

PROBLEMS OF TEACHING PROCESS AT SCHOOL

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Abstract

This article discusses some problems observed in the teaching process in school education, such as students' inattentiveness and inability to concentrate, along with the factors causing these issues. It also examines methods recommended for teachers to overcome these challenges. The challenges observed during the teaching practice process in schools and the methods to solve them were highlighted in this article.

Keywords: Challenges, attracting attention, requirements, teaching process, promote spontaneous learning, oral correction, student's mistakes.

Introduction

Teaching is a cornerstone of societal development, shaping the future by nurturing the minds of young learners. However, despite its vital role, the field of education is not without its challenges. In schools worldwide, teachers often face a multitude of issues, from resource limitations and high student-teacher ratios to behavioral problems and lack of parental support. These challenges not only hinder the teaching process but also affect the quality of education students receive. Understanding and addressing these problems is crucial for creating a more effective and supportive educational environment.

METHODOLOGY

Attracting attention is difficult for teachers to capture the attention of students when online games are more engaging and exciting for them. In my opinion, the main reason for this is that teachers do not provide additional opportunities to correct mistakes or offer extra encouragement for students' homework and assignments.

Online games allow children to build their own virtual worlds. For example, when I asked my students why they find games so interesting, they gave the following responses:

“In games, I can build anything I want. I can design my house in a modern style, buy a car, create a garden, and it's not difficult.”



Another student said: “If I lose, I am given another chance. I can gain extra lives and continue playing. There are almost no difficulties in games, but in lessons, I often don’t understand things, and it’s hard for the teacher to give me another chance.”

I believe another reason is the decorations and design of games, which also attract students. Many games are beautifully and modernly designed, which increases children’s interest. However, if the classroom is not adequately equipped for the subject or does not meet the requirements for teaching, this can also cause students to lose interest in the subject.

These factors make students feel bored with real life and lead them to seek refuge in the virtual world. Over time, this can result in a loss of identity for the child. As a solution, I cannot suggest many things, but in my opinion, a teacher should not overwhelm students with too many tasks and should provide more opportunities to correct their mistakes.

Public correction. In general, it is important to provide oral corrective feedback publicly, in order for the whole class to benefit. But obviously it is essential for the teacher to provide such feedback in a clearly objective and supportive way, making it clear that the criticism is aimed at the mistake, not at the student personally.¹

The main methods of oral correction used in most classes are as follows:

1. Recast. The teacher simply says the correct version of the student's erroneous utterance, without any further comment:

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Student: I writing a letter. Teacher: I am writing a letter.

2. Elicitation. The teacher elicits the correct form from the student (assuming that the student can in fact produce it!):

Student: I writing a letter.

Teacher: Can you correct that?

Student: I am writing a letter.

3. Clarification request. The teacher asks for a clarification of the meaning:

Student: I writing a letter.

Teacher: I didn't understand, can you tell me more clearly?

4. Metalinguistic feedback. The teacher explains using grammatical or other linguistics terminology:

Student: I writing a letter.

Teacher: In the present continuous you need the verb be before the -ing form of the verb

5. Explicit correction. The teacher says explicitly that there has been a mistake, and what the right form is:

Student: I writing a letter.

Teacher: No, that is incorrect. You should have said ...

6. Repetition. The teacher repeats the incorrect utterance, with a rising intonation and a doubting expression, implying that there's something wrong with it:

Student: I writing a letter.

¹ Penny Ur //A Course in English Language Teaching// Cambridge University Press //ISBN 978-1-107-68467-6 (pbk.)// 2012// 90-92p.p

Teacher: I writing a letter?

First and foremost, it is critical to develop relationships with your students. When students begin formal schooling, they need to develop quality relationships, as interpersonal relationships in the school setting influence children's development and positively impact student outcomes, which includes their motivation to learn, behavior, and cognitive skills.²

In the classroom a teacher should aim to provide a wide range of learning experiences, some designed to promote spontaneous learning, or to bring about communicative use, or to focus on underlying knowledge, skills, strategies, or to promote awareness of pattern and function, or to assist the learner to develop control in the use of the language. They all are effective strategies but for different purposes, in different context, with different learners, at different stages of development. The balance to be struck between these various strategies at particular points in time with particular learners remains a matter for a teacher to decide. The methodology adopted by the teacher at any particular moment should be designed to respond to the particular needs of the learner.³

This perspective is absolutely correct and highlights the importance of flexibility and adaptability in teaching. A teacher's role is not just to deliver content but to carefully design and balance learning experiences that cater to the diverse needs of students. I think that activities like group discussions, role plays, or problem-solving tasks encourage learners to use the language naturally, improving fluency and confidence.

RESULT AND DISCUSSION

During a question-and-answer session, I noticed a student's mistake. To address it, I asked the other students for the correct answer, and then I asked the student to repeat the correct response. This way, the student understood their mistake and corrected it. Using this method, the child didn't feel embarrassed about making a mistake, and the other students also learned what the correct answer was.

Additionally, students need encouragement with simple words and other times with small rewards. If a child feels encouraged, their love for the subject and the teacher will grow, and they will start to take more interest in the lessons. There are various methods of providing encouragement. „The process of asking questions helps students understand the new topic, realize others ideas, evaluate their own progress, monitor learning processes, and increase their motivation and interest on the topic by arousing curiosity. ⁴

The teacher should also strive to increase students' motivation toward the lesson. During the lesson, when I introduced a new topic, I tried to connect the subject being studied directly to

2 McFarland, L., Murray, E., & Phillipson, S. Student-teacher relationships and student self-concept //Relations with teacher and student gender//*Australian Journal of Education*//60(1) //2016// 5-25

3 J.J.Jalolov, G.T.Makhkamova, Sh.S.Ashurov// The coursebook "English Language Teaching Methodology"//"Fan va texnologiya" nashriyoti //2025// 73-74 pp.

4 Doğan, F, & Yücel-Toy B // Development of an attitude scale towards asking questions for elementary education students // *Ilkogretim Online*// 19(4) //2020// 2237-2248



the English language. It was observed that this approach increased the students' interest in the topic.

CONCLUSION

In conclusion, teaching at schools presents numerous challenges that require immediate attention and collaborative solutions. These issues, ranging from limited resources to insufficient support systems, impact the effectiveness of educators and the learning experience of students. To overcome these obstacles, it is essential for governments, communities, and educational institutions to work together to provide adequate resources, implement effective policies, and support teachers' professional growth. By addressing these problems, we can ensure a more productive and enriching learning environment for both teachers and students, fostering a brighter future for all.

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