



Journal Website:
<https://theusajournals.com/index.php/ajps>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

PROS AND CONS OF ENGLISH LANGUAGE PROFICIENCY IN COMMUNICATION

Submission Date: October 20, 2024, Accepted Date: October 25, 2024,

Published Date: October 30, 2024

Crossref doi: <https://doi.org/10.37547/ajps/Volume04Issue10-31>

Mamadjanova Zukhra Bakhromdjanovna

The teacher of English language, Humanity and Pedagogy Faculty, Turan International Namangan University Uzbekistan

ABSTRACT

This article examines and analyzes the advantages and disadvantages of using native language for students of English classes from a linguistic and psychological point of view using a native speaker teacher as an example. Learning a foreign language at different ages has the most positive effect on the development of memory, attention, thinking, perception, and imagination in people. During the course of learning, the student develops his or her general speech abilities and becomes more versatile.

KEYWORDS

Teaching, difficulties of teaching of foreign language, increasing motivation to learn a foreign language, pros and cons, native speaker.

INTRODUCTION

Knowledge of English is essential - it is an international language that allows people from different countries to communicate. Without this knowledge, it is difficult to build a good career. People can begin to learn it from different ages, however, to study it from childhood

from young years the foreign language is learned most easily.

A native speaker (level L1) is a person for whom this linguistic tool is native - that is, learned from birth without the use of teaching methods. In this language, he not only speaks, but also thinks and even dreams -



accordingly, actively and effortlessly uses in any life situations. Native speakers speak intuitively correctly, and also use a "living" language - with all the colloquial words and other nuances characteristic of a particular area of residence [1-3].

But can every resident of a particular country (English is used as the first language in the UK, USA, Australia, Canada and some other countries) be considered a native speaker. Native speakers are people of different professions from different walks of life, and although communication with native English speakers is always useful for the learner, the possibilities of such contacts should not be overestimated [2].

The problem of teaching people, specifically, adult students of English groups, some of whom are at the L1 level from the linguistic and psychological points of view has always existed in society, was actively discussed, was relevant and remains one of the most important in modern education. In modern pedagogy, there are different opinions on this matter. Some teachers and researchers believe that it is extremely difficult for students at the L1 level to learn a foreign language due to their lack of knowledge of it. Others, on the contrary, are sure that no difficulties should arise if you find the right approach to students when teaching at the L1 level and the teaching methods. This group of people believes that teaching English to people at the L1 level from the linguistic and psychological points of view will help them develop as

individuals who will become acquainted with the linguacultural science of another nation through language [4]. Both opinions are valid. These polar points of view should be compared. Young students are not able to adapt to a new environment quickly and relatively easily as children. They join a group, listen to a new speech and try to adopt it. However, this is the case only with the Uzbek speech, which they hear every day. As for English students study a foreign language lessons at a mandatory minimum of two times a week. Of course, the learning process is much slower. Besides, students due to their age experience physiological and psychological feelings, such an anxiety or fear of communicating on English language. Many learners are hesitant to express themselves or are unable to comprehend what they write and say in other languages, particularly English. Therefore, this research is conducted to determine how education and psychological factors, such as anxiety, impact students when it comes to language acquisition and learning (2022). [5]

LITERATURE REVIEW

There are various researches made by scholars connecting this theme. Balachandran Vadivel (2022) explored in his article that, at first, the person's autonomy play a significant role in a foreign language acquisition. Autonomy refers to a person's ability to act independently of others as opposed to being compelled or dominated by a certain external force. [6]



It depends on the individual to break the linguistic barrier and use English language or be shy and close to other people. The second reason according to him, most students who have studied English for a long time have difficulties speaking the language, even though they have a solid vocabulary and grammatical level. The reason for this is that they suffer from language anxiety. [7] According to his research findings, “Anxiety is one of the biggest impediments to student’s fluency in English” (90.0%).

Another researchers Heiner D. and Deborah K. (2020) in their paper investigated the fear factor: Xenoglossophobia. Fear is an emotional, physical response or reaction to a clear foreseen and present danger of harm and affects the ability to focus and think. The cognitive aspect is what interferes with academic performance. Therefore, the ability to concentrate, focus and think are also affected. [8] According to their exploration, human’s brain negative reacted on fear to communicate and make mistakes speaking foreign language. The best teacher should be smart and use appropriate methods to different kinds

of learners. Step by step, partially use foreign language together with native language will lead to successful acquisition of English language.

METHODOLOGY AND RESEARCH

The present study implemented the mixed method including quantitative and qualitative methods. The questionnaire collected data defining the impact of anxiety that influence students’ speaking performance and to investigate the challenges that these aspects cause among students. Classroom observations were the additional sources for gathering information and making conclusion of the research. The participants of this study, 60 students from four different specialized groups, were randomly elected and observed. Two teachers spent lectures on same topics. However, the first teacher used partially native language for explanations, while the second teacher, as a native speaker of English language, utilized only English language during the lessons. The topics of the questionnaire were based on the psychological and physiological feelings of students during the lessons and after them.

Table with 4 columns: No, Questions, Yes (%), No (%). Rows include statements like 'It is vital for me to learn English as world language' and 'I can easily use English in the classroom'.



