



role than we might realize. If a teacher underestimates their students, it can lead to feelings of inadequacy and depression. On the other hand, using modern assessment criteria and providing regular feedback can help students succeed by giving them useful guidance and building trust between students and teachers. It is important to recognize that making mistakes is a natural part of the learning process, and constructive feedback can help students improve and grow. In conclusion, it must be concluded that teaching foreign languages to non-natives can have really hard challenges, especially if even the teacher is non-native she/he will have to work twice more to learn the topics they are going to teach more deeply. Importantly, cultural diversity must be taught and the similarities and differences must be clear. With the help of regular practice, effective assessment methods, taking full responsibility, students can learn the language productively which makes students feel happy when they see their students speaking fluently not only in exams but also with natives with confidence.

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EFFECTIVE APPROACHES AND WAYS OF OVERCOMING TEACHING FOREIGN LANGUAGES PROBLEMS FOR NON-NATIVE STUDENTS

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Abstract

The process of teaching foreign languages can be challenging for teachers and difficult for students to learn. Due to various aspects including struggles with finding motivation to learn, grammatical and usage differences, lack of practical knowledge, both teachers and learners have caused to face current problems in observing the foreign languages. These factors usually are placed in developing countries and with their teaching approaches and methods. Effectively tackling the existing issues in teaching languages plays a crucial role in the development of the pedagogical importance of linguistic knowledge and exchanging them within the classroom. Having guided, the accurate and beneficial ways of teaching, namely creating the atmosphere of the target language, practicing authentic materials, and looking for effective strategies, ensure the process of learning to be interesting and productive. Generally, uncovering a new language poses significant challenges, and learners may encounter even more hurdles in learning.

Key words: teaching atmosphere, authentic materials, motivational approaches, audio-linguistic methods, student-centered classroom, active practices, evaluating students, operative guidelines.

Problems of learning multiple languages occurs due to various reasons and each of the reasons can be solved into positive outcomes by further suggestions in the article. Firstly, to overcome with the current teaching languages issues, reasons which place within the classroom must be identified. In teaching foreign language, the biggest problem for teachers is lack of motivation of the students or showing no interest towards the language. This problem can be triggered by having boring lessons , owning lack of confidence and wrong way of teaching the learners.As it can be seen those factors are the basic and fundamental needs of the learning language if one of them fails to be in the classroom, students find challenges to practice it which brings lack of motivation to learn .It is very important to solve these problems and give them an interesting and engaging learning atmosphere. Addressing this issue starts by removing the causes of this problem. To start with, the first reason of losing motivation is uninteresting lessons which is brought by traditional way of teaching the language.



Nowadays, modern ways of educating multiple languages are taking over the conventional methods like grammar translations methods, teacher-centered approaches are being limited. Instead using new techniques of teaching languages brings more encouraging and compelling lessons. Paying more attention to students being active in the class is very important rather than engaging in teacher-centered lessons. To accomplish this way of teaching teachers are required to focus on more intensive and student -centered approach of organizing the lesson. Having given examples of article of TEAL Center staff authors the student-centered classroom involves changes in the roles and responsibilities of learners and instructors, in the delivery of instructional strategies, and in learning itself; these all differ from those in the traditional, teacher-center classroom. In the student-centered classroom, the learner requires individualization, interaction, and integration. Individualization ensures that learners are empowered to create their own activities and select their own authentic materials. Below are examples of the changed roles and responsibilities in the student-centered classroom.

Learners:

- Are active participants in their own learning.
- Make decisions about what and how they will learn.
- Expand on current knowledge and abilities to gain new ones.
- Recognise what is expected of them and are encouraged to use self-evaluation resources.
- Manage their own education to create learning plans.
- Work together with other students.
- Produce work that demonstrates true learning.

Teachers:

- Recognise and accommodate various learning preferences.
- Provide direction while preserving personal freedom.
- Actively listen to each student and respect their viewpoint.
- Encourage learners to make decisions together.



- Encourage students to come to their own satisfactory conclusions or answers by asking open-ended questions to help them overcome obstacles.

Learning is the learner's active pursuit of understanding.

- Creating information as opposed to just absorbing it; events both mould and mould us.

As these examples and explanation provided valuable evidences that by involving student -centered teaching approach students will be able to show themselves and can get motivated to further achievements. Moreover, day by day interest and desire to learn and participate in interesting lessons bring learners high confidence and self-esteem which solves our primary issue.

