

10-5-2021

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Recommended Citation

Norbekova, Rano (2021) "DIFFICULTIES IN GRAMMAR ACQUISITION IN ESL CLASSES," *Mental Enlightenment Scientific-Methodological Journal*: Vol. 2021 : Iss. 5 , Article 28.

Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss5/28>

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DIFFICULTIES IN GRAMMAR ACQUISITION IN ESL CLASSES

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Abstract: This article is devoted to the study of the most pressing problems of teaching foreign languages, particularly grammar at the present stage, as well as the main problems associated with this. In this paper, we will review only a few of the problems of teaching grammar of English, which are central to the problems related to various aspects of modern teaching. In modern conditions, knowledge of foreign languages is becoming increasingly important, since we cannot, in the context of globalization, exist in isolation from the rest of the world. The article reveals the features and problems of teaching grammar, such as changing the content of teaching a foreign language, teaching methods and, means following the requirements of modern society.

Keywords: language, professional, contemporary, factual, incentive, appeal, aim, grammar, failure, discipline, globalization.

INTRODUCTION.

Currently, it is actively increasing scale of teaching foreign languages in schools and universities. In connection with this, new areas of training, new curricula, new disciplines. In the modern world, the study of foreign languages, time has become a requirement of the time, because we get involved at the same time in two, three or more cultures. The emergence such situations are facilitated by different life circumstances: long business trips, interethnic marriages, educational programs, immigration as well as accommodation in multilingual and multicultural regions. Knowledge of foreign languages has become essential, since in connection with the expansion of relations between other countries, the need arose proficiency in at least one foreign language.

Representatives of many professions, in addition to their specialties, must know a foreign language, to be able to find a common language with foreigners. It is the knowledge of foreign languages that gives opportunity for a specialist to get a higher qualification, qualify for a high salary etc.

MATERIALS AND METHODS

Learning languages is impossible without learning culture of the country, native speaker. Communication in modern society intensifies ties between traditional culture (values, religion, knowledge previous generations) and rapidly developing modern phenomena in popular culture of our generation (clips, videos, computer games, etc.), between elite and popular culture [Derkach A.A., 1991].

Learning foreign languages becomes more relevant, since graduates of universities and employees who speak foreign languages, are becoming more and more popular with employers. All of the above creates a need revise the goals and objectives of teaching foreign languages, as well as create a modern teaching methodology.

Basic questions of modern language education is presented in the content teaching, methods and means of teaching. Data categories of methods of teaching foreign languages in the innovation process are transformed as and the entire education system.

Significant change in modern social order gradually leads to substantial transformation of educational process, to revise the goals and objectives of training foreign language, to the use of modern pedagogical technologies. The process of teaching foreign languages has a number of problems that prevent successful mastering foreign languages, and possible ways to solve them.

1. The first problem is related to the role teacher in the study of foreign languages. TO modern specialists in all fields of knowledge high demands are made, dictated by the need to comply with international standards allowing professionals to their field to remain competitive and successfully implement the experience of foreign colleagues. High demands should be placed on the teachers preparing these specialists, in in particular to teachers of foreign languages, which ideally help

build this the most "bridge of continuity" of the experience of countries and nationalities, to establish a dialogue of cultures. Each a university teacher must be a professional.

Unfortunately, in practice, the understanding of professionalism the teacher is often reduced to his actual knowledge of the subject. The teacher's tasks should not be limited only to the transfer of information: not only informative content is important the discipline taught, but also how in what conditions educational material is presented students. Dry and boring retelling text of a textbook or limiting assignments to reading, translation and retelling of texts - all these methods has long been in the past [Ývarov V.I., 2018: 148].

This opinion is shared by Khudayberganova E. in her article "Modern methods and technologies of teaching foreign languages in higher education", considering that as educational teaching technologies foreign languages teachers of foreign languages often use time-tested standard teaching methods. Sometimes the process language teaching, sadly, continues to be "somewhat modern variant" of the grammar-translation method.

