

PROBLEMS ARISING IN TEACHING FOREIGN LANGUAGES TO PRIMARY CLASSES

Shaymardanova Mukhlisa Usmanovna

*student of group 301 of the Faculty of Foreign Philology,
Termiz State University*

Abstract: Teaching foreign languages to primary classes can present a variety of challenges. One major problem is the limited attention span and cognitive abilities of young learners. It can be difficult for them to retain new vocabulary and grammar rules, making it challenging to progress in language learning. Additionally, classroom management can be a struggle when teaching a foreign language to primary students. Keeping the students engaged and motivated to learn a new language can be a constant battle, especially when faced with distractions or disruptive behaviors. In conclusion, teaching foreign languages to primary classes can be a complex task due to the unique challenges presented by young learners, classroom management issues, and time constraints within the curriculum. Addressing these problems will require innovative teaching strategies and a commitment to creating a supportive learning environment for young language learners.

Keywords: Young learners , primary school, language learners , management issues

Introduction Teaching foreign languages to primary school children can be a challenging task for educators due to various factors that can impact the learning process. In recent years, researchers have highlighted the complexities and issues that arise in teaching foreign languages to young learners. This scientific article aims to explore and discuss the problems and challenges that educators face when teaching foreign languages to primary classes. Teaching foreign languages to primary school children can be complicated as young learners may have limited cognitive abilities and language skills. Additionally, educators may encounter difficulties in engaging young learners and finding age-appropriate teaching methods and materials. Research has also shown that cultural differences and lack of exposure to the target language can hinder the learning process for primary school children. Furthermore, the lack of teacher training and resources can also contribute to the challenges faced in teaching foreign languages to primary classes. In conclusion, the teaching of foreign languages to primary school children poses various challenges and obstacles for educators.

However, with proper training, resources, and innovative teaching methods, these challenges can be overcome. It is crucial for educators and policymakers to address these issues and provide support for teaching foreign languages to primary classes effectively. By understanding the problems that arise in teaching foreign languages to young learners, educators can better tailor their instruction to meet the needs of primary school children and promote successful language acquisition.

Methods One method that can be used to address the problems arising in teaching foreign languages to primary classes is the direct instruction method. This approach involves the systematic and explicit teaching of language skills through direct instruction, modeling, and guided practice. Teachers can break down language concepts into smaller, manageable chunks and provide clear explanations and examples. This method helps to provide structure and clarity to language learning, making it easier for young learners to understand and apply new language skills. Another effective method for teaching foreign languages to primary classes is communicative language teaching. This approach focuses on the development of communication skills through meaningful interaction and activities. Teachers can create opportunities for students to use the target language in real-life situations, such as role-plays, discussions, and games. This method helps to make language learning more engaging and relevant for young learners, as they are encouraged to use the language in authentic contexts.

Results In our research, we identified several key challenges that arise when teaching foreign languages to primary classes. These challenges pertain to various aspects of language learning, including vocabulary acquisition, pronunciation, cultural differences, and motivation. Below, we outline these challenges and provide examples from our research findings. One of the main difficulties encountered by teachers is teaching vocabulary effectively. For example, students often struggle to retain new vocabulary words and have difficulty applying them in context. Our observations revealed that students frequently used incorrect or incomplete sentences when attempting to use new words they had learned in class. This highlights the need for more targeted vocabulary instruction that emphasizes context and usage. Pronunciation was another prominent challenge identified in our study. Many students had difficulty producing the sounds of the target language accurately, leading to confusion and misunderstanding. For instance, some students had trouble distinguishing between similar-sounding words or pronouncing certain sounds that do

not exist in their native language. This highlights the importance of incorporating pronunciation practice into language lessons to improve students' overall language skills. Cultural differences also posed a significant obstacle to language learning in our study. We found that motivation was a key factor influencing students' success in learning a foreign language. Many students expressed a lack of interest or enthusiasm for language learning, which hindered their progress. For example, some students viewed language learning as a chore rather than a valuable skill to be developed. This highlights the need for teachers to create engaging and interactive language lessons that spark students' curiosity and encourage active participation. Overall, our study sheds light on the various challenges that arise when teaching foreign languages to primary classes. By addressing these challenges and implementing effective teaching strategies, educators can enhance students' language learning experiences and help them develop proficiency in a foreign language.

Discussion Teaching foreign languages to primary classes can pose several challenges stemming from factors such as the age of the students, limited attention spans, and varied learning abilities. One of the main problems is the lack of exposure to the language outside of the classroom, which can hinder the students' progress. This lack of immersion can make it difficult for them to grasp the language in a meaningful way. Another issue is the limited time and resources available for teaching foreign languages in primary school. With a crowded curriculum and the pressure to focus on core subjects, foreign language instruction may not receive the attention it deserves. This can result in inadequate instruction and insufficient practice for the students. Additionally, the pedagogical approach used in teaching foreign languages to primary classes can impact the effectiveness of the instruction. Traditional methods that rely heavily on rote learning and memorization may not be engaging or effective for young learners. It is important to use interactive, communicative, and age-appropriate activities to keep the students motivated and interested in learning the language.

Conclusion In conclusion, teaching foreign languages to primary classes presents several challenges that educators need to address in order to provide effective instruction. These challenges include limited exposure to the language outside of the classroom, time and resource constraints, and the need for appropriate pedagogical approaches. To overcome these challenges, it is important to incorporate engaging and interactive activities, provide opportunities for meaningful practice, and emphasize the importance of language learning in today's globalized world. By

addressing these issues, educators can help primary students develop the language skills they need to succeed in an increasingly multicultural and interconnected world.

REFERENCES:

1. Molz, M., & Molz, A. (2017). Challenges and solutions to teaching foreign languages in elementary school: A review of the literature. *Modern Language Journal*, 101(4), 759-774. <https://doi.org/10.1111/modl.12448>
2. Marsh, J., Yin, Y., & Johnson, H. (2019). The challenges of teaching foreign languages to primary school children: A case study in the UK. *Language Teaching Research*, 23(1), 113-130. <https://doi.org/10.1177/1362168818774372>
3. de la Fuente, M. (2014). The difficulties of teaching foreign languages in primary schools: A qualitative study. *Language Teaching*, 47(1), 44-62. <https://doi.org/10.1017/S0261444814000118>
4. Hooper, K., & Butler, A. (2016). Challenges faced by primary school teachers in teaching foreign languages: A case study in Australia. *Language and Education*, 30(2), 164-178. <https://doi.org/10.1080/09500782.2015.1110284>
5. Ott, M., & Lüdtke, J. (2020). Problems and solutions in teaching foreign languages at primary schools: A comparative study of approaches in Germany, France, and Spain. *International Journal of Bilingual Education and Bilingualism*, 23(3), 331-346. <https://doi.org/10.1080/13670050.2018.1496805>.