



XORIJIY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

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CHALLENGES OF TEACHING ENGLISH AS A SECOND LANGUAGE

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Abstract: *Learning and teaching English as a second or foreign language can be challenging due to difficulties with pronunciation, grammar, and cultural differences. Students often struggle with a lack of practice, low motivation, and interference from their native language. Teachers also face issues like large class sizes and limited teaching materials. This paper explores the main challenges in English education and suggests practical ways to improve learning and teaching.*

Keywords: *English education, pronunciation difficulties, grammar issues, teaching challenges, cultural barriers, learning resources, student motivation, language interference, second language learning.*

Introduction: Studying English as a second or foreign language is not always simple. The language has complex pronunciation, a wide range of vocabulary, and grammar rules that can confuse learners. Many students do not get enough practice and may feel shy about making mistakes. Teachers also deal with challenges like overcrowded classrooms and a shortage of teaching resources. Additionally, cultural differences can make it harder for students to use English naturally. This paper highlights the key difficulties in learning and teaching English and offers easy-to-follow solutions to help both students and teachers.

Lack of Resources. In your classroom back home, you may be used to teaching with fancy projectors, whiteboards, laptops, and programs through the Internet. ...

Limited Support. ...

Loneliness. ...

Language Barrier. ...

Understanding the Common Challenges in English Language Learning

Lack of Motivation and Discipline. ...

Difficulty with Pronunciation and Accent. ...

Vocabulary Acquisition and Retention. ...

Grammar and Sentence Structure. ...



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Overcoming Fear of Speaking and Building Confidence. ...

Finding Effective Learning

How to Overcome Common Challenges in English Language ...

Each day, you may be juggling tasks that involve educating children, completing administrative tasks, managing learner behavior, monitoring their progress, and updating their parents. Teaching is also emotionally demanding since it involves shaping learners' lives and significantly determining their future success.

Teachers frequently encounter limitations in resources, whether it's insufficient materials, outdated technology, or inadequate funding. To overcome this challenge, be resourceful and creative. Seek out free or low-cost educational resources online and connect with other educators to share ideas and materials.

Many teachers are unable to teach English effectively because they face lot of problems due to the lack of teaching aids. There are very few audio-visual aids available and it is insufficient for the teachers to use it effectively. Some are so costly that the colleges can only afford to buy few.

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We all encounter challenges in the classroom, especially with very young learners. Our challenge is to continue being perseverant and patient, spending time organising and reorganising both the children and the activities, and not getting frustrated when the children don't do what we ask them the first time. [1]

One of the significant challenges of teaching English as a foreign language to Uzbek students is the lack of exposure to English [2]. Uzbekistan is a country where Uzbek is an official language, with Karakalpak, Tadjik and Russian languages being the other most-spoken languages. Therefore, students do not have sufficient exposure to English in their daily lives, making it challenging for them to learn and understand the language. Most Uzbek students have never been exposed to English until they start learning it in school, which can hinder their motivation and interest in learning the language [2]. Another challenge that Uzbek students face when learning English as a foreign language is the difference between English and Uzbek grammar [3]. To analyze this matter, let us look at the roots of these two languages:



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Another challenge that Uzbek students face when learning English as a foreign language is the difference between English and Uzbek grammar [3]. To analyze this matter, let us look at the roots of these two languages: The Uzbek language is a Turkic language (Karluk branch) that is spoken primarily in Uzbekistan, Central Asia, and other nearby regions. It is the official language of Uzbekistan and is also spoken in Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Russia [4]. The Uzbek language has been heavily influenced by other languages such as Persian, Arabic, and Russian. It is written in the Latin alphabet since 1992, but prior to that, it was written in the Cyrillic alphabet. The Uzbek language has several dialects, and the standard Uzbek dialect is based on Tashkent dialect.

The English language is part of the Germanic branch of the Indo-European language family. It shares similarities with languages like German and Dutch but has its own unique grammar and structure. Other languages in the Indo-European family include Romance, Slavic, and Iranian languages.

Uzbek grammar is very different from English grammar, making it hard for Uzbek students to learn English. For example, in Uzbek, the word order is subject-object-verb, while in English, it is subject-verb-object. These differences can make learning English confusing.

Another problem is the lack of qualified English teachers. The Uzbek government is trying to improve English education, but there are still not enough skilled teachers. Many English teachers in Uzbekistan are not native speakers, and their English skills may not be strong enough. Because of this, students may not receive proper English lessons.

Finally, lack of resources is another challenge. Many schools in Uzbekistan do not have enough textbooks, audio materials, or language labs. Without these resources, students find it difficult to practice English, which slows down their learning progress.

Conclusion: Teaching English as a second language presents various challenges, particularly in countries like Uzbekistan. This paper has examined key difficulties, including low student motivation, pronunciation and grammar issues, limited resources, and a shortage of qualified teachers. The structural differences between Uzbek and English also make language learning more complex for students.

To address these challenges, several solutions are proposed: adopting modern teaching methods, increasing practical exercises, incorporating interactive textbooks



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and audiovisual materials, and enhancing teacher training programs. Additionally, learning from international best practices and creating more English-speaking environments can significantly improve language acquisition.

By implementing these strategies, students can develop better English proficiency, and the overall quality of education can be improved. Given that English is a crucial skill in today's globalized world, making the learning process more accessible and effective remains an essential goal for the education system.

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