In many cases, the biggest issue of teaching foreign languages for non -natives is not having enough relation and atmosphere of this target language. In other words, learning languages can be difficult for those who do not live in the particular country which its languages are being taught. For example, if English is being taught in Asian schools these learners face some challenges relating to lack of feeling in realization of the actual language. The reason is the most of the teachers also are not native speakers of the language. Apart from that, only having people around you who only speak in your native language limits students potential practical experiences in the target language. In the learning process providing genuine atmosphere of language has vital role in enriching desired content and achievements for both teachers and learners. As we come to find a solution for this statement, using authentic materials in the lessons and outside the classroom can be the beneficial way . Not only within the classroom but outside if teachers become aware of their students' routines and activities, they may actively require learners to have some authentic materials in their lifetime and this way helps to create pretended language atmosphere. Once learners' surroundings have covered the usage of target language, the ability of obtaining the foreign language becomes straightforward task. To prove, if two English learners are compared, one was not born but has brought up in English speaking countries surrounded by the language users and the another one is practicing the language within his own country, which one



do you think has better language skills in English? Apparently, the first learner who has the real atmosphere of English. So, does it mean students who are not involved into this atmosphere will be always losers? Of course, no, by not only having enough teaching materials but utilizing authentic resources to enhance and make learners progress real and joy, learners easily will be able to practice and improve their language skills. In addition, trying to exchange students lifestyle into target language culture or habits like changing their phone language into aimed language or regulating their days by using this language assists to build up natural learning atmosphere. In this case we use authentic materials which are not created to teach the language but practice it as the natives in daily use. According to the review of M.Juraeva, G.Abdukadirova, Uzbekistan state university of world languages” In today’s globalizing era the importance of educational quality that needs to be modernized is more compulsory than ever before. To reach this quality, more effective, creative and valid approaches should be taken. As well as, regarding the language learning classes, authentic atmosphere of target language should be created with the usage of authentic materials. So if the language learning process is continued with the only means of textbooks it may take a lifelong learning to master the target language. Benefits of using authentic materials in language skills Students surely benefit to enhance their all four aspects with the usage of authentic materials. According to Aytunga Oguz and H.Ozge Bahar authentic materials can be grouped because of their characteristics. They classify these materials into four group:

- Listening and watching: movies, cartoons, quiz shows, music, documentary films;
- For visual: pictures, photos, postcards, posters
- For reading: novels, newspaper articles, research papers, brochures
- Real materials that can be used in language classes: dolls, puppets, masks.”

Additionally, some other useful information is given in various reliable resources and all of them support using authentic materials in their classroom. But how we can find or choose them to teach our students? Answer is easy not all authentic materials are considered to be beneficial for students so we have to find the ones which really



are used in necessary content of the life of native speakers. As their review includes it says “How to select authentic materials? According to some researches even authentic materials should be selected appropriately as they are endless on type. According to Sacha Anthony Berardo the most commonly used resources are media: films, TV, videos, magazines, newspaper and books. He states that among all source’s internet is the one which is widely used. Even using the radio is easy, but understanding it is difficult. On this occasion pictures and movies are the most fruitful. When press dates quickly, the information in mass media is constantly renewed. Also, from a financial point of view internet is cheaper than the paper one: easy to find and purchase.” So once selected materials are applied to learning process of students, they are likely to have interesting and captivating lesson which they will succeed in learning the target language.

In conclusion, we have discussed the problems of teaching non-native students including lack of motivation and natural learning atmosphere and further covering their solutions such as engaging more intensive and student- centered classroom lessons and using authentic materials effectively to boost learners learning skills and make easier studying for students. In general discovering new language is not easy process and as learners face some challenges it might be even longer case while methods and approaches which are mentioned above are used appropriately, students are expected to achieve higher results and goals.

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ORGANIZING EXTRACURRICULAR ACTIVITIES IN ENGLISH LANGUAGE IN PRIMARY SCHOOL USING PROJECT-BASED TECHNOLOGY

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Abstract

This article explores the use of project-based technology in organizing extracurricular activities for English language learning in primary school. It begins by highlighting the importance of English language proficiency in today's globalized world and the benefits of incorporating technology into language education. The article then explains what project-based technology entails in the context of language learning and discusses its advantages for promoting collaboration, creativity, and authentic language use.

The article goes on to list and describe different types of extracurricular activities that can be organized using project-based technology, such as language clubs, cultural exchange projects, storytelling and drama workshops, and online language games and competitions. It provides step-by-step guidance on how to implement project-based technology in extracurricular activities and discusses the potential benefits for students, including improved language proficiency, enhanced communication and collaboration skills, increased cultural awareness and global citizenship, and increased motivation and engagement in language learning.

Keywords: Project-based technology, extracurricular activities, English language learning, primary school, language acquisition, collaboration, creativity, authentic language use, the Think-Pair-Share technique.

Nowadays, great importance is attached to the competency-based approach in education. A graduate of a general primary education institution has to form ten basic competencies, including foreign language communicative competence. The importance of extracurricular work in English language learning is explained, on the one hand, by the insufficient number of classroom hours for learning a foreign language, on the other hand, by the need to maintain pupils' interest to learn a foreign language. The problem of improving the quality of extracurricular activities as a means of additional language education for pupils has always been relevant. Many scientific works are devoted to various aspects of extracurricular work in