

все творчество Дж.Байрона. В то же время Чайльд Гарольд является носителем идей самого автора. Его мысли о судьбе человечества и народов выражают мировоззрение самого автора. Чайльд Гарольд твердо верит на победу над врагами народов, борющихся за свою свободу.

THE ARTIKLE EXAMINES THE WORK OF C.N.Q. BYRON

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Summary

The artikel examines the work of C.N.Q. Byron, one of the luminaries of English and world literature, and identifies the place and positions of this work in English and world literature. The features of the poem "Pilgrimage of Child Harold", which is considered the pinnacle of Byron's work, and the poems of the East were discussed. It has been proved that Byron's work is a bright and memorable page in world and English literature. "Child Harold's Pilgrimage" is an example of revolutionary romantic poetry. Interestingly, C. Byron created most of the "Eastern Poems" on the basis of Eastern folklore and legends. The revolutionary spirit crosses the line of Byron's work. Harold also embodies the author's ideas. His thoughts on the fate of nations and mankind are an expression of the author's worldview. Harold firmly believes that nations struggling will succeed.

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THE DIFFICULTIES OF TEACHING ENGLISH LANGUAGE

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Xülasə: *Teaching English as a foreign language is a general issue and researchers have investigated problems in all aspects of teaching process. Some researchers have disputed that one of the vital reasons to do SLA (Strategies Learning Areas) research is to facilitate second language teaching. Learning strategies is generally defined as "the special thoughts or behaviors that individuals use to help learners comprehend, learn, or retain new information. Lightbown stated although researchers assume that many studies in second language acquisition are fruitful for language teaching, but the implications of such strategies should be done judiciously. She argued that "second language research does not tell teachers what to do teach, and what it says about how to teach they had already figured out".*

Açar sözlər: İngilis dili, çətinliklər, texnologiya.

Keywords: English language,difficulties,technology.

Ключевые слова: Английский язык, трудности,технологии.

English language is a global language. Learning English improves the individual's status and opportunities in education, technology, global trades, and business. Moreover, English plays an important role like a channel of communication. Teaching English has been an important issue in countries where English is not their first language, so learning second language is difficult for L2 learners because they cannot use English in real life situations, because they should learn sentences in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language, and they have to deal with many challenges and often have questions about the best ways to teach. Some of these common questions are as follows:

- How can teachers teach English as a foreign or second language in different situations?
- What do teachers know about second language learners with different abilities?
- What are the benefits of learning English language?
- What can teachers perform in the classroom to facilitate the procedure of second language acquisition?
- What should teachers expect the second language learners in the classroom to be able to do?

Teaching is a multidimensional process, and teachers should pay enough attention to all skills of students such as: reading, writing, listening, and speaking. These skills are educated by teachers and learnt by students. There are various strategies that researchers have introduced based on their studies.

These strategies may involve all skills. Researchers have different opinions about various strategies in teaching. Researchers have conducted several studies to prove the interplay between research study and teaching, and they have suggested helpful strategies to facilitate teaching and learning process.

Conducting SLA Research. Teaching English as a foreign language is a general issue and researchers have investigated problems in all aspects of teaching process. Some researchers have disputed that one of the vital reasons to do SLA (Strategies Learning Areas) research is to facilitate second language teaching. Learning strategies is generally defined as “the special thoughts or behaviors that individuals use to help learners comprehend, learn, or retain new information”. Lightbown stated although researchers assume that many studies in second language acquisition are fruitful for language teaching, but the implications of such strategies should be done judiciously. She argued that “second language research does not tell teachers what to do teach, and what it says about how to teach they had already figured out”.

Wardhaugh pointed out that there are some theoretical problems when teaching English to other students from other languages. He attempted to gap the bridge between the practical orientation of teachers and the theoretical concerns that should be the basis of practice. He believed every good classroom practice is based on a well-informed theory. According to Wardhaugh, most classes are teacher-dominated, the teachers are sage on the stage and everything flows from the teacher. In other words, he stated that, this direction should be changed because students should learn their tasks and teachers can help them.

The main goal of language teaching and learning is to develop the speakers' four skills with a good command of grammar, but this is not the ultimate goal. The final objective is

to empower speakers to be able to use language communicatively . For improving these skills, teachers choose the best strategies in the classroom. Stern tried to distinguish good language learners from those of unsuccessful learners, she supposed that the good language learners may have different strategies and abilities. She classified strategies of good language learners as:

- a) planning strategy,
- b) active strategy,
- c) empathic strategy,
- d) formal strategy,
- e) experiential strategy,
- f) semantic strategy,
- g) practice strategy,
- h) communication strategy,
- i) monitoring strategy, and
- j) internalization strategy.

Stern mentioned five categories:

- 1) management and planning strategies,
- 2) managing strategies that they relate to the learners intention their own learning,
- 3) cognitive strategies including the steps or operations used in learning or problem solving which need direct analysis, transformation, or synthesis of learn materials,
- 4) communicative-experience strategies refer to gesturing paraphrasing or asking for repetition, and explanation in order to help learners to express themselves better,
- 5) interpersonal strategies including the techniques that learners use to monitor their own development and evaluate their own performance; affective strategies used to create positive affect towards the target language and its speakers.

Oxford merged learning strategies with communicative strategies and introduced her six-segmented classification of learning strategies. She suggested language strategies as:

- 1.cognitive strategies, e.g. helping the learner to manipulate the language material in direct ways,
- 2.meta-cognitive strategies , e.g. helping learners to manage the learning process overall,
- 3.memory-related strategies, e.g. helping learners link one L2 item or concept with another but do not necessarily involve deep understanding,
- 4. compensatory strategies, e.g. helping make up for missing knowledge,
- 5.affective strategies e.g. helping learners manage their emotions and motivation level, and
- 6.social strategies such as helping the learner to learn via interacting with others and understanding the target culture.

