

THE ROLE OF THE TEACHER IN TEACHING FOREIGN LANGUAGE TO DIFFERENT AGES

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Abstract:

This article is about the role of the teacher in teaching foreign languages to different ages who want to speak a foreign language (English), and it is important to allow those who learn the language, as well as student-young people, it is important to form skills to allow them to think correctly, to listen to them even if they make a wrong statement, as well as to give their mistakes as feedback to themselves.

Keywords: foreign languages, cartoons, fairy tales, vocabulary, modern technology, methodology, overcoming fear, trust, peer-to-peer practice, solution.

Introduction

The main purpose of a foreign language course is to allow students to communicate in a new language. It is communication that seems particularly important to us, we prepare our children for communication with native speakers, especially at the speaking level. It also refers to the ultimate goal of language teaching. The role of the foreign language teacher is central to the motivation of natural sciences. Every foreign language lesson, no matter where it takes place, is a practical connection to a different culture. Every foreign word reflects a foreign culture, and behind every word is an impression of the surrounding world. Now the most important things are not the rules of grammar, the history and theory of the language, but above all its functionality. They want to communicate with speakers of other cultures, in other words, to know the language of conversation. The uniqueness of a foreign language is that its communicative function ensures intercultural communication. An important condition for success is to ensure mutual understanding by creating a common communication space. This is possible in the development of the socio-cultural competence of students, taking into account the cultural and psychological characteristics of the communicative behavior of the native speaker. Cultural behavior makes it possible to understand what language, consciousness, and culture are, mentality is a link in the chain. Intercultural communication is sufficient mutual understanding between two participants of a communication movement belonging to different national cultures, therefore the purpose of teaching foreign languages is mainly to ensure intercultural communication and mutual understanding between partners. The inseparable link between language and culture has always been unmistakable. On the other hand, language is the same system, it allows the information collected by the mind to be collected, stored, and transmitted from one generation to another. On the other hand, culture fulfils the same function



of transmitting collective knowledge. And the greater the understanding, the more effective the communication. The foreign language teacher's task is primarily to develop students' speaking skills to realize communicative intentions. As we live in a very fast developing era, it is time to acquire knowledge and skills at the necessary level and practice them to achieve high results through application and also invest in the development of the country. For that, we need attention, effort, and determination to acquire knowledge. Our country is also a result of reforms carried out in the education system, today the quality of education and positive results are reflected in the learning performance of students. International Science Olympiads and quizzes for our students. The work that is done developing the field wins shows that it is configured correctly. Especially for children who speak foreign languages, deep learning has become a daily necessity. Although language learning can be organized by a kindergarten or a schoolchild, we know that kindergartens are more playful and schoolchildren are no exception, schoolchildren require many skills from the teacher to engage teenage students in the lesson. For example, mentioning the result in the margin is taught through various games based on the teacher's documentary, which explains the mood of the fairy tale language. Children play fairy tales or cartoons, try to speak in this language, and think that they are fairy tales or cartoons. they have great potential for linguistic growth. For the teacher to make his lessons interesting, to arouse interest in the language, he must know and develop modern methods and modern technologies. The foreign language is divided into four parts (reading, production, listening, and speaking) and each file has its own character and appearance. Educational technology is the effective application of modern information technology in learning, controls the quality and level of education, and introduces modern innovative technologies into learning. The burden of such information and communication technology is part of studying abroad. The role of modern technology in language learning and teaching is unparalleled. Learning a foreign language with the help of technology is beneficial in every aspect (reading, speaking, listening, and speaking). For example, one cannot do this process without a computer, player, and CD. Listening is one of the most important parts of language learning. At the same time, the student must pay attention to the speaker's pronunciation, grammar, vocabulary, and meanings. In recent years, a significant number of interactive CDs have appeared, both stand-alone, containing programs, dictionaries and foreign language courses, and included in modern educational and methodological complexes in the form of supplements to the "Book for the teacher", "Book for the student" and " Workbook". The multimedia basis of educational CDs allows presenting the studied material simultaneously in text, graphic, sound and visual forms. In the process of combining various audiovisual sources of information in an emotional-figurative context, various types of memory and thinking are activated, increasing the overall effectiveness and efficiency of mastering the studied material.¹ Modern technology is one of the most fruitful ways to study and learn a foreign language. The reader can watch foreign videos, programs, dialogues, films, or cartoons in the following languages on the computer: - from computers; - it is possible to check and watch radio and television programs in foreign