Requirements for a foreign language lesson with change over time, the newest teaching methods. At the present stage of development science in Uzbekistan, one can definitely say that the times when sufficient proof language acquisition was the ability to translate from foreign language and vice versa adapted, inauthentic texts have already passed. Today about and descent process in universities of Uzbekistan in accordance with European quality requirements education: informatization of educational space, integration processes in modern domestic education, the establishment of universities of cooperation with European educational institutions in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education and training for master's programs abroad. In the context of reform higher education should also change itself language education, which is also gradually modernized

by introducing modular rating system of education for foreign languages. Interdisciplinary integration, democratization and economization of education lead to the introduction of innovations that form the basis modern teaching of foreign languages” [Hýdaiberganova E., 2016: 95].

Unfortunately, this situation is due to also by the fact that many foreign teachers’ languages due to certain circumstances are suitable to the educational process only as to work, in connection with what decreases the teacher's motivation and incentive to work.

The next, no less important factor is the weak organization of conditions for increasing qualifications of the teaching staff. Educator, as well as a student should increase level of knowledge and practical skills. Professional development of teachers - is the improvement of their professional and pedagogical knowledge. The purpose of increasing teacher qualifications is updated their theoretical and practical knowledge in compliance with the ever-increasing requirements of state educational standards [Matibaeva R., 2019: 277-279].

As noted by G.I.Safonova, “the majority teachers have good basic knowledge grammar, but lack of speech practice, lack of modern vocabulary make their speech not fast enough, containing, as a rule, stereotyped expressions and clichés. The main mistakes made by teachers were: pronunciation when reading text and speech when building a sentence; non-compliance with the rules building an interrogative sentence on the language taught; content mismatch statements of the set goal ”[Safonova G.I., 2015].

The teacher must replenish their knowledge independently, communicating with native speakers’ language, watch movies and read literature in a foreign language, master modern teaching methods, have knowledge of the field of pedagogy and psychology. However, alas, many teachers’ foreign languages do not meet these requirements for one reason or another. The reasons may be different: lack of constant striving for improving the quality of teaching, working conditions, low pay, etc. [Matibaeva R., 2019: 223-225]

In this regard, it is necessary to continue systematic work to improve models of professional development of pedagogical staff by increasing the number of interns practices, master classes, and also involve work on refresher courses for the best practicing teachers of the region.

2. No less significant is also the importance of the learner in the learning process. Talking about complexities and problems of functioning educational environment, one cannot ignore the role student. The main, in our opinion, complexity in involving students in the educational process is change of generations (so-called generations "x", "Y" and "z") and the associated change life priorities and patterns. In particular, a large number of students have significant the attitude to the received by them changes education - many do not realize (and do not feel) its practical significance, considering the diploma only a formality necessary for the subsequent employment. How with this approach to learning can we talk about high motivation of students? Certainly, without due interest the learner is very difficult (if not impossible) make him master the educational material qualitatively and learn to apply the acquired knowledge, skills and skills in practice. This circumstance is significant complicates the teacher's work and, sadly, often reduces all his efforts to zero [Derkach A.A., 1991: 151-152].

Another of the problems typical of the process teaching foreign languages is insufficient assimilation of the intended educational material. In this matter, a great plays a role, in addition to motivating students, relevance and attractiveness of the proposed training materials, as well as professional and business competence of the teacher.

3. Motivation of students. If I could be to highlight the leading factor of the process assimilation of knowledge, the priority should be given away motivation. Motivation is defined as the reason for the action or the inducement to any activities. Motivation should be understood as all the reasons that induce students to master knowledge and development of abilities.

According to Adam M. Dreher, “if an incentive to action or to a goal, to which we strive persistently, our efforts become much more energetic and consistent than in the absence of such. With insufficient motivation, the student is unlikely to realize its potential even under favorable conditions for the assimilation of knowledge ” [Adam M., 1983: 99].

