

## CHALLENGES IN TEACHING ENGLISH TO YOUNG LEARNERS: GLOBAL PERSPECTIVES AND LOCAL REALITIES

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**Abstract:** This paper explores the challenges faced by educators in teaching English to young learners from a global perspective while considering local realities. The study examines the various obstacles that teachers encounter in effectively imparting English language skills to young students, such as differing cultural backgrounds, limited resources, and diverse learning styles. By analyzing both international trends and local contexts, this research aims to provide insights into the complexities of teaching English to young learners and offer potential solutions to address these challenges. Through a combination of literature review and case studies, this paper sheds light on the importance of understanding the unique needs of young language learners to enhance their language acquisition and foster a more inclusive and effective learning environment.

**Keywords:** *pedagogical evaluation, marking, democratization of the educational process, pedagogical communication style. Challenging, issues, comprehension, educational material, language learning experience, classroom.*

**Аннотация:** В данной статье рассматриваются проблемы, с которыми сталкиваются педагоги при обучении английскому языку младших школьников, с глобальной точки зрения и с учетом местных реалий. В исследовании рассматриваются различные препятствия, с которыми сталкиваются преподаватели при эффективном обучении английскому языку младших школьников, такие как различия в культурном окружении, ограниченность ресурсов и разные стили обучения. Анализируя как международные тенденции, так и местные условия, данное исследование призвано дать представление о сложностях преподавания английского языка молодым учащимся и предложить потенциальные решения для устранения этих проблем. Благодаря сочетанию обзора литературы и тематических исследований данная работа проливает свет на важность понимания уникальных потребностей молодых людей, изучающих английский язык, для улучшения их языковой подготовки и создания более инклюзивной и эффективной среды обучения.

**Ключевые слова:** *Педагогическая оценка, отметка, демократизация учебного процесса, стиль педагогического общения.*

*Затруднения, вопросы, понимание, учебный материал, опыт изучения языка, класс.*

**Annotatsiya:** Ushbu maqola boshlang'ich maktab o'quvchilariga ingliz tilini o'rgatishda o'qituvchilar duch keladigan muammolarni global nuqtai nazardan va mahalliy voqelikni hisobga olgan holda ko'rib chiqadi. Tadqiqot boshlang'ich sinf o'quvchilariga ingliz tilini samarali o'rgatishda o'qituvchilar duch keladigan turli to'siqlarni, masalan, madaniy kelib chiqishidagi farqlar, cheklangan resurslar va turli o'rganish uslublarini o'rganadi. Xalqaro tendentsiyalarni va mahalliy kontekstlarni o'rganib, ushbu tadqiqot yosh o'quvchilarga ingliz tilini o'rgatish muammolari haqida tushuncha berish va ushbu muammolarni hal qilish uchun potentsial echimlarni taklif qilishdan iborat. Adabiyotlarni ko'rib chiqish va amaliy tadqiqotlar kombinatsiyasi orqali ushbu maqola yosh ingliz tilini o'rganuvchilarning tilni bilish darajasini oshirish va yanada inklyuziv va samarali o'rganish muhitini yaratish uchun noyob ehtiyojlarini tushunish muhimligini yoritadi.

**Kalit so'zlar:** *Pedagogik baholash, baholash, o'quv jarayonini demokratlashtirish, pedagogik muloqot uslubi. Qiyinchiliklar, savollar, tushunish, o'quv materiali, til o'rganish tajribasi, sinf.*

**Introduction:** Teaching English to young learners is a rewarding yet challenging task for educators around the world. Equipping children with essential language skills at an early age holds significant importance, but various obstacles hinder the achievement of this goal. These challenges not only impact global perspectives but are also shaped by local realities. In this article, we will examine the key issues faced by English language teachers worldwide and the influence of the local context on language learning.

Engaging young learners:

One of the main challenges in teaching English to young learners is capturing and maintaining their attention throughout the lesson. Children have shorter attention spans, making it difficult for them to concentrate for extended periods. (Gendina N. I., Moscow, 2002). Additionally, their limited vocabulary and comprehension skills pose a challenge in delivering effective lessons. To overcome this barrier, teachers must employ creative and interactive teaching methods such as visual aids, songs, games, and storytelling to engage students.