1 Akbarova I.A. The importance of interactive methods in the methodology of teaching English 2023.04.



languages. This ensures that the use of technical support makes the process of learning a foreign language more interesting and effective for students. When teaching foreign languages, the most important work in the life of students of different ages is the attention of the teacher, trust, and evaluation of each student. Especially young students try to get good grades for their work. An individual approach to each student plays an important role in his interest in language learning. Today, teaching interactive games in schools is becoming a tradition. The class is famously implemented with various games that ensure the skills, focus, knowledge, and skill improvement and strengthening of the students. The starting point for the use of game technology is an activity that activates and accelerates the student. According to psychologists, the psychological mechanisms of the game depend on a person's basic needs to express themselves, find a stable place in life, control themselves, and realize their potential. All games must be based on generally accepted teaching principles and tactics. Learning games should be based on themes. In the game process, the student is more interested in this activity than in a regular lesson and works freely. It should be noted that the game is first and foremost a learning method. Students participate in game lessons with interest and the goal of winning, and the teacher also trains students through them. The student becomes confident and interested in playing English games, speaking, listening, and writing. That is why the teacher prepares different games for each subject. Finally, almost all historical greats have their mentors in their autobiographies. That is why sources mention that they have achieved many milestones. Even today, many famous people and young people who have achieved success despite their youth recommend that everyone should have a mentor, regardless of profession or direction. The reason is very simple: the teacher guides the study, points out mistakes, and gives advice. Therefore, if there is no teacher when learning a foreign language, it is difficult for students to find when and where they made a mistake, why they made a mistake, and how not to repeat it. In addition, as stated above, the student learns more responsibly because the teacher controls what he learns, which foreign words he memorizes, and the exercises he does. That is why the teacher has a very important role not only in the learning of foreign languages but also in all directions, in all subjects of teaching. To broaden the enthusiasm of dialect students, the educator or coach can give elementary students mental support, confidence, and openness, and continue to increase their interest by asking very basic and simple questions or considering the shortcomings of each student in expanding their language skills potential the teacher must give them images from different points, gives them some time to plan the given topic and allows them to think in principle and freely without a portable device. It is extremely important to allow them to think deeply about a particular topic and to speak clearly and concisely, and this strategy makes them think without reservations. So, the teacher should give some unknown words to the students related to the topic in his(her) lessons. Teaching vocabulary – the basis for forming four main skills to know a language means to master its structure and words. Thus, vocabulary one of the aspects of the language to be taught in school. The problem is what words and idioms pupils should retain. It is evident that the number of words should be limited because pupils have only 2-4 periods a week; the size of the group is not small enough to provide each pupil with practice in speaking; schools are not yet fully equipped with special laboratories for individual language learning. The number of words pupils should acquire in



school depends wholly on the syllabus requirements. The later are determined by the condition and method used. For example, experiments have proved that the use of programmed instruction for vocabulary learning allows us to increase the number of the words to be learned since pupils are able to assimilate them while working independently with the programme². However, this means that an English teacher must be prepared to learn by heart around curious, English-speaking people and allow all students to share that encounter. It is known that the more a communicator prepares for dialects, the more effectively he coordinates with the global community, understanding the peculiarities of the culture and attitude of a particular country. Creating the intercultural communication skills of students in different national cultures forms such qualities as openness, flexibility, and willingness to communicate. Students learn to compare the wonders of the original culture with the culture of the observed dialect people. Since dialect can be a reflection of culture, the solution to the problem of controlling distant dialects as a means of communication between representatives of different human groups is that dialects must be viewed in harmony with the world and the culture of the groups. the people who say it. dialect plays an important role. The director needs to know how children see social opposites when they encounter them in films or role-playing games, in realistic situations, or individual unexpected experiences. It is important to know how they can help children learn and get it. Helping students achieve intercultural activity, an open relationship with themselves and the target society, taking into account emotions and discernment: in all this, the external dialect teacher promotes the individual development of the student and contributes to intercultural learning can open Teaching behavior and feelings in the classroom are nowadays constantly linked to some subject and circumstances. The work of learning a national culture in the context of communication in a foreign dialect is as it were related to the correct choice of explanation by the questioner. Cultural knowledge gives confidence to anyone who speaks a foreign dialect and empowers sub-researchers to make choices about their arguments.

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