

Some Difficulties in Learning Foreign Languages for ESP Students

Norhujaeva M.

Senior teacher, UzJCMU

Abstract:

This article provides information about effective strategies for learners in foreign language (FL) courses, emphasizing the use of technology, such as language learning software and apps, as well as visual aids like graphic organizers and pictures. Additionally, teachers can enhance engagement and enjoyment by incorporating games and other interactive activities into the learning process. Collaboration with special education teachers and support staff can also be beneficial for students in foreign language (FL) courses. This trend underscores the importance of early language learning and the value that society places on being multilingual. It also highlights the need for schools to provide quality FL instruction from a young age and to offer opportunities for students of all backgrounds and abilities to develop proficiency in a second language. By doing so, schools can help prepare students for success in higher education and a globalized world.

Keywords: foreign language education, Internet resources, distance learning, professional competence.

The challenges of teaching foreign languages to young learners with till go mostly unnoticed in the educational system. The paucity of studies tackling this issue is glaring but if we focus exclusively on those related to the perspectives of teaching professionals, the number is still in the single digits. Thus, we believe that the stakeholders' (i.e., specialist teachers and headship of the school) viewpoints are of paramount importance, since these might influence both the academic performance and the life and development of these children (Ajzen, I.,Ruppar, A.L).

This trend highlights the importance of early language learning and the value that society places on being multilingual. It also underscores the need for schools to provide quality FL instruction starting at a young age, and to offer opportunities for students of all backgrounds and abilities to develop

proficiency in a second language. By doing so, schools can help prepare students for success in higher education and in a globalized world.

This trend emphasizes the significance of early language learning and the societal appreciation for multilingualism. It also stresses the necessity for schools to offer high-quality foreign language (FL) instruction from a young age, providing opportunities for students of diverse backgrounds and abilities to achieve proficiency in a second language. By adopting these practices, schools can better prepare students for success in higher education and in an increasingly globalized world.

Therefore, it is crucial for language instruction to be tailored to the developmental stage of the learners. For young children, this entails creating a supportive and immersive environment where they can naturally absorb language through play, songs, and stories. As they mature, explicit grammar instruction and vocabulary building can be introduced to complement their expanding language proficiency (Ellis, R.).

Moreover, it is essential to acknowledge that language learning extends beyond grammar and vocabulary; it also encompasses the development of intercultural competence and empathy towards other cultures and ways of life. Language instruction should thus offer opportunities for students to interact with speakers of the target language, explore their culture and traditions, and gain a deeper insight into global issues.

Early language learning is becoming increasingly important in our globalized world due to the interconnectedness of cultures and economies. Schools play a crucial role in this process by providing quality language instruction to students of all ages and backgrounds. By introducing languages at a young age, we can help students develop essential linguistic skills that will benefit them in their future academic and professional pursuits. Moreover, early language learning promotes intercultural understanding and empathy by exposing students to different cultures and ways of thinking. This not only enriches their personal growth but also prepares them to be successful global citizens who can navigate diverse environments with ease. Overall, investing in early language learning is a strategic decision that can yield numerous benefits for individuals and societies alike.

Discussions about a critical or sensitive period for language learning have concluded that maturational constraints tend to be limited to accent and do not impact other language domains. As most teachers in early years FL programs are English as lingua franca users, few can serve as authentic models. Their accent will impact what children can do over time. It is unrealistic to expect native-like proficiency beyond that of the teachers in contexts where children rely on input offered overwhelmingly by their teachers and peers.(Nikolov M., Djigunović J.).

These studies underscore the significance of having teachers who are not only proficient in the target language but also well-versed in child development and effective teaching strategies for young learners. They emphasize the necessity of continuous professional development and support for foreign language (FL) teachers to ensure they possess the skills and knowledge required to deliver high-quality language instruction to preschool learners.

The research on language learning highlights the significance of offering young children opportunities to learn languages in a supportive and engaging environment. This environment should foster their natural curiosity and desire to explore new languages. Additionally, the research emphasizes the broader benefits of language learning for personal, academic, and societal development. Learning a language from an early age can enhance cognitive abilities, improve academic performance in other subjects, and promote cultural understanding and empathy.

