

IMPORTANCE AND DISADVANTAGES OF WORKING WITH TEENAGER STUDENTS

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Abstract – The article provides a brief overview of the psychological characteristics of foreign language learners, age-related challenges and shortcomings, and in particular a variety of tools designed to develop students' cognitive skills.

Key words: psychological characteristics, cognitive skills, teenager, teacher's attitude, reading, writing, listening, and speaking, teamwork.

I. Introduction

The group of teenager students includes children from eleven to nineteen years of age. Each age group brings their needs, experiences, and problems to class. Usually, teachers are attracted to a young group for any reason, and although they may try to avoid a particular group, they often do not have a choice, so as an experienced teacher, any student unit is required.

Adolescence is a difficult time in their lives. Being a teenager is not easy, and it can become a matter of anxiety, trust, or influence in the classroom. A teacher can help supervise, learn, and motivate his or her teenager students.

II. Literature review

The first step in raising a teenager is to participate. Teenagers are very creative and naturally curious, but the teacher must speak their own language. In order to maintain the level of interest, it is necessary to keep up with trends and add technology to the lessons.

The teacher must pay personal attention to the students and get to know them. Teenagers need to be strong, so responding to them on a personal level shows that the teacher values their opinions. It should go beyond classroom materials and relate to their extracurricular lives. If students feel that the teacher values them as adults, not as children, they will treat their teachers well.

III. Analysis

In terms of course materials, it should be made sure that it is interesting and relevant. Classes should be fun and exciting. It is necessary to use the necessary but difficult topics. This is a time for students to express themselves and explore the world around them.

As mentioned above, teenagers want to be involved and see themselves in the spotlight. It is natural that the teacher can use this to his advantage. Exercises should be adapted and adapted to the lives of students outside the classroom. The teacher's attitude towards the language makes the students calmer and improves the chances of using the language on their own. In addition, students are guaranteed to be interested in the topic.

Teaching teenagers can be challenging in its own right, and once the teacher has established good communication with the students in the classroom, he or she can better understand them and create a more effective learning environment for them.

Games such as Project, Role play, Brainstorming have a special role in teaching foreign languages to teenagers.

Project work is becoming more and more popular in quality language classes. Typical projects include group journals, group wall exhibitions about student countries, and future city projects. Project work with teenagers includes methodological articles.

While the teacher plays a supportive role in the project, students decide together what to do in the project.

There are several advantages to project work:

- Develops motivation, which means that students are personally involved in the project.
- All skills, such as reading, writing, listening, and speaking, are developed together.
- The level of independent reading will increase as students become more responsible for what they learn.
- Communication with people is developed through teamwork.
- They take a break from their usual routine and have the opportunity to do something different.

Project work planning procedure:

- It is important to give students an idea of what projects they are going to do and the purpose of creating this project and it is a good idea to give examples from previous projects, such as a picture of a group newspaper or a picture

of a poster.

• After explaining the idea of the project, the teacher asks the students to plan the work: what they want the project to include, what form it will take, which will be responsible for it, each part of the project asks how much time they spend on the show, the resources and materials they need.

The teacher spends 10 minutes with each group discussing their suggestions, and the assessment process is explained at the same time.

An example of a project work related to a reading lesson is the following project work. For example, a teacher distributes the names of interesting and interesting stories to students and chooses four different reading stories: *The Full Monty*, *The Client*, *Dracula* and *Mosquito Coast*. Each group will have a copy of the story. Students have the right to choose what they want about the story.

Example of workflow:

- ⊗ Summary of the story;
- ⊗ Dictionary crossword puzzle;
- ⊗ Articles about the book;
- ⊗ Information found about the story of *Dracula*;
- ⊗ Screenplay filmed from the book;
- ⊗ Demonstration of a clip compared to a scene in a book;
- ⊗ Pictures of the actors in the film;
- ⊗ Musical performance (if your class likes songs, it can be a motivation for them);
- ⊗ Record a song on a disc or cassette;
- ⊗ Create a poster project to promote the concert.

There are a variety of other ideas, and I think they can be effective.

Teenagers are very influential learners, and the mental processes of their comprehension reach a high level. They can read and write well and analyze texts and grammar. Simply physical activity is a big motivator for them. TPR mainly includes language games. Adult education differs in its object and purpose of individual classes. Adults are analytical learners and tend to memorize and understand. They can be involved with foreign language classes, so TPR will help them solve this problem.

Role-play is a technology that allows students to apply content as directed to a decision-maker who has to make decisions about policy, resource allocation, or other outcomes education system. This technique is a great way to engage students and communicate with their peers so that they can strive to complete the task assigned to them. This exercise can be done together as a group, and students or groups maintain their roles throughout the lesson. Students try to respond to the material in terms of their characters.

Advantages of role-playing game:

- Students focus on the environment and essence of the real world;
- Students participate in decision-making, which allows them to deviate from their usual boundaries or limitations;
- Students can move beyond the classroom and think;
- Students see the relevance of the content to discuss real-world situations;
- Teachers and students receive prompt feedback for understanding by students in the classroom;
- Students think at a high level and learn more about the content;
- The teacher creates useful scenarios when setting role-playing parameters, as the actual script may not be ready;
- Students usually remember their roles in the script until the end of the semester and for a long time.