Presentation model - a type of presentation (type) of educational material that does not analyze and does not require active user actions, but achieves the goal of accurate perception (understanding) of the material, we call presentation model. This model is aimed at the possibility of presenting the studied material in the most cognitively advantageous way, including the possibility of multiple presentations of the same material to achieve the goals of the teacher and the student. Ahn, K. (2011).

Extracurricular reading is one of the ways of self-education of a foreign student, which solves many problems of the educational process. Combining extracurricular reading classes with the functioning of the theater studio at the preparatory faculty can contribute not only to the expansion of vocabulary and the formation of secondary language personality, but also to the creation of a positive image of the university and the country as a whole. (Butler, Y. G. (2004).

Modern information and communication and digital technologies have created a kind of revolution, they allow combining in digital form text, graphic and video images, speech and music. On the basis of digital technologies, powerful innovative means of accumulating, presenting and transmitting knowledge, as well as learning tools are being created.

Information and communication technologies can guarantee confidentiality. If the results are not recorded for the teacher, only the learner knows what mistakes he/she has made. All this allows to create a psychologically comfortable atmosphere in the classroom without damaging the self-esteem of students. The necessity and great importance of practice in mastering a foreign language is undeniable. In the learning process is not enough to say this or that phrase once, it must be repeated many times, changing the language design so that as clearly as possible to reveal the content. Computer programs that include databases make it possible to repeat such constructions, changing the context, individual components, intonation, and so on.

Recently, it is becoming more and more obvious that the main goal of professional training of a future foreign language teacher is the formation of the university graduate's ability and readiness to realize intercultural communication in oral and written forms. This is largely due to the fact that "the formation of foreign-language professional-communicative competence of future teachers is the main goal of modern foreign language education, since foreign-language professional-communicative competence is an important. (Kuznetsova E.S., Voronezh, 2004).

Adapting to diverse learning styles:

Another challenge lies in adapting instructional materials and teaching methodologies to cater to the diverse learning styles and abilities of young learners. Each child has their unique learning style, whether visual, auditory, or kinesthetic. Teachers must utilize various teaching approaches to accommodate these differences. Additionally, some students may face learning difficulties or come from non-English speaking families, requiring additional support and individual attention.

Limited resources:

The availability and quality of resources pose significant challenges in teaching English to young learners. In many developing countries, schools often lack sufficient resources such as textbooks, audio-visual aids, and internet access.

This scarcity hinders teachers' ability to provide effective language instruction. Educators must rely on their creativity and resourcefulness to create engaging and interactive lessons using limited resources. (Chakraborty, T., & Kapur, S. (2008).

Local realities:

The influence of local realities on teaching English to young learners cannot be ignored. Cultural differences, societal expectations, and education systems play a crucial role in shaping the language learning experience. For example, in some cultures, priority is given to rote memorization and grammar instruction over communicative skills. This may hinder students' ability to use English fluently in real-life situations. Teachers must strike a balance between meeting local expectations and incorporating global perspectives to ensure students develop both accuracy and fluency in the English language. (Cameron, L. 2001).

Socioeconomic factors:

Furthermore, socioeconomic factors can impact the language learning opportunities for young learners. Students from disadvantaged backgrounds may face additional challenges such as limited English communication outside the classroom or lack of parental support. Teachers must be sensitive to these realities and provide additional support to bridge the gap, ensuring equal opportunities for all students. (Carless, D. (2004).

**Conclusion:** Teaching English to young learners presents several challenges that impact global perspectives and local realities. Engaging students, adapting to diverse learning styles, limited resources, and cultural expectations are some common barriers faced by educators worldwide. However, understanding the influence of the local context is key to overcoming these challenges and ensuring effective language instruction. By creatively and sensitively addressing these obstacles, teachers can help young learners develop the necessary English language skills for successful adaptation in an increasingly interconnected world.

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