6	My future job is not connected with English language	50	50
7	I am interested in learning English to broaden my horizon	40	60
8	I need in English certificate to go abroad	70	30
9	I lose myself when communicate with native speaker	70	30
10	My groupmates have better results than me and I shy	70	30
11	I better understand lesson explanations on native language	50	50
12	English lessons for me are waste of time	20	80

RESULTS AND DISCUSSION

According to the methodology of teaching English, a teacher must conduct the lesson entirely in English and switch to Uzbek only to explain English grammar. What actually happens in schools during foreign language lessons? 60% of the English lesson is conducted in Uzbek. What follows from this? It follows that the student is immediately faced with a double problem: firstly, he does not yet speak English well enough, and secondly, he will never be able to if the teacher speaks only Uzbek. Let us turn to the experience of one Uzbek family. Uzbek parents told how their child studies English at the L1 level in a private school, where teachers conduct lessons in English mixed with Russian, thus their child faces the following difficulties: “First, the child translates the exercise from English to Uzbek, and then from Uzbek to Russian”, initially, by agreement with the management, lessons should be conducted only in English so that the child masters at the L1 level [9]. On the one hand, it is difficult to teach people who do not speak the same language. On the other hand, students are quite hardworking people

and, adapting to new conditions, they show their best side, try and quickly master a foreign language than old people, with the right choice of teaching methods.

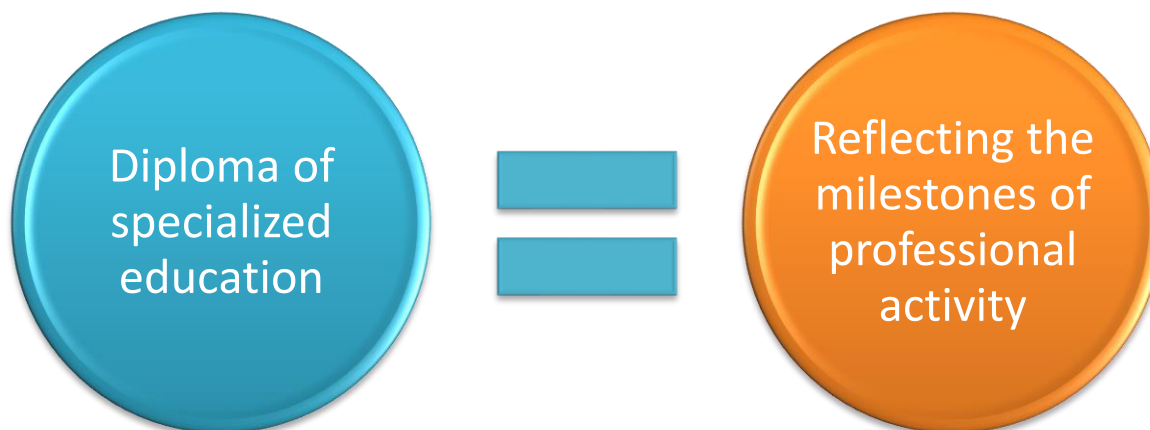
Many private schools offer teachers - "native speakers" when teaching students at the L1 level. So, which foreigners are real teachers of their native language? To answer this question correctly, it is enough to honestly ask yourself: will I be able to teach Uzbek in all the intricacies of its phonetics, grammar, syntax and punctuation to a person from another country and another culture?

Strictly speaking, this is impossible to do without special training. In some English-speaking countries, special courses are available for people of different professions who want to devote their time to teaching foreigners languages, after which you can receive basic teaching skills.

It is good to learn conversational English with such enthusiastic teachers, but if you are interested in English with a native speaker for children, we can only talk about a professional who has the appropriate

methods, training programs, basic pedagogy, and ideally also experience in applying all of his

professional knowledge and skills, which should be confirmed by:



However, even in this case, one should not forget: classes with a native speaker for students at the L1 level have not only important advantages from a linguistic and psychological point of view, but also some disadvantages.

Pros of learning English with a native speaker. When choosing to learn English with a native speaker, you can count on the following positive aspects of the lessons:

- rich practice of oral speech, high intensity of listening;
- natural acquisition of colloquial vocabulary and basic grammar;
- the opportunity to study the language that our contemporaries speak, without outdated grammatical constructions and formal expressions not used in speech;

- parallel study of the culture of another country, complete and reliable information about its traditions, interesting information: for example, about holidays, about habits, etc.; current news cases.
- As a rule, such teachers do not speak Uzbek or Russian, so the teaching is conducted strictly in English, not allowing you to relax and slack off in the hope of sooner or later getting a translation of what the teacher said or wrote. Of course, listening training is difficult at first, but it brings quick and noticeable results.
- Classes with a native speaker are usually not only intensive, but also exciting: literally every lesson brings an impressive amount of new vocabulary, information is absorbed in a shorter time, and communication is colored by an abundance of interesting facts that only a person who grew up in



another culture can know, the originality of his assessments and reasoning.

