

CHALLENGES FACED BY UZBEK STUDENTS IN LEARNING ENGLISH

Toshtemirova Gulzabar

Student at the University Economics and Pedagogy

Gmail: alizodtoshtemiriv21122005@gmail.com

Tel.: +99891-811-86-05

Abdulazizova Marjona Kamol qizi

Gmail: m16172185@gmail.com

Tel.: +99895-388-10-22

Supervisor: Kucharova Feruza Alisher kizi

ESL teacher of University of Economics and Pedagogy

Gmail: feruzakocharova97@gmail.com

Tel.: +99890-877-07-97

ABSTRACT

This article examines the challenges faced by Uzbek learners in acquiring the English language. Specifically, it explores the lack of an appropriate environment for language learning, the weak presence of a communicative setting, the misguidance of students by teachers, the shortage of qualified instructors, and the existence of psychological barriers shaped by societal misconceptions. The article also investigates and proposes methods to overcome various difficulties encountered in learning the English language.

KEY WORDS

English language, language learning challenges, Uzbek students, education system, motivation, textbooks, psychological barriers.

INTRODUCTION

In the era of globalization in the 21st century, human needs and the ways to meet them continue to evolve. Likewise, the field of language learning is advancing, utilizing modern technologies and innovative approaches to reach broader audiences. In today's interconnected world, English has become an essential tool for entering almost any professional field.

This reality is evident in all developed countries where English learning is actively promoted. Similarly, in Uzbekistan, interest in learning English has grown significantly. However, the process of mastering the language still faces numerous challenges. Although the government has implemented many reforms to enhance language education, students continue to face a range of difficulties in learning and acquiring the language. This article aims to highlight those issues and discuss potential solutions for overcoming them. Language learning is often limited to memorizing grammar rules and vocabulary, which leads to a number of problems. One of the most pressing issues is the lack of a spoken English environment, which hinders the development of students' speaking skills.

Many students only use English during lessons, but due to the absence of real-life practice, they quickly forget what they have learned. Consequently, their speaking abilities weaken. Moreover, the social attitude toward those who speak a foreign language can sometimes be discouraging, further hindering their ability to practice speaking.

Students rarely use commonly learned vocabulary in daily conversations, leading them to forget words and expressions they had memorized. Another significant issue is the lack of qualified teachers. In many regions, although there are capable students, there is a shortage of instructors who are both fluent in English and skilled in using modern teaching methodologies. This results in low-quality lessons and prevents students from fully developing their abilities.

Outdated textbooks and teaching methods also pose a major problem. In many schools, learning materials still focus mainly on grammar, with insufficient emphasis on practical exercises, conversations, and interactive methods. Yet, it is precisely

through these daily interactive methods that speaking skills can be effectively developed.

Another area of concern is students' limited lexical resources. While learners may memorize English words, they often struggle to use them correctly and naturally. This is because their focus is solely on memorization, and they lack practice in applying vocabulary appropriately in real-life contexts.

Moreover, students rarely utilize authentic English-language resources such as films, podcasts, and articles available on social media and various websites. Addressing psychological barriers and lack of confidence is also crucial. Many students are afraid or shy to speak in English due to the fear of making mistakes. This fear reduces their confidence and prevents them from participating actively in class.

They worry about being ridiculed for grammatical or pronunciation errors, which causes them to withdraw from speaking opportunities, feel embarrassed, and undervalue their abilities. Negative past experiences in school or university—such as fear of teachers or dissatisfaction with grades—also contribute to anxiety, further restricting their verbal expression and reliance on written communication.

Another key issue is the limited access to modern technologies in many regions, including the lack of internet connectivity and electronic devices. As a result, students miss out on a wealth of knowledge available through e-books, global learning platforms, and scholarly resources from around the world, leading to knowledge gaps.

Students also underutilize mobile applications and interactive platforms such as Duolingo or BBC Learning English, which could otherwise support their language development. Furthermore, the absence of adequate learning conditions and parental support significantly impacts student success. Parental involvement plays a crucial role in a student's educational journey. In many families, parents are unable to assist their children with English due to their own lack of proficiency. Without emotional or academic support outside the classroom, students' progress is hindered.

It is also essential to emphasize the development of all four core language skills: reading, writing, speaking, and listening. Effective learning requires a balanced

approach to these areas. For instance, students can improve by listening to podcasts, writing short essays or journals, reading stories or articles, and engaging in conversations. By practicing these four skills gradually and consistently, learners can make significant progress.

One of the most important steps in learning is to embrace and learn from one's mistakes. Making errors is a natural part of the learning process. What matters most is learning from them. Tools such as online tutors or grammar correction platforms like Grammarly can help students identify and correct mistakes in both written and spoken language.

CONCLUSION

In conclusion, these challenges can be addressed by training qualified teachers, utilizing interactive teaching materials, creating language-rich environments, and boosting student motivation. It is also vital to provide proper facilities, including access to modern, well-equipped learning centers and native English-speaking environments that support the development of speaking skills.

Such an atmosphere not only benefits students but also enriches the knowledge and mindset of educators. Joint efforts by the education system and parents can significantly enhance students' English proficiency levels.

REFERENCES

1. KMC Journal, Volume 6, Issue 1, February 2024, 135KMC Journal[A Peer-Reviewed, Open-Access Multidisciplinary Journal]ISSN 2961-1709 (Print)Published by the Research Management CellKailali Multiple Campus, DhangadhiFar Western University, NepalDOI: <https://doi.org/10.3126/kmcj.v6i1.62336>
2. Kutlimuratova & O'razboyev (2023) – Challenges of Teaching English as a Foreign Language for Uzbek Students
3. Gaipova, N. (2023) – Challenges of Learning English as a Second Language.

4. Yunusova, H. (2023) – Problems of Teaching a Foreign Language in Uzbekistan and Their Solutions.
5. Tursunovich, R. I. & Turgunova, F. R. (2023) – Turli nashrlarda chop etilgan Innovative Methods / Cognitive Approach / Game Technologies
6. Kucharova F. A. Problems of translation of military terms in English-Uzbek translation studies. International journal (Social science and education), E-ISSN 3030-3648, 2024/11. – p. 53-58.
7. Kucharova F. A. Spesific characteristics of military terms in English-Uzbek languages. International journal (Образование наука и инновационные идеи в мире), ISSN 2181-3187, 2023/02, p.149-155