



## The Problems of Language Teaching in Modern Education

Rahmatova E'zoza

Uzbekistan State World Languages University, Teacher of the department of the integrated English course N3

**Abstract:** This study attempted to examine the true problems in English education as well as the solutions implemented by English teachers. A number of concerns occurred, some of which were created by students, some by teachers, and some by the facilities at the school or college. Students struggle with a lack of linguistic understanding, poor concentration, a lack of discipline, a lack of interest, boredom, and difficulty speaking. Meanwhile, teachers confront challenges such as a lack of teacher training, a language competency issue, a limited understanding of teaching methods, unfamiliarity with technology, and a lack of professional development.

**Key words:** Language, teacher, linguistic, limit, professional, development, challenge, students, syllabus, foreign, English.

**Introduction.** People's desire to learn different languages is growing significantly around the globe today, and we can see that proficiency in a foreign language is the most crucial communication status. As a result of scientific and technical advancements as well as societal changes, the educational system is improving. There are various dimensions to language teaching. A teacher not only educates and pays attention to students' language abilities, which include reading, writing, listening, and speaking, but also helps, enables, and encourages students to be enthusiastic about and motivated by English. Furthermore, teachers must understand what children learn, how and why this learning affects them, and how future teaching can benefit them. People's desire to learn different languages is growing significantly around the globe today. And we can see that proficiency in a foreign language is the most crucial communication status. As a result of scientific and technical advancements as well as societal changes, the educational system is improving. There are various dimensions to language teaching. A teacher not only educates and pays attention to students' language abilities, which include reading, writing, listening, and speaking, but also helps, enables, and encourages students to be enthusiastic about and motivated by English. Furthermore, teachers must understand what children learn, how and why this learning affects them, and how future teaching can benefit them.

**Main body.** Any teaching career is difficult, but becoming a language teacher may be the most difficult. Language teachers face a number of distinct challenges that must be addressed and overcome by all practitioners. Native speakers are typically required to teach a language. However, this is not always the case. It is vital for educators to understand the grammatical principles that underpin all languages. This part of the profession is sometimes underestimated and underappreciated, despite the fact that it is critical for classroom success. After all, how can you expect to communicate important concepts to youngsters if you do not know the difference between an adjective and an adverb or cannot give examples of countable and uncountable English nouns? On a daily basis, it may be tough to keep your students involved, interested, and motivated in their studies. Particularly in formal educational settings, where students frequently have no choice but to

attend. Educators will regularly find themselves teaching different subjects to different classes of students of varying ages. All of which necessitate a customized lesson plan with a range of stimuli to work through. Teachers must therefore be extremely organized, detail-oriented, creative, and resilient to succeed. Making lesson plans, grading papers, preparing reports, and conducting all of the necessary student analysis takes a significant amount of work. It is critical for language teachers to maintain their emphasis on learning objectives while ensuring that administrative tasks do not consume too much of their free time. Of course, one of the most difficult challenges for any educator is ensuring that all students stay on track and work in a calm and orderly manner. Yet, in every class and every institution, someone appears determined to make life as difficult as possible for the teachers. Handling those students requires talent and experience. This presents significant obstacles for language instructors teaching their own language in another country. Imagine you are trying to engage a 14-year-old who is refusing to participate in your Uzbek class, and she is speaking to you in her native tongue, which you do not understand. Finally, the role of the language instructor is to assist students in developing fluency in their target language. Hence, working with learners may bring a variety of challenges. Although assisting individuals in achieving their life objectives can be tremendously satisfying, the classroom setting can be depressing and overly goal-oriented at times. This increases the pressure on teachers, who must offer high-quality instruction class after class in order to receive the requisite grades. Working with children, on the other hand, frequently means more time spent on behavior control, more time spent forming language foundations, and certainly more time spent developing appealing lesson plans and resources. There are also parents to deal with! On the other side, most English teachers encountered environmental difficulties when teaching English. The distracting classroom setting both distracts instructors and hinders English language instruction. Teaching English necessitates a proper and pleasant setting. If the environment is not adequate and comfortable for the teachers, the teaching and learning of the English language suffer.