As we navigate a rapidly changing global landscape, investing in early language learning becomes increasingly essential. In an interconnected world, proficiency in multiple languages is a valuable

asset that can open doors to new opportunities and facilitate communication and collaboration across borders. Therefore, providing young children with early exposure to languages can better prepare them for success in an increasingly globalized and multicultural society.

Portiková (2015) investigated FL teaching in Slovakian preschools (state, private, and churchfunded). She collected data using questionnaires, classroom observation, and interviews. Her findings pointed to problems of shortage of qualified FL teachers and a generally non-systematic approach to provision as well as assessment of teaching conditions. As in many other contexts, preschool FL teaching in Slovakia is often organized under parents' pressure and with key stakeholders not knowing about basic principles of FL teaching and learning at the preschool age.

The role information and communications technologies (ICT) can play in pre-primary FL learning is an emerging area. Alexiou and Vitoulis (2014) conducted a small-scale experimental study to reveal how using an interactive website contributed to the learning of 15 words. They found encouraging results in favor of the experimental group. In another experimental study, an interactive e-book (Gohar, 2017) was used to improve kindergarteners' print and phonological awareness, listening, and meaning making abilities of young learners. Results supported uses of songs, interactive games, and audio files in the treatment group.

The new school requires teachers who engage in creative approaches, blending traditional methods with innovative elements. These teachers should be self-motivated not just for reproduction but for experimentation, research, and innovation. They must also take responsibility for their students' education and development. Modern teachers should carefully select curricula, didactic tools, textbooks, and teaching methods based on scientific and pedagogical principles. This approach aims to stimulate students' interest in creative exploration and ensure that the educational content meets the standards of current science and practice, enabling students to be professionally adaptable.

USED LITERATURE:

1. Ajzen, I. The theory of planned behavior. *Organ. Behav. Hum. Decis. Process.* 1991, 50, 179–211.
2. Ruppar, A.L.; Gaffney, J.S.; Dymond, S.K. Influences on teachers' decisions about literacy for secondary students with severe disabilities. *Except. Child.* 2015, 81, 209–226.
3. Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press
4. Nikolov M., Djigunović J., *Studies on pre-primary learners of foreign languages, their teachers, and parents: A critical overview of publications between 2000 and 2022*, University of Pécs, Hungary and University of Zagreb, Croatia, 2023.
5. Paltridge, B., Harbon, L., Hirsh, D., Shen, H. Z., Stevenson, M., Phakiti, A., & Woodrow, L. (Eds.). (2009). *Teaching academic writing: An introduction for teachers of second language writers*. Ann Arbor, MI: The University of Michigan Press.
6. Grabe, W., & Kaplan, B. K. (1996). *Theory and practice of writing: An applied linguistic perspective*. New York: Longman.
7. Walqui, A. Scaffolding instruction for English language learners: A conceptual framework. *Int. J. Biling. Educ. Biling.* 2006, 9, 159–180.
8. Portiková, Z. (2015). Pre-primary second language education in Slovakia and the role of teacher training programmes. In S. Mourão & S. Lourenço (Eds.), *Early years second language education: International perspectives on theories and practice* (pp. 177–188).
9. Alexiou, T., & Vitoulis, M. (2014). Igeneration issues: Tracing preschoolers English receptive & productive vocabulary through interactive media. In J. Enever, E. Lindgren, & S. Ivanov

(Eds.), Conference proceedings from early language learning: Theory and practice (pp. 16–22). Umeå University

10. Gohar, A. G. (2017). The impact of a proposed interactive e-book on developing English language skills of kindergarten children. *International Journal of Internet Education*, 16(1), 1–33.
11. Vlasenko K, Volkov O, Sitak I. Lovianova, D. Bobyliev, Usability analysis of on-line educational courses on the platform “Higher school mathematics teacher”, E3S Web of Conferences
12. Vlasenko K , Chumak O, I. Lovianova, D. Kovalenko, N. Volkova, Methodical requirements for training materials of on-line courses on the platform “Higher school mathematics teacher”, E3S Web of Conferences 166 (2020)
13. Yunusova Z. THE CHARACTERISTICS OF SCIENTIFIC DISCOURSE IN THE ESP CONTEXT //Oriental renaissance: Innovative, educational, natural and social sciences. – 2023. – T. 3. – №. 22. – C. 72-74.