RESULTS AND DISCUSSION

We have already noted that both the teacher and the student must be motivated to achieve result in the learning process. Thus both parties must be motivated, i.e. interested in the end result. Motivation in learning a foreign language is an internal the driving force that makes a person spend time and effort to learn a foreign language. Foreign languages become one of the main factors of both socio-economic and general cultural progress of society. The educational motivation can be divided into positive and negative. So, the construction “if, I will learn English, I will get excellent on the exam” is a positive motivation. But, the design “if I learn English, then I will pass the exam and I will not be expelled”-negative. Motivation can also be divided into external and internal. Extrinsic motivation is not directly related to the content of the subject, but is due to external circumstances (being an excellent student in all subjects tries and to have "excellent" in a foreign language – external positive motive; the student is studying foreign language due to fear of strict parents or a teacher - external negative motive).

External motivation comes in two flavors: broad social motivation and narrow-minded. Extrinsic motivation "the learning process is connected with a rather acute feeling civic duty to the country, to dear ones, close people, is associated with ideas about learning as a road to mastering great values culture, with the concept of learning as a path to fulfill your purpose in life” [Sakaeva L.R., 2016: 12].

Therefore, students need to motivate, and their motivation lies in learning a foreign language. You can list some sources of student motivation, such as,

awareness of the value of the subject. Even the student is not interested in the subject, he can make considerable efforts to study it. In that case, the student is aware of the real value this discipline represents for him personally how it is important and necessary in everyday life, and also in terms of his prospects and plans for future. A student who, say, does not have soul to learning English grammar, nevertheless he will zealously master it, as will only understand the universal usefulness this subject [Adam M., 1983: 104].

Other sources of student motivation may be special interests of students, desire gain attention, special success, desire avoid failure, approval and reward with the side of the teacher or parents, etc.

4. Methods, programs and teaching aids. No matter how professional the teacher is and no matter how high the involvement in the educational student process, learning success in many ways depends on the circumstances and conditions in which it happens. Ironically, the importance of foreign languages are often underestimated during compilation educational programs [Ývarov V.I., 2018: 154].

The next question that comes with collide while learning is a technique and means of education. Modern methodological science is a complex science that includes linguodidactics and teaching methods for foreign languages. Linguodidactics acts as methodological aspect of learning theory foreign language. It is a science that studies and forming general patterns of ways mastering foreign language knowledge, skills and abilities [Abdýllaev A., 2019: 252-254]

Foreign language teaching method considers general provisions concerning the process of transferring foreign language skills, knowledge, skills. The object of the methodology is the process foreign language learning or process assimilation of educational content by students in a foreign language in specific conditions learning [Karmanova N.A., 9].

In the era of globalization, a foreign language turns into a leading discipline, since the value of school and university graduates in the labor market in the

context of active development of international contacts is largely determined by the level of his language training.

Meanwhile, the technique teaching a foreign language has developed in Soviet times. The main disadvantage of this methodology - lack of speaking practice. Foreign language schoolchildren like as a rule, they cannot communicate in it in real life. Likewise, the majority of teachers also have poor conversational skills. The reason for this is the fact that most teachers still practice the so-called traditional method without involving in the process learning new technologies, limited only theoretical skills and "proven" teaching methods, the consequence of which is lack of language practice of teachers. Methodical science as one of the subsystems of the general learning system integrating properties. She "transforms" requirements put forward by society and the system general education in relation to foreign language as subject, in specific methodological concepts, curricula, teaching aids and recommendations for organization and content the pedagogical process. Note that the level language training of members of society is negative lack of development affects how psychological, pedagogical and methodological aspects of teaching a foreign language. At the same time, the practice of teaching due to certain other circumstances may slow down or accelerate the process of introducing new effective forms and learning technologies. This is the most natural affects the implementation of public queries in relation to foreign languages. To such a restraining methodical progress circumstances include a weak level teacher training / foreign teachers, their unwillingness to refuse for one reason or another from ingrained in their experience of habits in the organization of the educational process, their inability to correlate methodological systems with specific learning conditions, etc. [Galskova N.D., 2003: 18].

Foreign language skills as a means communication requires the ability to navigate specific situation, and also find the most effective ways and means of solving emerging tasks, predict the results of their educational communicative activity, i.e. required active mental activity of the subject. Therefore, the teacher is

faced with the need search for such forms that would make it possible to solve the whole range of educational and methodological tasks [Derkach A.A. 1991: 10].

