THE ROLE OF TEACHER IN TEACHING FOREIGN LANGUAGE IN DIFFERENT AGE LEARNERS

Pakirdinova Sharofat Abdumutalovna
FerSU teacher
sharofatpakirdinova@gmail.com
Muxiddinova Muxtasarxon Nodirjonqizi
FerSU student

Annotation. This article studies the role of different teaching principles in this process, as well as problems that learners come across in communication and speaking practice and appropriate solutions for them.

Key words: pedagogical process, methods, teaching process, educational system

Аннотация. В данной статье рассматривается роль различных принципов обучения иностранному языку в разном возрасте, а также проблемы, с которыми учащиеся сталкиваются в общении и речевой практике, и правильные пути их решения.

Ключевые слова: педагогический процесс, методы, учебный процесс, педагогика, образовательная система

Annotatsiya. Bu maqolada turli yoshda chet tillarini o‘qitishning turli tamoyillarining o‘rni, shuningdek, muloqot va nutq amaliyotida o‘quvchilar duch keladigan muammolar va ularni hal etishning to‘g‘ri yo‘llari o‘rganiladi.

Kalit so'zlar: pedagogik jarayon, metodlar, o'qitish jarayoni, pedagogika, ta'lim tizimi

Introduction

There is no learning without teaching. So as a tool of implementing teaching plans and achieving teaching goals, teacher talk plays an important role in language.

Quite a few research have discussed the relationship between teacher talk and language learning.

Due to the power of English as the international language and due to the fact that Turkey is facing European integration, English language teaching has expanded in Turkey in the last years.[4] As a result of the passing of a law in 1997 which introduced a new eight-year compulsory education system, significant changes occurred in foreign language education. Under this law all primary school students started studying English from the fourth grade on. Most Turkish people consider learning English as a must for the integration in the EU and national development. [5]The features of the teacher's language use which facilitate learner involvement and construct potential for learning include the following. The teacher uses maximum economy when correcting errors and teacher corrects the errors with a very open and direct approach. This helps teacher less time consuming. In error correction , in order not to interrupt the oral fluency the correction should be minimum and direct. The teacher succeeds achieving this. In this naturally occurring conversation, it is clearly seen that teacher gives both negative and positive feedback. That's why, even though she gives negative feedback from time to time no obstruction appears in the involvement. The easiest but the most inefficient way of revising a subject in the lesson is telling it again and again without any learner participation. However, it is clear that when the students are not involved in the process they do not learn anything. This helps learners engage in the learning/revising process actively. One of the most important features of the extract is the turn taking structure. Although being dominant in the course discourse is thought to have negative effects on learning. Teacher compensates this situation by letting students think after asking questions and constructs the involvement. Extended wait time , the time allowed by the teacher to answer a question not only increases the number of learner responses but also results in more complex answers and leads to an increase in learner interaction.

[4]Ellis, R. (1985) Understanding Second Language Acquisition. Shangai: Shangai Foreign Language Education Press.
[5]Filmore, W (1982) Instructional language as linguistic input: second language learning in classroom. New York: Academic Press

The peculiarities of the pedagogical process with the use of new information technologies make it necessary to approach the evaluation of the role of a teacher in a classroom in a different way."With increasing frequency, they say now about the shift of the teacher's role towards the "consultant", who would set a student on the right track in learning, who would distance himself or herself as a person from the educational process[6]. It is difficult to agree with this kind of statements[7]. Within the framework of our research, relying on the principle of domestic pedagogy - the principle of the teacher's dominance, we believe that "the full replacement of the traditional system of allocation of roles will never happen[8]. New methods of using video materials in the study of a foreign language significantly increase opportunities of the teacher and students; nevertheless, they cannot totally replace the teacher. Relationship with the students; finding the best way to teach a foreign language; students' work management during the lesson; organization of students' active work while watching video are the key elements of the teaching process. The idea of the autonomy's conception should be understood as an educational feature, that should include the formation of students' learning skills in mastering a foreign language, the ability to independently / autonomously manage learning activity, evaluate the results achieved both in a specific learning situation, as well as in the context of further continuous learning of the language. At the same time, the best way to achieve "autonomy" in learning the language using visual aids is to organize classroom studies using various games, accompanied by individual and group work on the basis of specially developed educational materials.

In conclusion, the results of the study showed that the teacher need to be aware of the recent teaching approaches to minimize the obstruction of her talk in young learners' learning process. Moreover, the constructive role of her use of language needs to be improved in order to increase the proficiency level of the students as much as their participation I can also say that the benefits of using games in language learning are promote communicative competence, create a meaningful

[6]The ELT journal EMentcher. P. 47:52,1990.
[7]Generative phonology workbook. M.S. Whitley. University of Wisconsin Press, 1989.

context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language. Games must have start point and end point. It must be easy for the player and the teacher to know who is about to reach the purpose.

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