CURRENT PROBLEMS AND RESOLUTIONS OF TEACHING ENGLISH

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Abstract: There are several factors including opening the door to the world, development, communicating and so on. But as an English (as FL) teacher what I'm going to analyze is teaching English at secondary education schools. Existing chances to analyze teaching methods, to produce new techniques and to discuss current issues of teaching and learning, which is for improving and developing the system, are great achievements of our education system, as well.

Key words: teaching, approach, EFL, pedagogy, method, ability, comprehension, homework, technology, communication.

Let's say a high school, college, or high school graduate just learned a language from a designated textbook without any extra lessons and went on to study abroad, where everyone speaks English, but he finds it difficult to understand and communicate freely with the people around him. Because there are people from different countries and different accents, and they are a little bit different from the books. Even in England, the birthplace of the English language, there are many people who speak it in a distorted or altered way. Another issue mentioned above is jargon and abbreviations[1].

Of course, not everyone speaks the same language as they do in books when they speak their mother tongue, but there are several reasons for this. The most important of these is fast communication. That is why words change, fall and harmonize with each other. These events are very common in English. For example, "connected speech" is when the last letters of a word are connected to the capital letters of the next word. This information is widely available in books approved by Cambridge and Oxford.

Nowadays, more and more people are dedicating time to studying English as a second language. Moreover, English grammar is notoriously difficult to learn for both native and second language speakers. There are so many intricacies, obscure rules, and exceptions that it comes as no surprise that different generations of teachers have used various approaches to teaching grammar to train literate English writers[2]. In the past, memorization-based techniques that relied on repetition slowly gave way to more creative methods. Today, we live in a society that prizes literacy and is willing to adapt to more effective methods to achieve the best results in teaching grammar.

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[1] Bagapova, G., & Kobilova, N. (2019). Nofilologik oliy o'quv yurtlarida xorijiy ta'limni takomillashtirishda didaktik materiallardan foydalanish masalalari. Fan va jamiyat, 4, 185-189.

[2] Югай Е. 2021. Цифровая культура и общество: проблемы их взаимоотношений в условиях глобализации. Общество и инновации. 2, 7/S (авг. 2021), 58–67.

Knowledge of English is fundamental in the event that one needs to come up throughout everyday life. This is all the more so, taking into account how the propelled nations have opened their entryways for enlisting qualified individuals from the underdeveloped nations. Just the individuals who have an order over the English language other than intensive information on the specialized subject are given occupations. With the mushrooming of call focus in each niche and corner of our nation, a register with great communicational abilities in English is given an occupation. At the same time, graduates or even postgraduates who are bad at English are dismissed. In the expressions of a similar creator, the English language is the window that opens up the tremendous possibility of human accomplishment and coaxes to new skylines past. The more successful our grip of English in the entirety of its decent varieties of discourse, jargon, structure, and importance, the more we will profit separately and add to the development of our nation as a cutting edge country on the edge of the 21st century[3].

English is the bit of understudy's huge and powerful nearness on the planet today. There has been an extending need and enthusiasm for English. The mushroom improvement of "Foundations for conveyed in English" any place in our state focuses on the previously mentioned - referenced truth. This also doubtlessly shows that our understudies are not sure enough to use the English Language fittingly much ensuing to experiencing more than ten years in schools. English is a second language in schools and colleges. A language is for correspondence. An individual has taken in a language that infers he ought to talk with others successfully in the language. Most of the understudies in schools can create English anyway. Two or three understudies can pass on orally. It is said that there is, moreover a minor rising in the standards of conveying in English. A couple of understudies, it is watched, can give in talk and create. Along these lines, to know the current status of the understudies' expertise in the English Language – Spoken Competence and forming capacity, the Investigator has taken up this current assessment. This assessment will completely help the examiner understand the difficulties of the understudies in their spoken and made English other than the educators of the English language. The English coursebook columnists in like manner will benefit from this. In particular, it will emphasize the necessity for grasping moved systems in indicating the English Language[4].

Inductive Teaching - The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectation is that students learn to recognize the rules of

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[3] Ikramov, R. (2020). Constitutional and Legal Framework for Environmental Human Rights. The scientific heritage, 4(54), 6-12.

