

**STANDING UP FOR PRIMARY SCHOOL TEACHERS WHO DO NOT HAVE  
SPECIALISED ELT TRAINING**

**Khayrullaev Khumoyun Abdurazzoq oqli**  
**student at Karshi State University**

**Annotation:**

This article gives a detailed analysis on lack of knowledge, skills and also experience as the beginning stage of teaching. Also, focusing on limited resources could be second objective to have been considered. Both of them play crucial role in ELT at schools.

**Key words :**

*Standing up; Lack of knowledge; Limited resources; Colorful method; Chart; Simon says; Natural atmosphere;*

**Introduction:**

A teacher at primary school may come across several problems while teaching properly and comprehensible, such as teaching without **lack of knowledge** as well as the resources might be a potential danger for becoming a qualified and professional teacher.

Paying attention to evolve to teach target language at native schools should be supported by universities which are specialized in teaching and using appropriate methodic approach to the teaching process. In this case, students who will be a teacher at several types of educational branches need to develop their every weak sites to teach. It could be observed in grammar range, vocabulary bank or speaking fluently without hesitation. There are so fundamental and vital part to move on the next stage. The next stage include methodology, language typology, controlling students by eye contact and postures during the lesson. At the end of the university, the senior students should have got enough experience to work as a teacher at elementary schools. However, in many cases, an unexperienced teacher cannot give elementary knowledge about teaching as it would have been expected.

The solution which prevents those kind of problems while teaching would be introduced in means of attaching to professional teachers at university for the students to get an appropriate knowledge from the beginning of their studies. As a matter of fact, the first year is considered to be a basic year for strengthening language base.

While study duration, student should collect initial and appropriate information and knowledge individually.

“We collect primary data during the course of doing experiments in an experimental research but in case we do research of the descriptive type and perform surveys, whether sample surveys or census surveys, then we can obtain primary data either through observation or through direct communication with respondents in one form or another or through personal interviews.\* This, in other words, means that there are several methods of collecting primary data, particularly in surveys and descriptive researches. Important ones are: (i) observation method, (ii) interview method, (iii) through questionnaires, (iv) through schedules, and (v) other methods which include (a) warranty cards; (b) distributor audits; (c) pantry audits; (d) consumer panels; (e) using mechanical devices; (f) through projective techniques; (g) depth interviews, and (h) content analysis. We briefly take up each method separately.” [1]

In addition, exploring major knowledge during practicing period as a passive observer among young learners in classroom is a great way to lose hesitation and rise self-confidence as if professional teachers did.

It is crucial to gain experience in teaching not only by young learners, but also by adult learners. First of all, students should be able to imagine themselves in a teacher position in front of the large audience, full of pupils. While observing the classroom controlled by amateurs, they should note every hacks for starting the lesson, how to warm up, which games are appropriate due to their age group, those kind of tips.

Team work or a pair work of the students on this task would be very beneficial for their comprehension, as well as for their practice. In this case, professional teacher serves as an active observer to analyze their work.

But, the teacher, who has recently started his/her job at the university would face difficulty, although his/her grammar range and vocabulary bank are normal. Then, how he/she can escape from this situation?

The best proper way to find solution for this problem is watching lots of variety qualified, skillful and interesting lessons which is rich in the usage of **colorful methods**.

The present an unusual **chart** helps to those kind of teachers to identify their weak and strange points easily:

Plus +	Minus -
<ul style="list-style-type: none"> <li>• Grammar range</li> </ul>	<ul style="list-style-type: none"> <li>• Hesitation during the lesson</li> </ul>
<ul style="list-style-type: none"> <li>• Vocabulary bank</li> </ul>	<ul style="list-style-type: none"> <li>• Losing focus</li> </ul>

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Another reason is that **limited resources** in teaching can cause some difficulties for teachers. In fact, what do you think, how students were taught in previous centuries, when development was not yet developed rapidly?

Let us have a clear look at the given matter focusing on the information given below!

Change up your teaching strategies “Certain teaching strategies work better than others when it comes to delivering effective lessons with limited resources. For example, if you only have a certain number of supplies or textbooks, try grouping students together during the lesson.

Another teaching strategy that may work for your advantage when you have to teach ESL with no resource is to incorporate realia into your lesson. While you may not have the opportunity to print worksheets, draw pictures on a whiteboard, or use textbooks, you can always bring in object from home [2].

In addition, even if the teachers do not have handouts, visual aids and textbooks, they can make the lesson interesting with various games. For example, “**Simon says** is a fun game that will get group laughing”. This game also builds a friendly relationship between the teacher and students.

Rules of the game:

The rule is that if the sentence starts with “Simon says,” the students must do it. If it does not begin with “Simon says,” then the students will not act.

For example, the teacher will say - “Simon says, jump. In this case, the children will jump.” [3]

And there are many more games, this was just one example. However, at the same time, in the case of limited resources, apart from teaching materials, it also important to ensure the availability of educational buildings and equipment. If the study building does not correspond to requirements, then it is necessary to conduct classes in nature to create a **natural atmosphere** for students.

### References

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