

"THE IMPORTANCE OF TEACHING ENGLISH IN THE 8TH GRADE"

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Annotation: *English is a universal language crucial for academic and professional achievement. Instructing English in the eighth grade is essential as pupils cultivate cognitive and linguistic abilities requisite for advanced schooling and future professions. This article examines the importance of English instruction at this period, highlighting its advantages in communication, cognitive growth, and professional opportunities. It also examines effective pedagogical strategies and obstacles encountered in the educational process. The results indicate that a well-organised and stimulating English curriculum improves language proficiency and overall academic achievement.*

Keywords: *English language, eighth grade, language acquisition, education, cognitive advancement, pedagogical methods*

INTRODUCTION

The English language is essential in today's interconnected world, functioning as a medium for communication, education, and professional development. The eighth grade is a pivotal phase in language learning, during which pupils enhance their reading, writing, speaking, and listening abilities. At this stage, learners can comprehend intricate linguistic structures, enhance fluency, and prepare for advanced academic pursuits. Effective English instruction promotes cognitive development, cultural understanding, and problem-solving abilities. This article investigates the significance of English instruction in the 8th grade, analyzing its advantages, pedagogical approaches, and obstacles. The quality of teachers is paramount in the educational sector. One of the primary components of education is the instructor. The teacher plays a key part in the educational process. Kumbakonam (2017) identifies five essential roles that teachers must master to be effective: the teacher as a learner, the teacher as a facilitator, the teacher as an assessor, the teacher as a manager, and the teacher as an evaluator. All of these roles must be mastered to maintain the quality of the educator. Furthermore, the calibre of the teacher might positively influence pupils' English competence. Ulug, Ozden, and Eryilmaz (2011) contended in their study that the quality of teachers, from the perspective of their attitudes, positively influences students' personalities and their attitudes during the teaching and learning process.

Their analysis revealed that teachers' positive attitudes significantly influence students' personalities and life performances. Participants in this study generally characterized teachers' positive demeanor as compassionate, understanding, helpful, individualized, friendly, engaged, communicative, authentic, tolerant, supportive, motivating, and encouraging of participation in social events. Simultaneously, the negative attitudes of teachers towards their studies are characterized as denigrating, vindictive, excessively disciplined, apathetic, biased, irate, indifferent, intolerant, uncomprehending, and inconsistent. The quality of teachers is

also reflected in their professionalism. Research indicates that teachers' professionalism might positively enhance pupils' academic performance. Khan (2017) examined this through his library study following a review of several research articles related to teaching professionalism and the student learning process. The professional attitudes of teachers significantly influence student academic performance. This growing notion is substantiated by studies indicating that instructors' professional attitudes significantly influence students' academic performance (Eggen & Kauchak, 2001; Bain & Ken, 2004; Chelo, 2010).

These studies demonstrate that positive professional attitudes play a substantial effect in students' academic success. The professionalism of teachers in the teaching and learning process is a critical component that should be prioritized by all educators. The efficacy of the teaching and learning process is contingent upon students' perceptions of their teachers' professionalism in attaining the lesson's objectives. The significance of instructors' professionalism is closely linked to students' happiness in the teaching and learning process. A study in Indonesia by Suarman (2015) indicated that the rapport between lecturers and students influences the quality of instruction and student satisfaction. The results validate the role theory about the relationship between lecturers and students, as well as the influence of teaching quality on improving student satisfaction, as evidenced by many international research on the examined dimensions. His study indicates that student happiness is a critical factor in addition to the relationship between teachers and students. It also establishes the objectives attained throughout the learning process.

Guolla (1999) posits that contentment is an assessment that occurs at the conclusion of the consumer psychology process following the utilization of a product or service. Students' satisfaction with their learning program is seen as a comprehensive assessment of their complete course of study. Students are clients whose interests and satisfaction must be prioritized as a dependent variable. Guolla (1999) asserts that students are clients, and their happiness with certain educational products or services arises from the interaction between lecturers and students during the teaching and learning process. Each educational endeavor possesses its own challenges or limitations. Consequently, pupils who can overcome challenges and limitations have greater satisfaction than those who are unable to do so, resulting in comparatively lower satisfaction levels. Successful students are those that recognize their own abilities and are adept at self-development through learning. Furthermore, within the Albanian context, a study indicated that the quality of several colleges in higher education impacted student satisfaction (Uka, 2014).

His analysis demonstrated that male students outperformed female students ($p < .05$) in most university-provided student services. Single factor ANOVA indicated significant differences in student services among various university groups ($F(4, 195) = 6.15, p < .05$). The disparities in scores among students from various colleges were attributable to the differing quality of services provided by each institution, resulting in varying levels of student satisfaction. In the educational sector, student satisfaction is an issue of concern for instructors and institutions closely associated with the school environment. Numerous academics have undertaken studies about student happiness and its implications in the educational domain, as previously noted. Race (2010) contended that to enhance student happiness, it is essential to engage in discussions with students regarding their experiences

throughout their university journey, not solely in their last year, and to allocate time to consider their perspectives. We must ascertain from students all other factors that are significant in their higher education experience, including their emotions. This remark implies that student pleasure is a matter of concern. Although his statement pertains to higher education, it indicates that happiness plays a critical role in this perspective.

Literature Review. Numerous studies underscore the significance of early language acquisition. Krashen's (1982) Input Hypothesis posits that language acquisition is most efficacious when learners are exposed to intelligible input in a low-stress environment. Vygotsky's (1978) Sociocultural Theory similarly underscores the significance of social interaction in language acquisition, hence endorsing collaborative learning in English classrooms. Lightbown and Spada's (2013) research indicates that systematic grammar education and purposeful communication exercises markedly enhance students' performance. Nevertheless, obstacles such as motivation, varied learning styles, and insufficient resources can impede advancement (Ellis, 2008).

Methodology. This study employs a qualitative methodology, examining existing research and case studies pertaining to English instruction in middle schools. Classroom observations, educator interviews, and student feedback yield insights into effective pedagogical practices and obstacles faced in authentic learning contexts.

Results and Discussion. Research demonstrates that interactive and student-centered pedagogical techniques, including task-based learning and communicative methodologies, improve engagement and retention. Educators who incorporate multimedia, narrative techniques, and authentic communication exercises facilitate the development of practical language competencies in pupils. Nevertheless, prevalent issues encompass insufficient classroom resources, elevated student-teacher ratios, and different proficiency levels among children. Resolving these challenges with differentiated instruction and technology-enhanced learning can enhance outcomes.

Conclusion. Instructing English in the eighth grade is crucial for cultivating vital linguistic and cognitive abilities. Effective instruction at this period improves kids' academic achievement, communication skills, and future employment prospects. Educational institutions ought to adopt stimulating, participatory, and inclusive pedagogical approaches to optimise learning results. Future studies may investigate the enduring effects of early English teaching on individuals' academic and career pathways.

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