CHALLENGES AND SOLUTIONS IN TEACHING ENGLISH TO YOUNG LEARNERS

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ABSTARCT
This article focuses on the challenges faced by teachers of English to young learners against the backdrop of the global rise of English. A number of challenges emerged as affecting large numbers of teachers in different educational contexts, namely, teaching speaking, motivation, differentiating learning, teaching large classes, discipline, teaching writing, and teaching grammar. Teaching a language has many different features. Furthermore, teachers have to understand what students learn, how and why such learning influences them, how lessons could be beneficial for them in the future. Hence, language teaching requires teachers to teach students to develop both academic and personal abilities.
KEYWORDS: *game, to communicate, learning , method, situation, teaching, primary, ability, development, teaching, motivation, challenges, problems, methods, suggests*

1. INTRODUCTION

Currently, there is a huge interest in the early development of children. Like many other subjects taught in school, the subject of the English language is one of the most relevant and demanded. The relevance of learning English is dictated by the needs of the modern world. Nowadays, the English language has become an international language of communication. The President of our country Shavkat Mirziyoyev pays special attention to this sphere, which has an important place in ensuring the future of the country and its development. This is not surprising, since the formation of the child's personality takes place in primary school, the identification and development of his abilities, the formation of the ability and desire to learn, the mastery of elements of the culture of speech and behavior [1, p. 154]. As expressed by Brown "learning a second language is a long and complex undertaking" that includes different variables such as learner, learning atmosphere, learning materials, environmental factors, and teachers.[2,p.1] Cameron suggests that starting to learn foreign language at the earlier age results benefits to some areas of language skills, i.e. listening comprehension and pronunciation.[3.] The task of the teacher is to choose such teaching methods that would allow each student to show their individuality, activity, creativity, but teaching a foreign language in elementary school meets many difficulties on its way. When teaching English, we, foreign language teachers, face a number of problems. Students' challenges namely cognitive development, lack of motivation, discipline problems, speaking problems, and writing. Nunan explains that cognitive development, motivation, attention, multi-level groups, and assessment are the challenges in TEYL.[4, p.7-12].

2. LITERATURE REVIEW AND METHODOLOGY

The first problem in teaching younger schoolchildren a foreign language was motivation and understanding what a foreign language is needed for in later life. Students' lack of motivation may be caused by a lack of support from their parents. The following problem follows from it — this is inattention and restlessness in the classroom. Memory Songbatumis spoke in detail about her experience when she once caught a student who did not bring any books to school due to forgetfulness. In contrast, other students intentionally left their books on the classroom table. Memory Songbatumis believes that such things would not have happened if the parents of students controlled the education of their children at home [5, p. 65]. The students will be highly motivated once they know what they are expected to be able to do after learning certain materials as well as the things they could relate to the material are. According to L. A.Tsyban, primary school students are inattentive due to their period of development, so children are distracted, cannot concentrate on the educational material and stop listening to the teacher[6,p.507] At the same time, new, unexpected and vivid material is remembered faster and easier. Many teachers take advantage of this and use more visual material in their work. At the same time, it can be beautiful, colorful and interesting, and students may miss significant and serious details of the submitted material.

The next problem- Shyness. The first obstacle to learning a foreign language is shyness. Students who are just starting to learn a foreign language will be afraid: "I won't be able to speak this language correctly, I won't be able to learn this language."

For this reason, students develop insecurity and shyness. For example, there may be some shy students who, despite completing homework, do not feel comfortable talking to their classmates.

3. DISCUSSION

One of the main obstacles to learning English is the lack of time. No matter how well organized and effective the lesson is, if the student does not apply what he has learned in practice, he will quickly forget what he learned during the lesson. Therefore, it is right to have enough time to develop the student's English language skills. According to A. O. Pirozhkova, younger schoolchildren perceive symbolic and schematic images worse, and visual material is better[7,pp. 199–207]. Many trainers in the field of education know that in the process of learning, children need a frequent change of events and activities, otherwise they get tired pretty quickly. Based on my experience, the best way to solve this problem is first to find out their own needs and weaknesses. Gaming technologies help teachers switch their attention and senses during the lesson. The concept of "game pedagogical technologies" includes a group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games. In particular, L.S. Vygotsky believes that the game is a space of "internal socialization" of the child, a means of assimilation of social attitudes. In this regard, a new problem appears — the effective introduction of gaming activities into the educational process[8,p.480]. Many teachers note the following problems when introducing gaming technologies in foreign language lessons:

-distraction from the educational material (concentration on the conditions of the game, not on the content);

-uneven inclusion in the game (some children do not want to play, others get involved in the process late, others do not associate entertaining forms of activity with the lesson);

-maintaining discipline in the lesson (explaining the rules of the game takes a lot of time from the lesson);

-games take a lot of time;

In developing games - this is their main feature - it was possible *unite* one of the basic principles of education *from simple to complex* from very important principle of creative activity *independently according to ability,* when the child can rise *to the "ceiling"* their possibilities. This union allowed us to solve several developmental problems in the game at once. Despite the description of modern problems, many teachers note that during the junior school period, students show a vivid interest in foreign languages, they have a need to express their thoughts in a different way, a desire to play "foreigners", which, in turn, gives a motivational charge in studying this school subject. By the 3rd grade, students become more diligent and able to withstand 45-minute classes. By this age, there is a desire to feel like a person, as well as a need for praise for every small, but successful step. In this regard, students are more diligent and do not get distracted by game moments, but focus on the content of the material. A teacher who has mastered the methods of teaching the language perfectly, despite the difficulties, easily overcomes obstacles.

The next challenge is to gain the students' attention. Getting the students attention is the first thing that the teachers should be able to do as children's attention period is limited. Sustaining the learners' attention during the instruction is very important that they are learning in order to perform it. In this case, teachers have to vary the activities in order to maintain the students' attention. Thus, including a variety of learning style into the activities are likely to be a wise decision.

4. RESULT

Currently, English language teachers use the world's best practices, new technologies and methods in language teaching to improve the quality of teaching English . Educational games can give "writing" for the development of creative abilities with *earliest* age;

Their task-steps always create conditions, *leading* ability development;

Rising up every time *independently to its "ceiling",* the child develops most successfully;

Educational games can be very *varied in content* and besides, like any games, they do not tolerate *coercion* and create an atmosphere *free* and joyful creativity.

5. CONCLUSION

In conclusion, I would like to note that these problems arise for every foreign language teacher to a greater or lesser extent. There are many difficulties in learning English, which has become a world language. Nevertheless, any teacher who finds the key to these problems thinks about the best ways to learn a foreign language and can eliminate any obstacles using effective, advanced technologies. Liton, a scientist from Europe, noted in his research that both teachers and students face problems in mastering English. Teaching a foreign language at school requires a high level of professional skill, love for children, as well as efforts and ability to present the material so that students successfully assimilate it and show interest in the subject. This, of course, can be achieved with some effort, and, as practice shows, success depends not so much on experience as on the enthusiasm, energy and interest of the teacher. In addition, the use of ICT in teaching foreign languages plays an important role. Shyness of the student, lack of time, textbooks with difficult tasks, etc. – it was found that such problems have a negative impact on the level of mastery

of the English language of the student. In general, in order to overcome the obstacles that students face when teaching them English, the teacher must constantly improve their professional skills.

In addition, it should be noted that the content of the textbook tasks and the form of their presentation help students develop speaking skills, overcome fear of speech and learn about different aspects of their "I". For example, the context of practical work on the topic "Family Tree" for the 3rd grade students provides an opportunity to individually analyze their lineage with the use of research and partial search methods by creating a genealogical scheme going as deep as the third or fourth generation.

Moreover, as we have seen, it is the teacher who must overcome the negative habits inherent in any student when learning a language. In solving these problems, it was found that barriers are eliminated only when language teaching methods gain the interest of students, when using effective new technologies in language teaching. And the main task of the teacher is communication, which opens the way for students to interact, giving them creative freedom. Other solutions are also proposed such as learning from/consulting with teacher advisors, using teaching aids/medias, using gestures/mimes, etc. Involve students in the lessons as much as possible! Talk to all of the students and use their names when talking to them. Give them a physical task and change the pace of the lesson to get their attention back. You could ask them to show you something that's in the room where they are - ask them to tell you about it. Tell them to hold up something of a certain colour or to 'clap if…'. This is a good way to involve students without them having to talk, to check their understanding of something or to share their answers to a task. As well as helping to keep students' attention, it's also a break away from focusing on something which is on screen. Another way of ensuring students are talking more and you less, is to demonstrate an activity but then encourage students to lead the activity. The results of this article will be of great help to English teachers in all secondary schools.

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