A joyful and comfortable learning environment is essential for English language training. When teaching English, most teachers face an unsettling circumstance. Teaching anything, not just English, is heavily reliant on resources. The majority of teachers faced this type of challenge. They were not equipped with the materials necessary for presenting English language lessons to pupils in order for them to learn effectively. It became extremely difficult for teachers to teach without the necessary resources for lectures. Speakers, microphones, projectors, computer systems, and other digital equipment are among the resources. It makes the overall lecture and environment more fascinating and beneficial for pupils, assisting them in learning English. The syllabus is a type of content that teachers use to teach their students. The syllabus is extremely significant in the teaching of the English language as well as other topics. The syllabus assists teachers in preparing crucial course elements and organizing the total course to teach students to step by step. This was a common issue for teachers when teaching English. They are provided with the incorrect curriculum to teach the students English. Teachers who teach the incorrect curriculum will leave a poor impression on their students, preventing them from learning and speaking English.

Students are bored and try to do other things during lectures, which disturbs the lecturers who are teaching the English language. They attempt to converse with other students during lectures, which greatly disturbs the lecturers. Some students arrive late for class. They entered the classroom during the lesson, which irritated the teacher. The most common issue that teachers face when teaching the English language is disruption. It thwarted the entire process of mastering the English language. The most visible challenge that English teachers confront is speaking other languages or communicating in their native language. Students can easily talk in their native language or other languages with which they are familiar instead of English. It is pretty annoying for students who are trying to speak the language and come up with phrases and sentences to claim they don't know. It is reasonably easy for them to communicate in their own language or another language with which they are already familiar. This is the most common and serious problem that English teachers face while teaching English to students who do not speak English as their first language. Another notable issue that teachers encounter is that students rely entirely on them. They made no attempt to learn or talk for themselves. Those students are constantly looking to their teachers for guidance. They did not try to make words or perfect sentences when speaking English. As a result of this issue, the pupils did not

acquire the technical terms and circumstances of how to utilize various tenses and vocabulary of the English language in speaking.

Teachers also face the issue of students being bored and disinterested in studying the English language. Students are not always interested in learning and attending English language lectures. They then attempt to engage in other activities. They occasionally irritated the lecturers by conversing with others and engaging in other nonsensical activities during the presentation. Students in English classes at English learning academies come from a variety of backgrounds. The majority of students in English classes are from rural areas. When there is no opportunity to study English. Learning English is quite challenging for them. Most of them are unable to learn English. Some of them have the ability to learn English. The teachers will then struggle to manage the class and keep all of the classes running smoothly.

**CONCLUSION.** This study sheds light on a variety of issues that arise when teaching English in Uzbekistan. The issues are classified into five major components of any education system (students, teachers, materials, teaching techniques, and evaluation), as well as two more subcomponents (curriculum and policy) that are inextricably linked. Knowing the needs of the pupils is an important aspect of teaching. The majority of students in Uzbekistan choose to learn English through communicative activities. Some students have more opportunities to participate in free conversation sessions, expressing a desire for a more communicative approach. According to the findings of this study, teachers were challenged by the environment, their lack of training, and their poor knowledge of teaching methods. Unfamiliarity with IT, a lack of professional development, insufficient facilities and resources, and a lack of time. Other obstacles that pupils face include a lack of vocabulary, low concentration, a lack of discipline, student boredom, and speaking difficulty. Other strategies used by participants when teaching in the classroom included using a variety of teaching methods and techniques, matching students' proficiency levels and learning situations, managing the classroom, utilizing available resources, providing motivational feedback, and engaging in self-reflection. Nonetheless, readers should analyze the study's findings. Every English instructor faces unique obstacles. As a result, based on the readers' actual situation, teachers can determine if the findings are appropriate for the teaching process or not. Furthermore, the absence of one participant in the current study could have an impact on the findings, as the researcher was unable to analyze the broad viewpoints of the teacher.

## REFERENCES

1. Banks, T. (2008). *Foreign Language Learning Difficulties and Teaching Strategies*. California: Dominican University.
2. Final report on the results of the analysis of the state and development prospects of the education system for 2018, Ministry of Education of the Russian Federation.
3. J. J. Jalolov, G.T. Makhkamova, Sh.S. Ashurov. *ENGLISH LANGUAGE TEACHING METHODOLOGY*
4. Yuldashev M.M. *Linguopoetic study of literary text: Philol. fan. d-ri ... dis*. Tashkent: Academy of Sciences of the Republic of Uzbekistan, 2009. B. 49-70.
5. Ляховицкий М.В. *Теория и практика применения технических средств в обучении иностранным языкам*. М., 1989.
6. Расулова, Н.А. *Challenges and Solutions in English Language Teaching to Students*