Made considerable progress, but it is still far from proving a solid basis for foreign language teaching, or from a general theory of SLA”. Ellis argued that there is progress in SLA, but the results of many studies are not directly related to teaching process. For example, the results of studies about Universal Grammar are not relevant to everyday teaching. There are problems in the relationship between SLA research and language teaching. One problem lies in the difference between the teachers’ and researchers’ perceptions and objectives. Ellis makes a demarcation between two kinds of knowledge, practical knowledge

and technical knowledge. While teachers' are concerned with improving practical knowledge, researchers deal with developing technical knowledge.

Technical research is explicit and researchers can find a good method by experiment, but practical knowledge is implicit, and it is not based on the experiment, and teachers can find a useful way to teach by experience. Another problem is in the form of research methods and the way of reporting plans to be used in SLA research. Crookes explained that most of the studies in SLA have viewed learning as a cognitive and internal process instead of a social process. Despite being concerned about the relationship between SLA research and language teaching, there is a growing body of research in the field relevant to language teaching, with useful resources to enrich teachers to embark upon in the classroom such as, the role of learners' consciousness in SLA process, input and interaction, and learners' needs and motivation. Larsen-Freeman asserts that the goal of SLA research is not simply to find effective teaching materials to help teachers to implement a certain lesson efficiently. If SLA is construed that way, and research is not able to cater solutions to practical problems, it is then concluded that teachers should stop taking into account research and simply depend on their own practice. SLA is a broad field which includes many items that cover both basic and applied research.

The Relevance between Language Pedagogy and SLA Research. The main goal of the research is to find and develop alternative methods in pedagogical problems. Ellis pointed out if there is an interrelationship between language pedagogy and SLA research, it should be found out how, to what extent, and in what areas. Evaluating the relevance is very important, so researchers should know how they evaluate the relevance. Ellis posited that there are two primary approaches; one approach is that an applied linguist should utilize SLA theory and research then tries to scrutinize its usefulness in the classroom. Ellis goes on to state that this approach is sometimes problematic because the researchers and teachers have different views about the relevance. Another approach starts with pedagogy and embarks on SLA to address issues proposed by learners and educators. In this approach, instead of evaluating SLA for relevance, pedagogical issues become the topics of SLA research.

This approach can be useful and teachers use the outcomes because it is practical instead of being theoretical although it has some pitfalls. First, all researchers of SLA do not embrace pedagogical issues because they have their own theoretical concerns. Second, this approach should be used by teachers because it addressed pedagogical issues, but always it may not be the case because classroom practice is contingent upon teachers' perspectives, beliefs, and views. In evaluating pedagogical findings, assessors should be familiar with the practice of classroom teaching. Interaction between researchers and teachers is very important because it helps teachers to know what researchers are saying and also "researchers can hear what teachers are saying".

The Interplay between Research and Teaching. Pica mentions that "as teachers and researchers, we cannot work in isolation each other if we are to help our students meet their needs and accomplish their goals". Researchers should pay attention to teachers' idea because it fosters the relationship between teachers and researchers and leads to the production of a useful research that can be more germane to classroom practices and hence more likely to be used by teachers. There are a few studies with regard to the relevance between SLA research and what teachers gain from their studies.

It was revealed that most of teachers in this study had used the research findings in their teaching and they had chances to conduct research in their institutions. Both of studies were in a limited condition and in second study, most of present teachers in the conference were already involved in conducting research. To explore the relationship between SLA research and L2 teaching, another study was conducted by Borg. The research was conducted among two groups of teachers teaching in two different instructional settings: an ESL context in Canada and an EFL (English as a foreign language) context in Turkey. Collecting data by a written questionnaire revealed that most of teachers (in both contexts) were familiar with SLA research through taking SLA related courses. Most teachers had an agreement with using SLA research in teaching but some of them believed that their teaching experience is more useful than using research in classroom.

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İNGİLIS DİLİNİN ÖYRƏDİLMƏSİNİN ÇƏTİNLİKLƏRİ

Abdullayeva Elnarə Kamandar qızı

Xülasə

İngilis dilinin xarici dil kimi tədrisi ümumi problemdir. Tədqiqatçılar tədqiqat və tədris arasındakı əlaqəni sübut etmək üçün bir neçə araşdırma aparmış, tədris və öyrənmə prosesini asanlaşdırmaq üçün faydalı strategiyalar təklif etmişlər. Müəllimlər oxumaq, yazmaq, dinləmək və danışmaq kimi bütün şagird bacarıqlarına kifayət qədər diqqət yetirməlidirlər. Bu bacarıqlar müəllimlər tərəfindən formalaşdırılır və tələbələr tərəfindən öyrənilir.

ТРУДНОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

Абдуллаева Эльнара Камандар кызы

Резюме

Преподавание английского языка как иностранного является общей проблемой. Исследователи провели несколько исследований, чтобы доказать взаимосвязь между научными исследованиями и преподаванием, предложили полезные стратегии для облегчения процесса преподавания и обучения. Преподаватели должны уделять достаточно внимания всем навыкам учащихся, таким как: чтение, письмо, аудирование и речь. Эти навыки формируются учителями и изучаются учениками.

Rəyçi fil.f.d. A.Talibova.

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