[4] R. U.M., and G. Kalaiyarasan. "Integrating Technology in Teaching and Teacher Education." International Journal of Multidisciplinary Educational Research, vol. 6, no. 3, 2017.

grammar in a more natural way during their own reading and writing. Discovering grammar and visualizing how these rules work in a sentence allow for easier retention of the concept than if the students were given an explanation that was disconnected from examples of the concept. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory[5].

Deductive Teaching - The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. This type of teaching, though common, has many people—including teachers—rethinking such methods, as more post-secondary level students are revealing sub-par literacy skills in adulthood. As one former teacher states, deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches.

Interactive Teaching - Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence. Other games can include word puzzles or fun online quizzes. Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in mind—teaching students how to communicate effectively and understand how to use the English language. Because of the grammatical complexity of English, each method has its pros and cons. Some lessons are less likely to be remembered, while others may require more in-depth explanation and practice. Regardless of how grammar is taught, a well-rounded understanding of English grammar is the most important factor in improving the literacy of students.

All methods above offer advantages. The deductive method is quick and easy for the teacher. Where a difficult grammar point has to be presented, and perhaps explained because the concept is not one that is in the mother tongue, this is probably the better way. Where time is short, it is useful, even for a simple grammar point. Many learners, especially older ones, prefer the deductive approach because they want to know how the language works. The deductive method requires the students to identify the rule for themselves. It has the advantage of involving the students much more. The belief is

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[5] Kholikova, N. D. (2020). The period of national awakening in uzbek poetry echo of the treasure voice of the nation. International Journal of Psychosocial Rehabilitation, 24(06), 4045-4054.

that such learning will be more effective, though there is no certainty about this. This is probably the better approach for grammatical regularities which are easily perceived, understood, and applied. Eclectic teachers will use all three of these strategies at various times. This will make it easier to fit the lesson into the time available, as well as enabling them to suit the differing needs and learning styles of the students. Grammar points which do not appear very useful are best avoided. Just draw attention to their presence in the text and move on, having raised the students' awareness of the feature. If you do choose to teach a grammar point, use either the deductive or the inductive method, depending on the circumstances. When you yourself are talking, do not be afraid to use grammar forms that the students have not met. Provided the context makes the meaning clear, you are giving them valuable exposure and real life practice in decoding utterances which contain forms they do not know. Teachers need to know terminology in order to find helpful pages in reference book, but school children do not need to know words like auxiliary, preterit, reflexive pronoun and gerund in order to speak fluently. Teachers who use unnecessary terminology will appear pedantic, and most of it will be utter nonsense to the students anyway[6].

It is inferred from the above table that the calculated 't' value is higher than the table value (1.96) at a 5% level of significance for the problems in learning English. There is a significant difference between male and female secondary school students in learning English and its dimensions. Hence, the null-hypothesis is rejected.

It is inferred from the above table that the calculated 't' value is lesser than the table value (1.96) at a 5% level of significance for the problems in learning English. There is no significant difference between Government and private secondary school students in problems in learning English. Hence, the null-hypothesis is accepted.

It is inferred from the above table that the calculated 't' value is lesser than the table value (1.96) at a 5% level of significance for the problems in learning English. There is no significant difference between urban and rural secondary school students in problems in learning English. Hence, the nullhypothesis is accepted[7].

CONCLUSION

The Teacher should encourage the students to learn english. Teachers should help the students to explore and develop an interest in English by integrating curricular and co-curricular activities. Teachers should arrange a discussion, debates etc., among students regarding a particular topic in English, organize language lectures and hold conferences periodically. Adequate steps should be taken to improve facilities in secondary Schools by providing laboratories, libraries and internet facilities. Students

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[6] Халилова Г. А. Methods of teaching grammar // Молодой ученый. — 2017. — №17. —С. 301-302.
[7] Promoting the Educational Success of Children and Youth Learning English: Promising futures, National Academies Press, 2017.

will learn the subjects with almost interest if modern techniques like computer, projector multimedia etc, are used in the teachinglearning process.

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