

SOME DIFFICULTIES IN TEACHING SPEAKING TO YOUNG LEARNERS

Student Muzaffarova Mashhura Akbar qizi
Samarkand State Institute of Foreign Languages
Second course group 21.23
Supervisor Ibodova Nafisa Axmatullayevna

Abstract: We know that teachers face many challenges in teaching young English learners to speak. Uzbek language is important for students to speak English fluently. Students face various mistakes and difficulties when learning to speak English some of them are as follows. Lack of vocabulary, -there were some factors that caused students' difficulties learning vocabulary

(1) the written form is different from the spoken form in English

(2) the number of words that students need to learn is exceedingly large

(3) the limitations of sources of information about words

(4) the complexity of word knowledge. We need to improve our vocabulary for instance we make use of new words, learn by hard many words, learn new words, use a dictionary often.

Pronunciation problems - we need to break down big words into syllables learn when to stress words and sounds and listen to English audiobooks and talk with the speakers.

Nothing to say - in order to speak English well, a student must first have a wide range of thinking skills. If a student does not know many words she will not be able to say anything. To overcome this, he will have to memorize more words and repeat them more often.

Lack of motivation - when the students speak English their parents and teachers should give motivation.

The use or interference of the mother tongue - if we do not speak the same language when we speak English we can also speak our mother tongue.

This study aims to investigate the teachers' problems in teaching speaking to young learners. Those problems were gathered from classroom observation and interviewing the teachers. In order to investigate the teachers' problems in teaching speaking to young learners, the researcher used qualitative study to gather the data in this research. Additionally, an interview was intended to find out the teachers' answers in order to know teachers' problems in teaching speaking to young learners. The interview guide was taken from Kayi. The classroom observation showed that the problems found related to class management which were response towards learners and proper environment in teaching and learning process. The answers of the interviews, the researcher found that the teachers' problems in

1. Time prediction in teaching - during the lesson, some teachers say the time often, which attracts student's attention.

2. The way the teacher commented students' mistakes - the teacher shouldn't scold the students when giving feedback but should explain their mistakes in a friendly way. Not to



say that your work didn't go well, but that it would be better if you like this, has a positive effect on the performer.

3. Analyzing students' difficulties in learning students face some difficulties while studying a topic the teacher has to teach these difficulties clearly with many examples. Teaching speaking for young learners is different on teaching speaking for adult. This chapter explain about the difficulties encountered by teacher on teaching speaking skills for young learners are divided into two categories. Internal problems and external problems. Internal problems it means that every problems come from teacher and students itself on teaching and learning speaking skills. If the external problems is the problems that comes from the institutional context that puts English as second or foreign language in a nation. This chapter will explain clearly about the difficulties on teaching speaking skills by using puppet. Here, there two categories are internal problems, such as the problems from teacher and students. Then, external problems, classroom environment, material, and teacher's strategy on teaching speaking skills itself

On teaching speaking skills for young learners, it is essential that everyone can see your lips when you are speaking so they can see how you shape new sound. The formation of students' desks are giving effects on teaching and learning process in the classroom. On teaching speaking skills, the teacher has to order the form of students' desks. In order that every students can see the teacher's lips, when teacher pronounce some words. It is important in teaching speaking skills, because the students here do not just listen some words, it is better if the students can see how to pronounce some words appropriately. On teaching speaking skills here, the teacher does not use this strategy, to manage the condition of the classroom by change the formation of students' desks. She just teaches students as a usual. She just talk and students must pay attention, and then can repeat after her. Sometimes this way make students bore, but the teacher here, use stick puppet to make the students happy in learning speaking skills. The perspective shows that students' attitude is very important in speaking class. Positive attitude will help the students to master speaking skill better. On the contrary, by bad attitude, the students will be more difficult to reach the speaking class goal. Good attitude is a power that helps the students to accept speaking material. It will be a huge trouble if the teacher does not know the importance of identity and language ego of this students. The teacher does not have other choice expect try to wake students' motivation. The problem is that motivation is a very complex thing. Motivation means a cluster of factor that 'energizes' the behavior and gives it 'direction'. In Atkinson point a view, motivation is term used to describe what energize a person and what directs his activity, and energy an direction are the center of motivation. Furthermore, motivation is divided into intrinsic and extrinsic motivation. The problem here is that how to build both intrinsic and extrinsic motivation from the students. Moreover, each student has his own characteristic so it need many strategies and approach to make up the motivation.

Drawing on data from a recent research international research project, this article focuses on the challenges faced by teachers of English to young learners against the backdrop of the global rise of English. A mixed-methods approach was used to obtain the

data, including a survey, which was completed by 4,459 teachers worldwide, and case studies, including observations and interviews with teachers, in five different primary schools in five different countries. A number of challenges emerged as affecting large numbers of teachers in different educational.

Contexts- teachers should conduct a lesson based on the topic. They should not give off-topic data.

Teaching speaking-while teaching the speech, teachers should pronounce each word correctly.

Motivation-motivation plays an important role in human life, teachers should motivate students more in the classroom.

Teaching large classes discipline- teachers need to teach discipline to older classes. they should monitor student's attendance.

Teaching grammar- in teaching grammar the teacher should be able to create examples based on each institution.

Teaching speaking-while teaching to speak teachers should pay attention the pronounciaton of the word.

Importantly, some of these challenges have not been highlighted in the literature on young learner teaching to date. Other challenges are more localised, such as developing teachers' English competence. The article argues that teacher education should focus less on introducing teachers to general approaches to English language teaching and more on supporting teachers to meet the challenges that they have identified.

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