In addition to traditional methods, specialists' alternative methods are often practiced that contribute to the diversity of the educational process and the development of speech skills among students, such as a system of educational games (grammatical, phonetic, lexical), group work (in couple), etc. The pedagogical system under consideration includes the following structural components:

1) pedagogical goal, the intended formation and the development of students' intellectual skills, related to the solution of educational and practical problems in a foreign language (mastering a foreign language as a means of communication);

2) content subject "Foreign language", including the basics phonetics, vocabulary, grammar and stylistics, determining the mastery of a foreign language and communication activities;

3) system educational games introduced into traditional teaching;

4) university students;

5) a foreign teacher language proficient in the method of use educational game [Khodjakulova F., 2019: 696-699].

Comprehensive study of play as a means formation and development of intellectual skills among trainees allows us to state that the educational the game is an optimization tool educational process in general and intellectual activity in particular. Efficiency formation and development of intellectual skills in a foreign language is dependent from the system of educational games: expediency using them in the classroom, focus their content for solving educational problems (related to mastering a foreign language), sequence of use of different types of games within the framework of traditional education, readiness of trainees to participate in it [Derkach A.A., 1991: 212].

The current stage of development of the training system IYA (foreign language), characterized as was shown above by the diversification of options

study of the subject, dictates the need to bring the content of the training in accordance with the stages and with the specifics of different types of schools / classes, more precisely - with training conditions. This should not concern only the volume of the mastered language and speech material, prioritizing the choice types of formed activities and, therefore, appropriate speech skills and abilities.

The problem of correspondence of training content conditions must be resolved taking into account all its (content) components. So, it is quite obvious that you cannot teach students of general education schools and gymnasiums, schools of the humanitarian and technical profile at the same texts, communication situations. On the level of selection of spheres and situations of communication for children preschool and primary school age preference is given to the gaming area (should not be confused with play as a methodological device, which can be used in working with any age contingent of trainees).

In high school, especially in the context of in-depth studying foreign language or profile (humanitarian, technical) orientation of the school, subject side of the learning content should reflect along with others and of interest to students professional communication (of course, in limited limits) [Galskova N.D., 2003: 94].

The introduction of educational games into educational the process can significantly improve the quality of assimilation educational material, induce motivation, induce students' interest in the desire to master the language. The next, most relevant in our time has become the use of modern techniques and technologies in teaching a foreign language;

a huge selection of literature and manuals creates a wide range for self-development of teachers, developing your own teaching methods, as well as creativity in the field of teaching.

Involvement plays an equally important role in learning in the learning process of modern information technologies that significantly facilitate learning this type of speech activity, as well as internet technology, technology cooperation

and projects, modular learning as innovative technologies in the field of teaching a foreign language.

CONCLUSION

The situation in modern society, as well as an urgent need radical changes in the higher education system, suggests new approaches to the problem of learning foreign languages at the university. This item should not only "teach to speak" in another language, but also identify issues of concern today most people - the problem of keeping the peace and the survival of mankind, the problem of communication between people, the problem of ecology and many others. At this has somewhat changed the very approach to assessing the role and a person's place in the world when society goes over to the realization that human life is the highest value in the world, and the education system gradually adapts not only to the needs state, and, above all, to various the requests of the personality itself.

Due to the active distribution foreign languages, the question of problems and teaching methods. Modern teachers are looking for new promising approaches to learning a foreign language, introducing innovative methods, modern learning technologies, ICT, etc. Currently, a lot is said about the need to update systems of continuous language education. New school concepts are being developed and university education, new training models for specialists, including in teacher training and retraining frames. However, it is far from always clear that they concern whether the proposed innovation trends updating the content of education as such or are reduced only to some quantitative and qualitative changes in the development new curricula and courses. Teaching foreign languages today directly related to innovative processes taking place in the world, in society. Modern communicative technologies whose main mission is to carry out interaction and mutual understanding in human society. Currently a new approach to teaching foreigners is needed languages. From professional competence school teachers and university teachers, their skills the formation of a foreign language communicative

competence of the younger generation, education morality, respect for others culture, successful communication and mutual understanding between nations.

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