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OBSTACLES FOR NON-NATIVE SPEAKERS IN FIELD OF LANGUAGE EDUCATION

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Abstract

In this article, we have written opinions about the methodology of teaching foreign language classes. In the lessons, information is given about the formation of independent thinking of students



based on the use of a foreign language and mother tongue, and several advantages of this. Opinions were given about the problems that arose in the process of spending a year abroad, and the necessary recommendations were given after analysis. Also, in this article, we determine the content and levels of improving the structural and functional model of methodical training of future foreign language teachers through the analysis of the problems of foreign language teaching and computer linguistics today, which gives pedagogical opportunities to prepare them for professional and pedagogical activities. The issues of training future foreign language teachers in a modern way, focusing on the training of specialists with deep knowledge who think creatively, and are able to solve complex social and production problems, are scientifically revealed.

Key words: foreign language, mother tongue, listening, speaking, reading, writing, skills, pedagogy, translation studies, problem.

Today, the globalization of the world requires people to learn several other foreign languages besides their mother tongue. Research now shows that starting this process at an early age has better results. Serious attention is being paid to this issue in our country, programs are being developed based on a new approach to teaching foreign languages, especially English, in cooperation with the world's leading organizations and universities. In this article, thoughts on teaching foreign languages, especially English, to children of elementary school age are covered.

When teaching a foreign language, it is necessary to take into account the psychological and pedagogical characteristics, that is, their curiosity and enthusiasm. It is also important to remember that children cannot focus on one type of activity for a long time. Parents want their child to be mature in all aspects, and in many cases, without taking into account the child's psychological and physiological readiness, they try to give him assignments in various subjects, teach him a language, or involve him in sports activities. In most cases, when parents fail to achieve the expected result, they try to influence the child by reprimanding the child or comparing him to his peers. But both of these attempts reduce the child's motivation to learn and cause his interest in the surrounding things to fade. The role of parents and teachers in preventing such unfortunate situations is incomparable. The game is the easiest and most appropriate way to teach a child to think freely, to strengthen his curiosity and motivation to explore the environment, to enrich his imagination, and to bring out his creativity. When children play, they put their ideas into practice, test hypotheses, learn essential skills, use their imaginations, and explore their worlds (Pym A.;2018)



Another serious problem in language teaching is related to the methods and teaching equipment used to teach the language. Examining the textbooks used at the elementary level of public schools, it is clear that there is no connection between the components among the topics and there is no connection between the vocabulary units despite the abundance of vocabulary. In real life, when we use language in every situation, every sentence that comes out of our mouth is semantically connected with the sentence that was said before or after it. With today's rapidly improving technology, there is no doubt that textbooks should no longer be the only source of language learning. If we think about the fact that our teachers use textbooks in 80 percent of cases in teaching foreign languages in our country, it is necessary to prepare other books and additional educational materials with special attention. Today, we have come to such a situation that a 7-8-year-old child who started learning a foreign language in the 2nd grade of primary school, by the end of the 4th grade, in the language he is considered to have been learning for 3 years, last week or yesterday cannot describe the action that took place. Because the content of the books used in primary school does not allow this.

At the initial stages of learning foreign languages, the influence of the characteristics of students' native languages can be observed. Such a situation, called "cross-linguistic activity", shows that there is always an interaction between the native language, which is fixed in the student's memory, and the other language, which he begins to learn. Also, in language learning, many aspects of language develop slowly. Some features and aspects of language are learned earlier, and some later. Sometimes it takes a long time to learn many things that seem simple because of the differences between languages. If the student does not have the opportunity to hear the language being used and use it himself, he will not be able to make positive progress in his language learning and will forget what he has already learned in a short time.

In the current period, processes such as the development of language teaching methods, the improvement of existing methods, and the renewal of old methods are gaining momentum in the field of foreign language learning. Improving the



methodology of teaching foreign languages serves to develop the skills that must be acquired in language acquisition. Foreign languages teaching requirements are mostly aimed at developing four skills: listening, speaking, reading and writing skills. But here it is worth noting that the skill of translation, which is one of the biggest tasks in learning foreign languages, is a little overlooked. Translation studies is considered as a separate linguistic science, and it is slowly applied to the learning process of foreign languages. It can be said that such a situation is observed all over the world, and scientists have tried to find a solution to this problem as a result of their research (Mukhamedova, N. A.;2020)

It is known that there are big differences between the native language and the foreign language being studied, and these differences arise due to cultural differences, worldview, lifestyle, and landscape of concepts. Understanding these differences and providing them correctly and adequately in the translation requires linguistic and non-linguistic knowledge from the translator. Among the methodical literature on language teaching published abroad and, in our country, there are a lot of them on teaching a second language. So, the processing of issues, availability of conditions and the presence of desire open a wide way to master this language. Learning a second language requires relying on experience in the mother tongue and, in turn, has a corresponding effect on foreign language acquisition. In language education, the subject of foreign language studies serves as a filter (“dahana”). The material and speech skills of previously learned languages pass through the “filter” of a foreign language. Linguistic events that pass through it and those that do not pass are divided into two categories: those that have passed are helpful, and those that have not passed are hindering (Saidova M. S.; 2023).

The essence of this opinion is that the foreign language teacher takes into account the students’ language experience (language experience is a three-component methodical concept of speech, language material and language rules collected from the mother tongue, second language and foreign language).



In short, by learning a foreign language and mother tongue together, it helps a lot to overcome the problems of learning a foreign language. Also, the main advantage is that it helps students learn a foreign language quickly and effectively and accelerates their learning process. In this way, students learn new words and expressions quickly and efficiently, which ensures that they learn a foreign language quickly. It is also a very effective way to develop students' minds in foreign language classes and help them increase their interest in foreign languages. One-on-one use promotes self-empowerment and personal development for students. By learning their foreign language, they will have new opportunities, which will allow them to develop and expand their careers. In addition, by learning other languages, students broaden their worldviews and gain the best technological and cultural achievements. This is important for them to be successful in the global society.

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