



Some Problems Faced in Teaching English Language Studying in the Field of Agriculture

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Abstract: This article offers an overview of common issues that come up when teaching English to agricultural education students, along with an analysis of their origins and potential solutions. Based on the student's level of language skill, themes and associated materials should be chosen. For language learning to take place, there must be a link between the subject matter and actual circumstances. Teachers can take measures to address discrepancies in the phonetic and grammatical structures of the studied language and the native language.

Keywords: agriculture, mixed-ability group, heterogeneous class, organizational training, didactic stage, mixed-ability, grammatical structure.

Introduction

In recent years, in the educational process, sharing and discussing knowledge in the field of agriculture with experts from developed foreign countries and thereby developing the agricultural sector in our country has played an important role. It is no exaggeration to say that attention to the development of the agricultural sector has become one of the most important issues at the state level today. In particular, Decree No. PF-5853 of the President of the Republic of Uzbekistan dated October 23, 2019, "On approval of the strategy for the development of agriculture of the Republic of Uzbekistan for 2020–2030" [1] is a clear example of this. Foreign languages, especially English, play an important role in cooperation with developed countries in the development of agriculture. For this reason, in today's rapidly developing era, without knowing a foreign language, it is somewhat difficult to achieve high goals in such fields. At the same time, the article that we would like to discuss is the use of modern methods in teaching English to students studying in the field of agriculture, especially in teaching agricultural terms. Naturally, students in this direction have different levels of English. Such groups are considered mixed-ability groups. This, of course, has a direct impact on the teacher's teaching process. There are at least two views on the essence of the concept of "groups of mixed abilities" in the methodology of foreign language teaching. Thus, according to S. Bremner, such a group represents students who have their own advantages and disadvantages and learn at different speeds [2]. According to Penny Ur, the term "heterogeneous classroom" should be used to refer to a group of students because the term "mixed ability classroom" reflects the students' ability to use language skills and does not affect other aspects of language teaching emphasizes [4]. Therefore, based on the above considerations, the term "mixed ability group" should be understood as a group of students with different abilities that affect the process of mastering the language being studied. It aims to study the problems that arise in teaching English to agricultural students, analyze their stages, and determine the tasks of each stage.

Methods

We believe that the language teaching process consists of 3 stages, namely:

1. the organizational preparation stage (determining the goals of the didactic process, choosing the methodological support of the subject, and dividing students into small groups);
2. the didactic stage (implementation of language teaching goals);
3. the final stage (summarization and correction of the educational process).

The first problem that arises at the organizational stage is the formation of study groups (small groups). From the point of view of D. Hicks, the formation of study groups, as a rule, is carried out according to the results of tests, which often consist of grammatical exercises and are reduced only to filling in the blanks [3].

Results

Our proposal involves testing the student's language learning ability while forming study groups.

Let's give a number of methodological recommendations for the formation of study groups:

- a) grammar tests, which help to determine the student's foundation in language learning
- b) determining the state of word learning and memorization, which is really important because every lexis plays a big role in learning a foreign language;
- c) Exercises aimed at determining the student's ability to listen and understand.

With these recommendations, we can observe that it will be easier and more effective to teach the students in small groups after determining the language proficiency levels of the group.

Therefore, it is appropriate to pay special attention to the selection of the topic and related materials when teaching the groups, separated according to their level of knowledge of the language. The connection of the selected topic with life and with the real situation in the environment is effective in mastering the topic and learning a foreign language. The reason is that they often meet the terms and information in these materials in their daily lives, and as a result, the knowledge and words learned will remain in their memories.

Discussion

During the teaching of a foreign language, the problem of inconsistency between the phonetic and grammatical structure of the language being studied and the structure of the native language is also relevant. We see the ways to solve the problem in the following actions of the teacher:

1. appeal to students' feelings and experience (when learning the phoneme [w], students can imagine agricultural machinery, a tractor, a wheat planter);
2. referring to real natural processes in the field when teaching grammatical rules (for example, using pictures of potato crops sorted by size when teaching quality levels);
3. Use agricultural texts, tests, and picture dictionaries to practice phonetic and grammatical skills. The solutions we offer will help students not only learn English grammar and phonetics but also help them remember agricultural words quickly and easily.

Conclusion

In conclusion, it should be noted that learning foreign languages is very important for students in the field of agriculture. We are sure that it will open the door to a wide range of opportunities for developing their scientific and practical experience abroad. The responsibility of teachers is to follow the various procedures recommended by researchers in this field, to try to make language teaching as easy as possible for students, and to develop and use new technologies.

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