

Difficulties we Face While Teaching and Learning a Foreign Language and the Ways of their Solution

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Annotation: This article maintains the primary challenges that are thought to be the categorization and explanation of the primary issues experienced when studying English, as well as solutions. The key issues and challenges that the majority of students have when gaining the requisite English-language skills are discussed in this article. The major goal is to think of simple, practical solutions that can be used in the learning process to increase language acquisition and address new issues that are arising with learning English.

Keywords: English, difficulties, error, skills, learning process, advises, grammar.

Today no other language is used as widely and worldwide as English; it is also the language of international commerce and politics. English is the language of communication around the world. Since English is a topic that helps graduates advance in their careers in specific industries and businesses, it is often required of students in academic programs at many institutions of higher learning. The Uzbek education system needs to be updated due to the quick changes in modern society's political, social, and economic realms. Uzbekistan is currently quickly integrating into the global community, and its involvement in many integration processes has brought the issue of foreign language communication to the forefront.

As a result, according to the State Standard for Basic General Education, learning a foreign language in high school and college should promote not only "education of a value attitude to a foreign language as a tool for cognition and achieving mutual understanding between people and nations," but also "the formation of communicative foreign language competence, necessary for successful socialization and self-realization."

The teacher's ability to select the best method for both kids and adults is one of the most crucial elements in learning most skills. It should be remembered, though, that most individuals who enroll in adult English language programs do so to achieve particular objectives. At the outset of the article, a sample of the most typical targets was provided. As a result, it is essential to consider these objectives and design a learning process that will be focused on accomplishing them. In order to assist students clearly visualize how and in what circumstances the gained knowledge may be implemented in practice, the instructor must carefully choose or design methods, and occasionally over the course of the session, change activities.

Students who speak a foreign language encounter the following difficulties:

Students are reluctant to talk, because they are embarrassed to make mistakes and risk facing criticism.

- Language and speaking barriers, as well as a lack of knowledge on the topic at hand.
- The speech task is not understood by the students.
- When one student is speaking and the others are silent, it is possible to exclude them from conversation in the classroom.
- The usage of the native tongue during pair and group work in the lesson.

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According to Russian psychologist I. A. Zimnyaya's article "Psychological Aspects of Teaching Speaking in a Foreign Language," the following challenges exist:

- the difficulty of the emergence of natural the need to speak a foreign language;
- the difficulty of determining the subject of speaking, that is, what to talk about;
- the difficulty of determining the semantic content, that is, what to say;
- the difficulty of determining the logical sequence, means and methods of forming thoughts, that is, how to speak;
- the difficulty of developing and implementing an articulation program”.

Referring to the works of foreign authors, we present a number of difficulties in the process of teaching speaking, which are highlighted by the British methodologist Penny Ur, in his book “A Course in Language Teaching: Practice and Theory”.

1. Uncomfortable feelings

When speaking in a foreign language, students find it difficult to express themselves because they worry about making a mistake and receiving negative feedback from their peers or the teacher.

2. "Nothing to say."

Even when students are confident, there are often times when they lack the urge to speak up or to explain how they feel about the issue at hand.

3. Students' lack of equal access to communication opportunities.

While some students speak rarely or not at all, active language learners with a higher level of proficiency speak the majority of the time.

4. Use of native language.

When communicating, students frequently revert to using their native tongue because the earlier one sounds awkward.

The listed challenges that middle-level students confront in the classroom account for the relatively low degree of communicative competence development. Therefore, one of the most challenging abilities that kids struggle to master in the artificially produced environment of the Russian school is oral speech.

Penny Ur defines the following approaches to address the aforementioned issues:

1. Use of group work.
2. Use plain language during discussions.
3. Careful choice of topics for discussion and well-formulated assignments.
4. Use of instructions defining rules of participation in the conversation.
5. Avoiding the use of the native language in the discussion.

The methodologist E. N. Solovova also suggests a number of potential solutions to address these challenges in teaching speaking.

1. Fostering an environment of trust and goodwill to reduce the fear of making mistakes and strong criticism.
2. Using a variety of motivational techniques (such as target motivation, A conversation in academic centers on motivation for achievement.
3. Development of an adequate level of supports for the content, language, and speech plan in the event that the student is mute or has no language or speech capabilities.



Since foreign language instruction starts in the second grade and lasts for around 8 to 10 years, many people still struggle with their ability to speak freely, interact socially, and become familiar with written sources of information. This is a result of a variety of psychological and educational factors that either support the successful acquisition of the English language or, conversely, serve as the primary cause of its ignorance.

Regardless of when students start learning the English language, there are three primary categories of mistakes that they can make:

- psychological;
- methodical;
- Grammatical.

Psychological mistakes include: incorrect goal setting and striving for the ideal - fear of making mistakes, lack of self-discipline

At any age, even at the smallest, it is necessary to choose the right goal for which a person wants to learn English. For example, to start traveling or go on vacation to another country, the need to work with foreign partners, it may be a mandatory requirement for career advancement.

- Learning and using only one word, not taking into account the context and the presence of other words intended to express a given thought ("place" - ("place" (position in space) or "room" (free space) or "seat" (seat)) .
- Excessive use of the verb "to be" or its absence. For example, students often have the wrong expression 'I am work' – 'I working', although it would be more correct 'I work' - 'I am working'.
- Incorrect word order in the sentence. Unlike Russian, word order is important in English. For example, consider the correct and incorrect version of the phrase for better work, use new details ":
- Correct-Incorrect "To ensure proper work, use new parts". "Use new details for proper work".
- Translation of the text verbatim, without taking into account existing speech patterns.
- Error when using interlingual homonyms. For example, "data" is data, facts, information, and not "date" in the usual sense for us.
- Incorrect use of prepositions, you need to clearly understand and understand: in what situations they are necessary, and where their use will be incorrect.

How can we overcome English teaching problems?

So, here are ten common language-learning barriers and how to overcome them!

- Organize your learning materials. ...
- Get out of your comfort zone. ...
- Learn from your mistakes. ...
- Watch daily videos on YouTube. ...
- Read your favorite books in English. ...
- Learn a few poems and recite them. ...
- Try thinking in English. ...
- Fall in love with the process.

When a student learns a language through communication, rather than just by studying individual words and speech patterns, the teacher must model communication for the student in order to develop a communicative personality. This means that the student must learn to make statements using models



that are familiar to him or her in order to meet his or her communicative needs. Foreign language communication needs to have purpose and motivation. Students need to have a positive psychological attitude toward hearing foreign language. The best method to generate such a motivating environment is through games. Lesson games must be sporadic and incidental. The process of teaching a language requires the use of a dominant gaming method that unites and integrates different sorts of activity.

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