

CHALLENGES IN TEACHING FOREIGN LANGUAGES

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Annotation: The given article sheds light on difficult situations that most teachers face while teaching a foreign language to any student and solutions are provided by using a variety of teaching methods

Keywords: *non-cognitive outcomes, socioeconomic backgrounds, infrastructure, cost inefficiencies, student demographics.*

ПРОБЛЕМЫ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация: Данная статья рассматривает сложные ситуации, с которыми сталкиваются большинство преподавателей при обучении иностранному языку любого студента, и предлагает пути их решения с помощью различных методов обучения.

Ключевые слова: *некогнитивные результаты, социально-экономические предпосылки, инфраструктура, неэффективность затрат, демография учащихся.*

CHET TILLARNI O'QITISHDAGI QIYINCHILIKLAR

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Annotatsiya: ushbu maqolada har qanday talabaga chet tilini o'rgatishda ko'pchilik o'qituvchilar duch keladigan qiyin vaziyatlar yoritib va turli xil o'qitish usullaridan foydalangan holda yechimlar berilgan.

Kalit so'zlar: *kognitiv bo'lmagan natijalar, ijtimoiy-iqtisodiy kelib chiqishi, infratuzilma, xarajatlarning samarasizligi, talabalar demografiyasi.*

INTRODUCTION

Let us first find out what is a challenge in the educational sphere. Is it all about barriers that are encountered by teachers because of the materials, and the delivery of the topic, or is it because students have no motivation to study? Is there any problem that most educators come across except for the ones mentioned above? Or is it the fault of parents who cannot instill love into the learning process causing teachers to be perplexed? There are a variety of features that ought to be considered once a person decides to teach. A teacher educates students, ensuring their successful performance in all 4 skills and assisting, encouraging, and supporting. In addition to this, teachers have to be careful with what students learn from them, finding out the reason why all these factors can influence them and the importance of lessons in their future life. Teachers are the great guides for students in developing both in academic and personal skills [1]. However, teaching English cannot be always easy as expected especially when it is about teaching foreign languages. There are still problems that are unsolved in teaching English such as the deficiency of materials, the English-speaking environment, the very limited time of speaking a foreign language between students. All of these assembled can be a reason for teachers in providing the best education.

METHODS

One of the common problems is the lack of necessary tools to facilitate the learning process and help students learn faster with the help of latest technologies that possess educational games or other sources both in adults and kids' learning. What is more, the number of students in one classroom is going beyond limits causing management difficulties in teaching. In the very next year, a survey study concluded that the schools with 100 students or less had a significant impact on the satisfaction, attendance, and other non-cognitive outcomes of students [2]. The lack of support for teachers is another negative side in addition to the issues mentioned above. It is challenging to imagine the learning process without teacher's role and the abundance of resources, training, and support, they may be one of the decisive factors to effectively educate students. Developing teachers professionally with programs that will mentor them and give access to a variety of resources might influence teachers' and students' performance in the classroom. Investing in the professional growth of teachers can create a positive learning environment for students making them perform better during lessons.

As several studies hinted towards the socio-economic status and the school-size being related, Craig Howley attempted out how exactly these two variables were linked. Using and SES as independent variables, this study analyzed the students in the 3rd, 6th, 9th, and 11th grade, and showed that the large school sizes were correlated with low achievement of students with poor socio-economic status, while the students from high socio-economic status seemed to be doing well[3]. Students from low

socioeconomic backgrounds performed poorly in large school settings. However, the pupils' attendance and dropout rates were positively impacted by the reduced school size. The pupils from lower socioeconomic backgrounds appeared to be negatively impacted by the big classroom sizes. This meta-analysis found inconsistent results about pupils' academic performance.

In Argentina, adding pre-schooling to the existing schools and then raising the school size had a positive impact on the learning levels of students, and this resulted in an improvement of 0.23 standard deviation from the previous scores in the formal primary school exams[4]. While the expansion of schools may have brought additional resources and learning opportunities, the development of pre-schooling probably helped pupils get ready for formal education. It is significant to remember that these kinds of programs may assist children in the long run by increasing their general wellbeing, graduation rates, and academic achievement. This emphasizes how crucial it is to fund early education and make sure schools have the supplies they need to assist students' development. Additional research on the precise mechanisms that these treatments used to improve learning outcomes and how to maintain and reproduce them in different educational environments would be interesting to watch.

RESULTS

The research also found that the schools with small-class size had lower drop-out rates, greater graduation rates, and higher attendance. Furthermore, the cost-effectiveness of tiny schools was equal to that of large schools. Pupils in smaller class sizes appeared to be performing somewhat better than those in larger ones; nevertheless, it's possible that brighter pupils are given preference in larger institutions because of their superior infrastructure and staffing levels.

State governments are in the process of uniting local schools into a larger one in an effort to control these cost inefficiencies. The main justification for this merger/consolidation process has been that, in a context with significant resource constraints, it rationalizes both people and physical resources. It is undeniable that school mergers and consolidations have become a part of the mainstream narrative, whether or not one agrees with these practices. Under such a scenario, researchers, administrators, and policy-makers are required to analyze and evaluate school merger/consolidation policies.

DISCUSSION

Considering the views of authors mentioned above, teachers may have problems to give individual support and track their progress, which may end up with potential gaps in understanding the topic carefully. This may also cause in the low number of students being active throughout the lesson as it can sometimes be challenging for teachers to manage the class with a large number of students. It is easy to notice the negative impact of larger classrooms on the overall learning environment as they are

tend to get disrupted, causing behaviour issues and problems in maintaining discipline. It may also interfere teachers from giving feedback in detail on assignments because of the little time allocated to each student in a classroom with excessive number of learners. With a larger group of students, students may fail to have their voices heard or be supported leading to decreased motivation to actively participate in a classroom.

CONCLUSION

It's clear that a number of obstacles still exist in the constantly changing field of education, from a lack of resources to problems with classroom management. The results highlight the value of early childhood education and the advantages of reduced class sizes on student performance. But combining schools to maximize resources comes with its own set of difficulties, especially when it comes to student involvement and specialized support. Furthermore, the correlation between socioeconomic status and achievement gaps emphasizes the necessity of focused initiatives aimed at assisting children from disadvantaged families. A broad strategy is needed to address these issues, one that includes funding for the professional development of teachers, resource accessibility, and assistance specifically designed for a range of student demographics. It is critical that academics, educators, and policymakers work together to create an inclusive and successful learning environment for all students as we traverse these difficulties.

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