
LANGUAGE DISORDER IN LEARNING AND TEACHING ENGLISH

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ABSTRACT

The article explores dysgraphia, dyspraxia and dyslexia as a language difficulty in EFL that effects writing accuracy as well as reading comprehension. The research studies the situation with Uzbek students' disorder in the process of learning English language as a foreign language. The article emphasizes cross - linguistic research studies that suggests solution to the problem of language disorder under orthographic depth and lack of attention.

Key words: *Language disorder, language difficulties, dyslexia, dysgraphia, writing mechanisms, handwriting, ADHD, reading comprehension, literacy, attention.*

АННОТАЦИЯ

В статье исследуются дисграфия, диспраксия и дислексия как языковые трудности в EFL, которые влияют на точность письма, а также на понимание прочитанного. В исследовании изучается ситуация с расстройством узбекских студентов в процессе изучения английского языка как иностранного. В статье делается акцент на кросс-лингвистических исследованиях, предлагающих решение проблемы языкового расстройства в условиях орфографической глубины и невнимательности.

Ключевые слова: *Речевое расстройство, языковые трудности, дислексия, дисграфия, механизмы письма, почерк, СДВГ, понимание прочитанного, грамотность, внимание.*

INTRODUCTION

On the basis of the Resolution of the President of the Republic of Uzbekistan "On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level", a comprehensive system for learning and teaching foreign languages has been created in our country. Establishment of the Agency for Promotion of Foreign Languages in accordance with the program, the list of internationally recognized certificates of foreign language proficiency and the level of national and internationally recognized certificates of foreign language proficiency, 2022. From the 2023 academic year, the requirement that all English

teachers should be certified means that the educational process must be of high quality and standardized¹.

Consequently, such a new approach requires a great deal of attention to the criteria of accuracy and fluency in the process of communicating in another language. As a result, the foreign language system began to be studied not as a structure but as a means of communication. It is important that students not only memorize the rules of a foreign language, but also use the process of error-free and fluent, literate communication in a real situation, without difficulty, when there is a need to use a foreign language in society. All of these changes are aimed at helping students master the English language in a perfect, literate, internationally standardized way.

Kormos J., investigates this language disorder and she uses the term specific learning difficulties, she differentiated the use and meaning of learning disability, learning differences, and learning difficulties. She, firstly gives clear understanding about writing process and learning to write. She shows some facts about attention deficit hyperactivity disorder that leads to language disorder. In his book it is said “Learners of all ages need help and support. They need strategies and tricks to help them get better at what they find hard. They need people who can help them to have confidence when they doubt themselves. They need advice on how to get best out of schools, classes and the places of learning”².

LITERATURE REVIEW

A good command of writing accuracy and reading comprehension show the learners degree of language competent. Dysgraphia and dyslexia is considered as language difficulties which in-depth discussion of foreign language learning process. Identification of the students who fail to reach to the standard requirements, age-appropriate literacy skills is the first step to ensure timely support of their learning. Identifying and helping those drivers of low achievement is teachers’ crucial role in the success of students’ education, with paying attention to the learners’ ability and development. This article explores Uzbek students’ difficulties that face in the process of learning English language as a foreign language. Cross-cultural studies suggest that this happens because of orthographic depth and lack of attention. As a language disorder we would like to investigate the dysgraphia, dyslexia and dyspraxia in teaching English as a Foreign Language (TEFL). In order to have an

¹ Ўзбекистон Республикаси президентининг ПК-5117-сон қарори “Ўзбекистон Республикасида хорижий тилларни ўрганишни оммалаштириш фаолиятини сифат жиҳатидан янги bosқичга олиб чиқиш чора-тадбирлари тўғрисида” 2021 йил 19 май.

² J. Kormos “ The second language learning process of students with specific learning difficulties” Routledge, 2017

experience and learn the problem faced by students on these challenges an experimental study was conducted among the students of the three higher educational intuitions. After analyzing the results multisensory approach was implemented for teaching. The outcome and analysis from teaching learning experience makes the sources of this paper. It is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. In order to write these pieces of writing techniques should be complicated.

DISCUSSION AND RESULTS

While observing the learning and teaching process of English language in higher education, we noticed this language disorder can occur in different situations while teaching different aspects of English. We judged the problem the relationship between pedagogical and linguistic factors. It also deals with a set of strategies and methods that teachers can apply as instruments to improve their students' learning English. A personal account as well as research resources and discussions related to language differences and language disorders are benefit for teachers who work with language teaching.

J. Nijakowska researches the problems from a foreign language teacher's and cross-language teacher's perspective, and she thinks understanding the phenomenon of language situations as dyslexia, dysgraphia, dyspraxia requires interdisciplinary knowledge. Also, she believes, advances in the fields of science such as psychology, pedagogy, and neurology, biology and linguistics contribute to the explanation of the nature of this learning disorder. Equipped with greater awareness as well as solid background knowledge of a wide spectrum of the theoretical and practical aspects of the problem, one can more efficiently help children with dyslexia³.

About written work errors and correction Uzbek methodologist G. Mahkamova in his book mentions that, Written errors: to avoid too much correction of written work, give simple writing tasks which will not lead to many mistakes and which can be corrected in class. Correcting work in class: - go through the answers, writing on the board only if spelling is a problem. - let students correct their own work or exchange books and correct each other. - move round the class to check what they are

³ Nijakowska J. "Dyslexia in the foreign language classroom" Multilingual matters, 2010

doing. Written errors: to avoid too much correction of written work, give simple writing tasks which will not lead to many mistakes and which can be corrected in class. Correcting work in class: - go through the answers, writing on the board only if spelling is a problem. - let students correct their own work or exchange books and correct each other. - move round the class to check what they are doing⁴ which is considered to improve written techniques of the work.

CONCLUSION

Adopting important legislative acts as approving the list of internationally recognized certificates for assessing the level of knowledge of foreign languages and the resolution on the popularization of foreign language learning has passed state registration with the Ministry of Justice. This resolution defines: the list of internationally recognized certificates that assess the level of foreign language proficiency; the level of compliance of national and international certificates that determine the level of proficiency in foreign languages⁵. All these changes in the way improving language teaching and learning. The ultimate goal of the psychological, pedagogical, linguistic system of developing students' written and written speaking competence in English is to determine compliance with the established qualification requirements, a generalized feature that reflects the competitiveness of the labor and educational services market. The system is based on the control and evaluation of the quality of teaching, knowledge, skills, competencies of students in educational institutions, the creation of psychological, pedagogical, didactic conditions based on a differential approach to the student's full knowledge and quality that meets the qualification requirements is crucial in staff training.

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⁴ Makhkamova G., Alimov Sh., Ziyayev A., “Innovative pedagogical technologies in the English language teaching” Tashkent, fan va texnologiya. 2017, p162

⁵ Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги таълим сифатини назорат қилиш давлат инспекциясининг қарори “Хорижий тилларни билиш даражасини баҳоловчи халқаро тан олинган сертификатларнинг рўйхатини ҳамда хорижий тилларни билиш даражасини белгиловчи миллий ва халқаро тан олинган сертификатлар ўртасидаги мувофиқлик даражасини тасдиқлаш тўғрисида” 3318 // 2021.07.09

рўйхатини ҳамда хорижий тилларни билиш даражасини белгиловчи миллий ва халқаро тан олинган сертификатлар ўртасидаги мувофиқлик даражасини тасдиқлаш тўғрисида” 3318 // 2021.07.09

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