachers must employ a range of techniques, such as including interactive and hands-on activities.

2. Inadequate self-regulation abilities: Young children still need to work on their self-regulation abilities, which include emotional management, impulse control, and rule compliance. It may become challenging for teachers to keep up a productive learning environment in the classroom as a result of disruptive behavior. In addition to teaching and practicing self-regulation skills, educators must provide clear expectations and procedures.

3. Diverse preparation levels: Students in elementary school classes come from a variety of backgrounds and are at varying stages of readiness for education. Some students might be proficient readers and writers when they start school, while others might not have had much exposure to academic ideas. In order to address each student's unique needs, teachers must differentiate their instruction and offer challenges as well as assistance when necessary.

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4. Language development: Since they are still learning how to speak, it may be difficult for young children to comprehend and communicate clearly. To help students understand, teachers should employ language that is appropriate for their age, as well as practical exercises and images. In order to encourage vocabulary growth and spoken communication, they must also establish a language-rich environment.

5. Poor problem-solving abilities: Over time, problem-solving abilities are a crucial ability that develops. Independent problem analysis and solution seeking may be difficult for young children. By giving students the chance to explore ideas practically, promoting critical thinking, and imparting problem-solving techniques, teachers can help students enhance their problem-solving abilities.

6. Physical energy: Young children can have a lot of energy and may find it hard to sit motionless for extended periods. They can be directed toward constructive goals by including physical exercises and movement breaks into their education. Even yet, it can be difficult to control their physical activity and maintain their interest.

7. Parental involvement: Although it is essential to a child's education, parental involvement might pose certain difficulties. It is possible that certain parents lack the time or means to assist their child's at-home education. Part of the solution to some of these challenges is to establish a strong collaboration, offer resources and ideas for involvement, and communicate effectively with parents.

It takes imagination, adaptability, and patience to teach young children in primary school. Teachers can help children learn in a supportive and stimulating atmosphere by being aware of these challenges and taking appropriate action.

“Pronunciation is a bit difficult because most first graders are missing front teeth. This problem is usually solved by speaking in chorus.” (Mihaljević Djigunović, 2013: 167)

Besides, they also found that the challenges faced teachers when teaching English for young learners are lack of training, lack of knowledge, and lack of resources, the government policy, class size, teachers' own skills and confidence in English, and time pressures. For example, the study conducted in Slovakia can be a bright example of this. English as the first foreign language is taught as a compulsory textbook from the 3rd grade. And one of the main difficulties or problems in language teaching is the lack of qualified teachers. Most of the teachers there are lower than secondary teachers at primary teaching. Although this is better than unqualified teachers, it causes poor teachers to be de-motivating to

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young learners. Because lower secondary teachers do not know the characteristics of students well and cannot choose appropriate teaching techniques for young learners.

The building program for young learners of foreign languages should be divided according to the level of acceptance of students. For example, Cameron mentioned several such principles:

- Awareness of how children try to construct meaning;
- Awareness of space children need for language growth;
- Understanding that language in use carries cues to meaning that may not be noticed;

- Understanding that children's language learning depends on what they experience Teachers need to find out how these methods can be applied to young learners. Some teachers rely only on textbooks. they think that all textbook authors know all the methods of teaching. But each teacher should establish principles based on the young learner's understanding.

One of the main difficulties is the correct distribution of time. The level of acceptance of young learners should be placed at the right times per week depending on their psychology and physical and mental activity. For example, Saturday is the last day of the week and students study all subjects during the week. You are tired and, on this day, as much as possible, subjects that do not require mental work should be placed. And also, during one academic hour, the teacher should plan the time of the lesson and use methods that can interest young learners. Because focusing the attention of young learners is one of the difficulties in teaching. It is necessary to allocate time taking into account that their attention is short-term. In addition to the textbook, the teacher should conduct the lesson through interesting games, songs, stories, and if they are related to the students' lives, it will be easier for them to understand more.

Regarding the educators and their credentials, they differed throughout nations, yet in certain cases, a discrepancy between policy and reality was noted because of the quick spread of primary English instruction. A generalist primary teacher with training in language education and strong language proficiency was the preferred model for an English teacher in the majority of countries. Where they were specified, the language proficiency levels that English teachers had to meet fell between B1 and B2 on the CEFR.

Primary school English teaching presents a number of issues, such as identity and linguistic ego, age-related obstacles, motivational variables, phonetic

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apitude, exposure to the language, and the influence of the learners' original tongue. This paper highlights the significance of adjusting instructional strategies to the age range of the pupils, ensuring language competency during secondary school, and offering top-notch training. Young learners' early language acquisition process is broken down into distinct phases, each of which needs specialized instruction and assistance from teachers. Additionally, the article outlines typical issues that educators deal with when working with young children, including language development, self-regulation skills, attention span, physical energy, and parental engagement. It also discusses the difficulties with regard to government regulations, class size, teachers' confidence and skills, training, expertise, and resources, as well as time constraints. Effective teaching of young learners requires careful time management, attention to students' psychology and physical needs, and the utilization of interesting teaching strategies and resources.

The article concludes by discussing how crucial it is to match teachers' credentials to the demands of teaching basic English, emphasizing the need for generalist primary teachers with expertise in language education and excellent language proficiency. A nice classroom atmosphere with strong teacher-student connection, the teachers' assurance and love of their work, and their compassion for every student's effective language learning experience seem to be what matter most. These variables function independently of specific techniques used. Children are inspired to learn and feel the same excitement in their English sessions when their teachers are passionate about what they do. According to the research, children almost always start language learning with strong enthusiasm and positive attitudes, but during the course of the experiment, disparities started to appear.

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