Role-playing games require the creation of imaginary people and imaginary situations. The interesting thing about this game is that students will have the opportunity to become the person they want in a short time. The President, the Queen, the millionaire, the pop star ... the choice is endless. Students can get someone else's opinion. 'For and Against' discussions can take place and a certain group of students in the class will join a group that agrees with the topic and a certain group will join the opposing group.

Imagination situations are scenarios in language learning that are activated through role-playing games and used in practice. Role-playing games such as 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are suitable for games.

In addition, in role-playing games, students can feel like they are in an English-speaking country and create a similarly peaceful environment. Real situations can arise and they can benefit from this practice.

IV. Discussion

Physical activity is important for young learners. They need to move and use their emotions. They are not good at reading and writing, and the language they are learning reaches their ears. They love to play and accept the language they are learning while playing. TPR is there to teach all skills. The purpose of our use of the term physical movement is

to facilitate the process of learning movement and is almost synonymous with Total Physical Response.

Elementary age groups include students between the ages of five and ten. During this short period of time, children develop a lot. Although this is a very individual process, some aspects can be generalized. The nature of learning a foreign language is influenced by what children can or cannot do in their first language. Students between the ages of five and seven are usually at the elementary level. They can talk about the present and the past, they can argue and explain their reasons, their imagination is very lively and they can understand the right human attitude. In TPR, the category of understanding situations faster than the language they use is important. They also use language skills before they become aware. The physical world dominates them, and they perceive it through their hands, eyes, and ears. Young children enjoy working alone. They should be introduced to work in pairs or in groups and practice slowly. They like to play and learn. On the one hand, they almost never admit that they know something, and praise is a very important form of motivation. Students at this age cannot decide to study on their own.

At the end of primary school, when students reach the age of eight or ten, the above characteristics change. They can be elementary or slightly higher depending on the foreign language curriculum. These children's worldviews are clearly formed and they know exactly what they like to do. They can easily tell the difference between bold and fictional. They rely on both the spoken word and the physical world to understand the meaning, and they are able to work with and learn from others. They can also make decisions about what they have learned. Children of this age have the ability to understand abstraction and symbols and to generalize and systematize them. They become aware of the rules of their mother tongue and bring this interest to foreign language lessons. Children usually like to communicate. We need to get any language as a means of communication, not as a science. Children receive through exercises and they are not aware of the language they are learning at the moment. As a result, children have a more positive attitude towards English than older students.

If students are not ready to talk, it is important not to force them. Sometimes children do not have enough vocabulary to communicate in a foreign language, so they deliver the message in their native language to show that they can answer the question. This is why some patience is needed in their use of their mother tongue. It can be confusing to tell children that they can use their mother tongue, and it can set them against that language or another. Their first language serves as a tool for the purpose of learning English. Children are naturally curious and active. They study first things to understand the world, and then the environment. Pictures, objects, the classroom, and the school environment should accompany the word being used to convey meaning. Facial expression and gestures are also very important when speaking. All this helps to strengthen the spoken language through vision. Children will have an amazing ability to learn a language through games and exercises that they find fun. They choose large passages and phrases because it helps them to communicate. Because of the short levels of concentration and attention span, a variety of exercises, tempo, and organization are needed. On the one hand, knowing familiar situations and rules has a positive effect on children, and similar stories and poems can be repeated for the same or different purposes.

Although children are not aware of a foreign language, they try to use the language creatively and to use the rules and apply them in practice. Singing songs, telling stories, writing poems are the best ways to do this. Initially, students begin to read and write, which helps to develop their language skills. At the age of ten, students are still unable to cope with grammar. The teacher should mention the structure and functions of the language. Explaining grammar is done when students ask for it or when the situation is comfortable (for example, when correcting a written work). The correction must be effective. When a student tries to say something to a teacher, his mistakes should not be corrected, otherwise a good environment may not be created. Children need to feel calm during the lesson. Timely and understandable correction is suitable for training exercises.

Especially if children have not yet learned to read, they will be able to listen and understand in the first place. Listening provides the main source of a foreign language, but it needs to be audience-friendly, as we mentioned above. There are many types of listening comprehension exercises. Because young students feel the need for physical activity, many listening comprehension exercises include gestures or gestures. Vale emphasizes that TPR exercises include: 'listen and draw', 'listen and act', 'listen and make', comprehension and movement'-moving objects according to instructions (listen and move), 'listening and adapting' (listening and matching), 'listening comprehension and playing' - instructions for action games (listen and play), 'listen and speak', 'listen and write'.

V. Conclusion

This article is based on the importance of speaking skill. Speaking was important to be learnt because speaking is the way to communicate with other people in order to deliver opinion and express idea, but in fact, the students' ability in speaking English is low. It is caused by several factors such as the elements of speaking like vocabulary, pronunciation, grammar and fluency that must be mastered by all age groups and different level of students in order to be good English speaker. The researcher used different techniques (discussion, TPR) to improve students' speaking skill.

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