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Technology For Overcoming Language Difficulties That Arise In The Development Of Linguistic Competence Of Schoolchildren In English Lessons

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Annotation: this article reflects on the difficulties that schoolchildren face in the process of learning a language, ways to eliminate factors that prevent the development of linguistic competence.

Keywords: difficulties, targeted exercises, supportive pedagogy, practical speech activities

Introduction Language is essential for all learners and every aspect of their learning. Early language skills provide the foundation for language and literacy development and learning for all students, regardless of ability. Strong language skills are central to every student's literacy and numeracy skills and academic attainment. Developing linguistic competence in English among schoolchildren often involves overcoming a range of language difficulties. Effective technologies include targeted exercises, supportive teaching methods, and attention individual student needs, especially for those with specific language and learning challenges.

Schoolchildren can exposure the following common language difficulties:

• Comprehension and textual skills: Many students struggle with understanding foreign texts, engaging in textual activities, and semantic reading due to insufficient reading skills.

• Conversational challenges: Difficulties in speaking English fluently are linked to fear of making mistakes, shyness, embarrassment, weak grammar, limited vocabulary, and poor pronunciation.

• Phonetics and syntax: Young learners often face challenges in phonetics, syntax, and correct pronunciation, sometimes due to physiological or psychological factors such as dyslexia.

• Attention and Language Disorders: Students with Developmental Language Disorder (DLD) or ADHD report difficulties with writing, concentration, and understanding assessment criteria.

Analysis and results We have considered the linguistic difficulties that we face in the general case above.and now we want to talk about the language difficulties and ways to overcome the connection, which have come to the surface during our experiments and work activities, and which teachers face in many schools.As far as we know , teaching English, we face challenges such as pronunciation and phonetics , word structure , vocabulary richness , unavailability of the real environment, and the fear of students speaking in English. Even earlier, I would like to mention that the level of language proficiency of children in the class is not the same. For the development of linguistic competence of learners, of course, we use exercises, repetitions, at this point I want to take a look at the exercise system. Our main goal is to raise students even if they have a leap and instill in them the motivation that "you can", so we must adapt the exercises given in the textbook according to the level of children. This also increases students ' interest in language, and helps students who are lagging behind in language acquisition to more easily overcome the difficulties they face during language acquisition.. Now the articulation or pronunciation rules that students face in the process of learning English are ya'niki, the fact that the spelling and reading of words in English are not the same - this is considered one of the difficulties that many students face.In order to overcome articulation difficulties, first of all, the teacher should be well versed in the phonetic rules of English and teach them during classes, and use more English-language multimedias, videos or dialogues suitable for the age of students, and pronounce every new word learned during the lesson in groups, pronouncing in groups also contributes to an increase in vocabulary richness. For example, By Re-and re-returning the 5 words learned during the lessons, pupils memorize at least 2. In addition, the fact that English and Uzbek are not similar in sentence order and differences in grammar (article , prepositions,present perfect, gender) pose difficulties for the teacher and the student in the process of learning and teaching the language, and of course we will teach this two-language comparison method .That is, by writing a sentence in both languages, teacher should show, subject , verb abd object of the sentenses and how we translate. Students also experience difficulties in speech competencies, such as speaking, writing, and reading, when they are unaware of sentence structure. Also,teaching English is a challenge, English is considered a foreign language and is learned in an artificial environment, not in a natural environment , which causes students to feel ashamed, afraid to speak igneous.

We think that in order to bring in the real environment, the teacher must lead the course process through a communicative approach andtargeted exersises and encourage students to speak moreand mora.

Generally, in order to overcome learning difficulties, first of all, teachers should identify what kind of difficulties are facing pupils that assist to get rid of them. There are many helpful strategies and techniques that are suggests by methodists and teachers.

- Targeted exercises: Using specific exercises to build reading comprehension, semantic understanding, and textual engagement helps prevent and address difficulties.
- Supportive pedagogy: Consistent use of clear success criteria, flexible assessments, and accessible teaching methods increases engagement and understanding, especially for students with language or attention difficulties.
- Practical speech activities: Prioritizing practical speech and oral activities is especially beneficial for children with speech or reading disorders.
- Addressing Emotional Barriers: Creating a supportive classroom environment that reduces fear, shyness, and embarrassment encourages participation and confidence in speaking.

Besides, teachers can organize extra individual classes at schools. First, teachers should select and identify pupils who are facing difficulties. Then, the teacher should identify what kind of difficulties come across by giving tests according to the learned themes. After that, teachers check the test so as to find faced difficulties, and teacher conduct individual lessons in order to overcome spotted language difficulties after classes.

Conclusion: Overcoming language difficulties in English lessons requires a combination of targeted exercises, supportive teaching methods, and attention to individual and emotional needs. Adapting instruction to address specific challenges can significantly enhance linguistic competence among schoolchildren.Also, we should not forget that parents shoult try to organize atmosphere for children to eliminate language diffulties at home.

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