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**SCIENTIFIC AND PRACTICAL FOUNDATIONS
OF TEACHING ENGLISH IN RURAL SCHOOLS**

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**НАУЧНО-ПРАКТИЧЕСКИЕ ОСНОВЫ ПРЕПОДАВАНИЯ
АНГЛИЙСКОГО ЯЗЫКА В СЕЛЬСКОЙ ШКОЛЕ**

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Abstract. The problems of foreign language teaching in rural areas are analyzed and summarized in the article. The author points out that the rural school is not only an institution of general education, but also a source of the well-being of the country, of stability, of the basic development of the society and of the spirituality of the people. In the article the peculiarities of the social-psychological and personnel training of a teacher of a foreign language and his use of modern developments and information technologies in the teaching are considered.

Аннотация. Анализируются и обобщаются проблемы обучения иностранным языкам в сельской местности. Сельская школа является не только учреждением общего образования, но и источником благополучия страны, стабильности, базового развития общества и духовности народа. Рассматриваются особенности социально-психологической и кадровой подготовки учителя иностранного языка и использование им современных разработок и информационных технологий в обучении.

Keywords: rural school, teacher training, student characteristics, motivation for communication and foreign language learning, information technology.

Ключевые слова: сельская школа, подготовка учителя, особенности учащихся, мотивация к общению и изучению иностранного языка, информационные технологии.

Today, in the era of globalization, knowledge of a foreign language is not a luxury, but a norm, the key to successful development of a society, when the role of interpersonal, including interethnic, communication is increasing day by day. Moreover, foreign language plays an important role in the formation of personal qualities of a person, in the improvement of the level of education. It is no wonder that recently in our country the interest in foreign language training has increased considerably, more and more courses are being established, the main purpose of which is to improve the level of English and to develop communication skills. English and the development of communicative competence.

In today's world, it is more and more common to observe low motivation or no motivation at all among school children. Children are unwilling to go to school, do not prepare for class, are passive in class and do not engage in anything outside of school hours. In rural areas, this situation is very common. They are not aware of the importance of foreign languages and are not interested in learning them.

The level of knowledge and quality of education of children in rural schools is not particularly high. The reasons for this can be found in the following factors:

"limited reference points to compare and assess their real achievements in learning;

- limited socializing circle of children, which hinders developing communicative skills, ability to react quickly in a new situation;

- Psychological insecurity of the child, constant pressure from teachers, expecting to be asked what he/she wants to do;

- Limited possibilities to choose subjects, classes, teachers, leisure activities, socializing, etc;

- Monotonous environment, contacts, ways of interacting" [1].

According to the modern standards of education, a high level of efficiency in teaching can be achieved through the use of innovative technologies. However, in rural schools it is sometimes impossible to meet the requirements of the state standard in practice. Unfortunately, not all of the schools are adequately equipped with the technological base, and in some of the rural schools it is not available at all. In such cases, teachers are faced with the task of compensating for the lack of material and technical resources with game and interactive technologies in order to meet the requirements of the state standard. Games and interactive technologies are not only an aid to the learning of almost any subject, they are also a means of motivating students in their studies.

The lack of fully trained teachers is another problem in rural schools. Teachers are oftentimes part time or specialists in more than one area of education, providing little evidence of adequate competence in a particular discipline.

Rural schools have their own peculiarities and differences in teaching and educational process. Individual approach to students is possible due to small number of classes. Teacher has an opportunity to study peculiarities of development, level of knowledge, skills, character traits, aptitudes and interests of students. However, students quickly get tired and distracted from learning activities despite the conditions of practically individualized learning. This is due to frequent interaction between teacher and student; teacher often addresses student and student often answers. As a result of intellectual tiredness, rural students do not master the subject matter, and they need to spend a lot of time to consolidate the subject matter, resulting in a delay [2].

The lack of motivation on the part of the students to learn a foreign language, the lack of equipment, the lack of opportunities to communicate with native speakers, and the lack of qualifications on the part of the teaching staff are just a few examples.

Lack of motivation among students to learn foreign languages, lack of equipment, lack of opportunities to communicate with native speakers, and lack of teacher training are some of these reasons.

The results of learning a foreign language are required by modern educational standards. The ability to express oneself on a given topic both orally and in writing, business and etiquette communication skills, knowledge of the culture of the target language countries are the main requirements for the level of graduates. Mastering the skills of speaking, reading, listening and writing is the result of teaching English. The development of each of these skills is the result of the use of certain methods and techniques. However, by using a particular technique, it is sometimes possible to develop more than one type of language activity. It is necessary to take into account individual and age characteristics of students and their level of knowledge when choosing methods and means of teaching.

