

## DIFFICULTIES IN TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS.

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**Annotation:** The given thesis describes the significant changes in the impact of education on the mental development of young school-age children, and some of the problems they face in understanding themselves, and some issues they face in learning foreign languages and some methodological recommendations for solving them.

**Keywords:** Main problems, self-confidence, solution, interactive teaching, and a useful method.

It's very obvious for everyone that, English language is universal, widely used and one of the most crucial spoken languages in the world. There would be so many debates and discussions among people who speak well in this language. Globalization is now beyond the reach of humans, necessitating the acquisition of several additional foreign languages. Currently, studies demonstrate that beginning this process at a young age yields positive results. Foreign the world's leading organization for language teaching, primarily English, pays great attention to this subject in our country as well.

As most children studying a second language in a foreign language environment have limited exposure to the language outside of the classroom, this can be quite a difficulty in the foreign language classroom. One method to fix this is to use new technology to improve learning by providing kids with chances to communicate and engage with native speakers. Both in Australia and China, technological innovations are playing a bigger and more crucial role in early childhood education. An innovative curriculum to teach English and Mandarin Chinese utilizing interactive digital technology will be described after a review of several aspects of foreign language teaching and learning in the early years. With the aid of these technologies. Early childhood classrooms and native speakers of the relevant languages work together in partnerships. Following a brief description of how young children normally acquire languages, some methods for encouraging language acquisition in foreign language classrooms through the use of interactive digital tools will be discussed. A method that holds promise for teaching and acquiring early language with young children is content- or theme-based. Last but not least, we'll talk about how the two different cultures approach teaching and learning.

When children are actively engaged, exploring their environment, and engaging with others, they often pick up their first language (L1) As they interact and converse

with other people from their culture, they gradually develop not only verbal proficiency, but also the ability to: The language's vocabulary and grammar norms, as well as communicative competence—the standards for using the language correctly in various sociocultural contexts—are all important. Language and culture are inextricably linked. By the time they are four or five years old, children have typically become proficient communicators in their native language and have assimilated into their specific socio-cultural group. They are picking up the language while also learning how to speak properly to various individuals and in various settings. It is important to note that first language development does not just stop at this stage of development but continues to grow and develop throughout later childhood and adolescence. There are numerous benefits to beginning English instruction early on. Age plays a significant effect in what we teach and how we teach it, as the phrase "teaching English to young learners" suggests, since a young learner class is different from an adult or a native speaker class. When it comes to the language learning requirements of the students, the linguistic competences highlighted, and the cognitive skills addressed. Experts believe and anticipate that adding a few more years to the process of learning English, the most significant worldwide language, will help students reach better levels of proficiency in using it. Language experts and educators note that children have less trouble learning a second language the younger they are. Early exposure to English has been shown to improve pupils' understanding of their native language while also allowing them to develop extraordinary skill in their second language. The introduction of English instruction in kindergarten could also help the younger generation have a deeper understanding of other international religions and civilizations. Children transmit their first language and cultural information and past skills to the second language (L2). In the early years of development, it's crucial to keep the emphasis on the "now and now" and use tangible, hands-on activities with a concentration on visual materials and activities that center on personal, concrete experiences. Teachers might expand on concepts and exercises that students are already familiar with and find meaningful. These prior knowledge and abilities include their comprehension of diverse ideas and subject matter, including reading and mathematical ideas. Even though the language and writing systems are very different, as they are in some languages, once a kid learns to read in their first language, that knowledge and understanding automatically transfers between languages in Chinese and English. Unlike other students, young children are not like them.

Our ability to be creative and original in the way we teach second languages is made possible by the quick development of digital technologies. Through increasing the chances for interaction with native speakers and exposure to the target language, it can be utilized as a method to improve language learning. This interactive interchange and encounter with native speakers makes it easier to learn the language's vocabulary



and syntax as well as the cultural understanding and proficiency needed to use it to communicate appropriately and successfully. Additionally, this experience broadens and enriches young children's knowledge and awareness of many cultures and languages, as well as those of teachers. Individual desks are seen in certain classrooms, whereas two or three children can share a desk in others of them has a teacher's workstation in front of a chalkboard. Because secondary school students study in the afternoon and primary school students receive lessons in the morning, each classroom is shared by two classes of kids. A CD player, a whiteboard, and a laptop are tools that every instructor has access to. The administrative team of the school has agreed that English will be the first foreign language taught. In a FLES curriculum, languages are taught as distinct academic disciplines with two or three classes per week. The committee holds unique events throughout the academic year, including open classes and demonstrations of fresh instructional materials. Additionally, it plans festivities and language competitions. The use of virtual worlds like Minecraft in language learning and instruction has gained popularity, especially with adults but also with older children. It is possible to structure the tasks and objectives associated with using these tools so that collaborative learning is incorporated among peers. Electronic books and games can be quite helpful for young children. These kinds of tasks can be displayed on the interactive whiteboard to actively involve the entire class or particular groups of kids, or they can be utilized by one child at a time on a portable tablet to help them learn and review the material.

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