



## LESSON ORGANISATION IN TEACHING ENGLISH ACCORDING TO THE AGE OF THE STUDENTS

*Dushatova Shohsanam Baxtiyor qizi*

*FarDU, EFL teacher*

*Sobirjonova Feruza Erkinjon qizi*

*FarDU 3-bosqich talabasi*

**Annotation:** *This article is about working individually with students in teaching English, taking into account their age, and encouraging them and making them interested in English.*

**Keywords:** *inactivity, caring, internal dissatisfaction, success, competition, specificity.*

It is well-known that the key to success in teaching English is to organize the learning process taking into account the age characteristics of students. the most important thing here is that the task assigned to the student should be commensurate with their abilities, i.e. it should not cause the student too much difficulty. students known in the psychology course (in the middle stage of learning a foreign language) grow up fast at this age, as a result of which they quickly become tired, irritable, and stubborn. it is therefore advisable to replace active learning in English learning in grades 4-5 with activities that do not require much activity. this is especially necessary at the end of the lesson. Grades 7-8 English lessons are thematic and intensive in the study of language material. At this stage, students do not like to move and stand still. so in grades 6-7, English should never weaken the subject of the lesson. Some scientific studies have shown that by the 8th grade, students' ability to memorize foreign language material (of different content) increases (not verbal memory, but observational memory). curiosity fades.

Many students are bored and inactive in class, indifferent to the task at hand. If students of this age do not have enough willpower to self-manage, and they have strong traits such as internal resentment, quick temper, resistance, which leads to a sharp decrease in interest in a foreign language. they lose confidence in their own strength and abilities. This has an impact on the learning process, and one of the reasons for the decline in interest in reading is that the overall activity and mobility of these students is disproportionate to the learning requirements. for example, in grades 4-5, confidence is a natural desire to learn a language, the norm is to do what adults say, and etcif we measure the age characteristics of students in grades 4-5 with students in grades 4-5, then it becomes clear that reading is important for students in grades 4-5. For students in grades 6-7, speaking English. issues such as self- government and the pursuit of independence are strong in students of this age.

Sometimes it's against the whole class to show yourself in front of others, and some kids are different children have a strong desire to show off their talents. it is here that children begin to think about their future, their interest in a profession. All of the above makes it difficult to teach a foreign language and monitor student performance. Special work needs to be done to prevent this. that is, to satisfy their desire for independence, to set it right. Aggression is especially strong in grades 7-8. harsh treatment of them, increased control, and increased aggression in them can lead to various conflicts between the student and the teacher. therefore Alkazishvelin A.A. at the same time, a



slight relaxation of the demands suggests the elimination of elements that cause tension in the learning process, that is, competition. at this age, the most important thing is to succeed in your career (at work, at home, at school).therefore, the English teacher should also show the small achievements of the students in learning a foreign language. 'feeling ganproduces. Students in grades 7-8, regardless of their type of activity, try to compare themselves to others and want to excel. this desire is manifested in them enduring various hardships, trying to show their will, and striving to overcome fear. they have a strong desire to express their "identity", in the middle stage of foreign language teaching we have to organize the learning process taking into account the specificity of the psychological, physiological feelings discussed above.

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