- The student will immediately begin to speak without an accent. Russian teachers often focus on grammar and vocabulary, losing sight of correct pronunciation. In addition, they themselves often speak with a strong accent. Studying with a native speaker, the student will pronounce words exactly as needed.
- The student will become familiar with a modern, not academic version of English. Language is a living structure, it changes quickly, new words and idioms appear. Russian teachers often do not know about them at all. For a native speaker, their speech is too dry, sometimes it contains outdated expressions. After English lessons with a native speaker, the student will speak like an ordinary Englishman or American, and not like a radio announcer from the 1970s.
- The student will learn to understand English well "by ear", overcoming the problem of many Uzbek students who understand written text and even pass listening well, but are at a loss when it comes to talking to a living person who speaks quickly and naturally.

Disadvantages of teaching English to students at L1 level from linguistic and psychological points of view:

- Of course, there are difficulties in learning a foreign language with a native speaker - some of them follow directly from the advantages listed above.
- Thus, conducting classes exclusively in the language being studied creates increased tension for the student, in a certain sense even stress. For people with a pronounced language barrier, this is definitely not the best solution.
- Any native speaker has an individual intonation and a unique manner of speech, can use slang, specific words - and, unfortunately, he is not always a native speaker of the British standard pronunciation (the so-called Received Pronunciation, or RP). Therefore, learning is fraught with the fact that the student will speak with an accent or become addicted to words that are not commonly used.
- Many native speakers working as teachers or tutors in Uzbekistan do not have any linguistic education or even certificates, they have no idea about the pedagogical process, and their main activity is very far from this subject. They may speak correct English, but they are still not capable of teaching another. Another point is that native speakers sometimes do not have such a good command of grammar rules and the subtleties of vocabulary. Despite the paradoxical nature of such a statement, there is a real basis for it: a teacher who has learned language structures intuitively cannot always clearly explain them to a student.



Thus, despite the shortcomings, learning a foreign language develops all mental cognitive processes. Getting acquainted with a foreign language, a student deepens his knowledge of the world around him, gains experience in communicating with people - the process of his socialization occurs.

CONCLUSION

Local teacher of identical qualification is simply more affordable. If you decide to teach English to a student at the L1 level from a linguistic and psychological point of view. People turn to studying the most popular language for a variety of reasons: preparing to communicate with foreign guests or to move to an English-speaking country, wanting to get to know another culture or simply “shake down” the language barrier in order to enjoy free communication with people, watching films, reading books in the original.

In fact, there are several ways to solve the problem of teaching students at the L1 level a foreign language. At the school level, it is quite possible to organize differentiated teaching, that is, to allocate children into one general group and conduct additional extracurricular activities with them. In their group, they will feel much more comfortable than in the general class. It is necessary to create special teaching aids adapted for students who want to learn English at the L1 level, taking into account the linguistic and psychological points of view, and to conduct special

training for foreign language teachers to work with such students. An integral part of the learning process is the use of dictionaries. Diagrams, tables, visual aids, and educational cartoons are very helpful in the work. When watching cartoons, learners very quickly remember new words and expressions. Constant use of various methods in work will help to achieve an effective result, and make the adaptation process easier. At the city level, work has already begun with migrants and, as already mentioned above, special centers are being created to help children and their parents adapt to a new country. Advantages and disadvantages of English classes for students at the L1 level from the linguistic and psychological points of view. So, we see that the problem of teaching children at the L1 level is very relevant from the linguistic and psychological points of view. There are many unresolved issues on this topic, and further work will be continued.

Despite all the difficulties, it is necessary to remember that we live on one planet and it is very important that people can live peacefully and comfortably anywhere on earth. It is generally accepted today that the most favorable age period for mastering a foreign language at the L1 level from a linguistic and psychological point of view is preschool age. A foreign language is much easier for children at this age, since they spend less effort on memorization. A foreign language for them is



a new game, the conditions of which they accept with pleasure.

REFERENCES

1. Abdullaeva, D. (2024) Modern Methods of Learning English: Analysis of the Most Effective Teaching Strategies. Eurasian Scientific Journal, (1), 131-140.
2. Kudratova T.V. Learning foreign languages for children at the L1 level using a computer: questions and answers. [Text] - St. Petersburg, 2024.
3. Pron, P. I. (2022). PROBLEMS OF STUDYING ENGLISH IN MODERN SCHOOLS. Science Bulletin, 4 (1 (46)), 60-65.
4. Voronkova, O. Yu., Mikhailichenko, Z. I., & Reva, E. Yu. (2019). Difficulties in Teaching Children English in Primary School. Innovative Science, (9), 100-104.
5. 1. Balachandran Vadivel, 2. Nawroz Ramadan Khalil, 3. Shouket Ahmad Tilwani, and 4. Gurudas Mandal. The Educational and Psychological Need for Learning the English Language and Understanding the Different Anxieties. Hindawi Education Research International Volume 2022, Article ID 4679788
6. The fear factor: Xenoglossophobia or how to overcome the anxiety of speaking foreign languages by Heiner Böttger and Deborah Költzsch, Training, Language and Culture Volume 4 Issue 2, 2020, pp. 43-55
7. A golden question: how much L1 should our learners use in class?// <https://www.teachingenglish.org.uk/professional-development>