Some of the most effective techniques for teaching English in rural schools are interactive techniques. They include brainstorming, debating, roleplaying, cooperative learning and project techniques [3]. The principle of communication in foreign language teaching is the main feature of these technologies. The task of the teacher is to organize the interaction between the participants of

the learning process; to provide such activities that the students can lead a discussion, ask questions to each other and to the teacher, formulate their thoughts correctly and express them in an argumentative way.

In developing different types of language skills, interactive technologies can be used. Particularly effective in developing speaking skills are discussion and role-playing. In the process of the study activity, the students acquire the skills of dialogic speaking, they acquire the culture of speaking in a foreign tongue, they improve their pronunciation, and they acquire the ability to think critically, as the participants of the study activity exchange themselves, asking and responding to one another, playing the role of a foreign conversation partner. Note that interactive technologies are far more effective in smaller groups than in large classrooms. Especially in rural schools, where the number of students in classes sometimes does not exceed 6-8, the use of active methods and techniques is of great importance [4]. But there is also a negative aspect: in class, children from rural areas have difficulties in oral expression, participation in discussions and expression of their own opinions. It is necessary for the teacher to carry out a preliminary work in order to reduce these difficulties in group or individual form.

In order to achieve effective results of interactive methods, there should be a favorable psychological atmosphere in the classroom; students should not be shy to express themselves, they should be able to express their opinions on a certain issue, to discuss them. At the organization of an interactive form of work at the lesson it is necessary to build all stages of the lesson logically and consistently, taking into account the level of knowledge of children, and to follow its plan. If the lesson is not organized properly, the interactive lesson will turn into a rash shouting of answers.

Developing oral skills is the foundation for developing written skills. The way a student speaks, the linguistic means he or she uses when communicating in a foreign language, the way he or she constructs his or her oral utterance, determines how he or she will write. Such forms of work as writing essays, articles, compositions are used in the development of writing skills. Recently in the methodology of foreign language teaching the technique of creative writing development has become particularly widespread. It includes such forms of work as: writing poems, composition of a story in a group, continuation of a story, answering a letter [5]. The creative thinking and consciousness of students are promoted by the technology of creative writing. It is possible to use this technique only if a creative atmosphere is created. A student should feel freedom of thinking and should not be afraid of making mistakes. Students may make grammatical and spelling mistakes when writing creative stories and texts. It is not recommended for the teacher to be too strict in evaluating the grammatical side of their work. The purpose of teaching creative writing is more to develop students' creative ability; their ability to express their thoughts in writing freely and without fear.

Problem-based learning is another of the most effective technologies. It contributes to mastering skills, abilities, knowledge, development of creative abilities and thinking by creating a problem situation, organizing active cognitive activity for finding a solution to a given problem. The application of this technology in the teaching of the English language will lead to a better mastery of lexical units, grammatical structures; the mastery of knowledge will take place arbitrarily and unconsciously in the process of cognitive activity. "Problem oriented learning is based on the creation of a special type of motivation - problem motivation, therefore it demands an adequate design of the didactic content of the material, which should be presented as a chain of problem situations. They may differ by the nature of the unknown, by the interest of the content, by the level of the difficulty, by the type of information inconsistency and by other methodological characteristics.

Games serve as a kind of language for all children, as they are the main activity of preschool and elementary school children. The learning process can be made easier, closer and more accessible to children by using games as one of the methods of teaching a foreign language. All types of games: didactic, mobile, creative, etc. positively influence the educational process. Different games serve different purposes: some help you accumulate language skills, some help you consolidate what you have already learned, some help you develop certain skills [6].

The project approach provides an all-inclusive way of teaching, building on the interests of the learners. It gives students the opportunity to demonstrate their independence in the organization, planning and control of their own learning and cognitive activities. It gives students the opportunity to demonstrate their independence in the organization, planning and control of their own learning and cognitive activities. This activity will result in creating a "tangible" product, object or phenomenon.

In rural areas, social circles are small, children cannot be involved in certain activities outside school time. Therefore, extracurricular activities play an important role in helping students develop themselves. Extracurricular activities often have a socio-cultural as well as an educational dimension. There are different directions of English study: intellectual, socio-cultural, spiritual and moral. The most important of them are the courses on the study of the country, the study of English and American authors and their works, the dramatization of English plays. The extracurricular activities increase the interest of the students in the English language, not as a subject, but as a means of communication in a foreign language; the English language acquires a practical meaning.

To increase the motivation of the students during the teaching of English at the rural schools, one should select the language material with the level of complexity corresponding to the level of knowledge of the students, fill the class with various methods and forms of teaching, break away from the routine. The implementation of non-standard lessons will not only contribute to the achievement of results in the subject, but the teacher will be able to develop the outlook of students, form moral and ethical values, instill love for the motherland and respect for other cultures. After all, the goal of school education is not the memorization of a subject, but the formation of a person who actively and inquisitively learns about the world, who is capable of independently acquiring knowledge and applying it in life, analyzing his experiences.

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