



THE DIFFICULTIES OF TEACHING ENGLISH LANGUAGE

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Abstract

Researchers have conducted a large number of studies to solve problems and help teachers to overcome their difficulties. They have also tried to find the relationship between the result of research and their teaching. Learning English as a second or foreign language has received a lot of attention, so teachers have to find some well-planned and organized ways to facilitate the process of learning and teaching. This paper is a brief review on teaching English as a foreign language and why learners are interested in learning English. It also discusses why teachers have difficulties with teaching English language, and what they should do to facilitate the teaching process. It shows the relationship between language pedagogy and research as well as research and teaching. It also deals with a set of strategies and methods that teachers can apply as instruments to improve their students' learning English.

Keywords: Teaching English, Second language acquisition, Methods and strategies.

1. Introduction

English language is a global language. Learning English improves the individual's status and opportunities in education, technology, global trades, and business. Moreover, English plays an important role like a channel of communication. Teaching English has been an important issue in countries where English is not their first language, so learning second language is difficult for L2 learners because they cannot use English in real life situations, because they should learn sentences in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language, and they have to deal with many challenges and often have questions about the best ways to teach. Some of these common questions are as follows:

- ✓ How can teachers teach English as a foreign or second language in different situations?
- ✓ What do teachers know about second language learners with different abilities?
- ✓ What are the benefits of learning English language?
- ✓ What can teachers perform in the classroom to facilitate the procedure of second language acquisition?
- ✓ What should teachers expect the second language learners in the classroom to be able to do?

Teaching is a multidimensional process, and teachers should pay enough attention to all skills of students such as: reading, writing, listening, and speaking. These skills are educated by teachers and learnt by students. There are various strategies that researchers have introduced based on their studies. These strategies may involve all skills. Researchers have different opinions about various strategies in teaching. For example, Nassaji (2012) believes that there is a relationship between teaching and research, so teachers and researchers learn from one another.



Researchers have conducted several studies to prove the interplay between research study and teaching, and they have suggested helpful strategies to facilitate teaching and learning process.

Teaching English as a foreign language is a general issue and researchers have investigated problems in all aspects of teaching process.

However, teaching a foreign language is a very responsible profession. Teachers should be very knowledgeable and at the same time patient. Because it is natural that children face many difficulties during language learning. It is known that English and Uzbek languages belong to different language families. This can cause phonetic, lexical and grammatical difficulties for language learners. In secondary schools, students face many difficulties in learning pronunciation. For example: almost all students have difficulty learning the sounds [th] and [ð]. The reason for this is the lack of interdental sounds in the Uzbek language. Our children's language is not used to the pronunciation of these sounds. As the English pronunciation of the [r] sound is different from the Uzbek r, students also have difficulty pronouncing this sound. The pronunciation of the sounds [t, d] is also not the same in both languages. Therefore, their pronunciation is difficult for some students. The [w] sound does not exist in Uzbek either. Students also have some difficulties in pronouncing this sound correctly. When pronouncing it, they confuse it with [v] in Uzbek language. In order to teach the correct pronunciation of the above sounds, the teacher should clearly explain to the children by showing the location of the tongue as much as possible, regularly check through repetition exercises, and pay special attention to the students' pronunciation in each lesson. Difficulties in sounds are also eliminated. In addition, the following situations create phonetic difficulties for students: the letter e is not pronounced at the end of the word - apple, Pete; The letter gh cannot be read in the middle of a word - eight, night; It can be observed that the letter k is not pronounced before n at the beginning of the word - knock, knee and a number of other difficulties. Based on my experience, I can say that the difficulty characteristic of the majority of Uzbek students is that they add the sound [ə] before the suffixes in their pronunciation when plural or tense-forming suffixes are added: books [bu'kƏs], happened [hæpƏ'nƏd]. It seems that by adding such an unnecessary sound, they are also changing the position of the word stress. The inability of students to read the transcription is also a special problem. To teach the correct pronunciation of words, it is necessary to teach the signs representing sounds. When speaking about grammatical difficulties encountered in teaching English in secondary schools, it can be said that students face many difficulties. If a person knows all the words in the language, but does not know the connections between sentences and words, he will have difficulty understanding the content of the speech. Therefore, it is very important to teach grammar to students in secondary schools. If the student does not have good grammar skills, he will not be able to express his thoughts correctly. Difficulty in speaking, writing and translating. Language grammar is a unique complex system. That is why it is not easy to learn it. School students usually face the following difficulties: Article problem. This can be said to be the biggest problem in learning grammar. When we talked with many English language learners, almost all of them said that articles and tenses are the main difficulties in mastering English grammar. In fact, since the Uzbek language does not have an article phrase, it is difficult to use and translate it. Article rules should be memorized. However, many exceptions to the rules make it difficult for students, especially



school-age students, to master it. If the translation is taught more clearly, students will not have many difficulties in using the article. For example: it is possible to teach that the indefinite article is translated as one, some kind of one, and the definite article is translated as that, yet.

While teachers' are concerned with improving practical knowledge, researchers deal with developing technical knowledge.

In a word, if the cases of using the article are repeatedly explained to children with the help of examples, it is possible to reduce the difficulties in mastering this group of auxiliary words in the English language. Another difficulty in mastering English grammar is prepositions. In the Uzbek language, prepositions are expressed by agreement suffixes. In English, the adverbs of agreement are expressed by prepositions. For example, the place-time agreement in Uzbek can be expressed by the prepositions in, on, at in English. For example: in – in January, in 2015, in a week on – on Monday, on January 15, on birthday at – at the weekend, at 10 o'clock. in English we use the above prepositions. For example: in – in Uzbekistan, in Madrid, in our week on – on the sofa, on the table at – at the station, at school The dissimilarity of word order in English and Uzbek. It is known that the word order in English is strict, and in most cases, the object is always at the beginning of the sentence, and the participle is followed by the participle. In the Uzbek language, even if we replace the parts of the sentence, the meaning does not change. Students face difficulties in translation. According to Methodists, when teaching English grammar, it is necessary first of all to correctly choose the grammar minimum and take into account the specific features of English grammar. The specific difficulties and features of English grammar are the following: the presence of incorrect verbs in English, the strictness of sentence construction in English, the abundance of articles, prepositions and tenses in English. Similar features distinguish English grammar from Uzbek grammar.

The Relevance between Language Pedagogy and SLA Research

The main goal of the research is to find and develop alternative methods in pedagogical problems. Ellis pointed out if there is an interrelationship between language pedagogy and SLA research, it should be found out how, to what extent, and in what areas. Evaluating the relevance is very important, so researchers should know how they evaluate the relevance. Ellis posited that there are two primary approaches; one approach is that an applied linguist should utilize SLA theory and research then tries to scrutinize its usefulness in the classroom. Ellis goes on to state that this approach is sometimes problematic because the researchers and teachers have different views about the relevance. Another approach starts with pedagogy and embarks on SLA to address issues proposed by learners and educators. In this approach, instead of evaluating SLA for relevance, pedagogical issues become the topics of SLA research. This approach can be useful and teachers use the outcomes because it is practical instead of being theoretical although it has some pitfalls. First, all researchers of SLA do not embrace pedagogical issues because they have their own theoretical

Second, this approach should be used by teachers because it addressed pedagogical issues, but always it may not be the case because classroom practice is contingent upon teachers' perspectives, beliefs, and views. In evaluating pedagogical findings, assessors should be familiar with the practice of classroom



teaching . Interaction between researchers and teachers is very important because it helps teachers to know what researchers are saying and also “researchers can hear what teachers are saying.”

The Interplay between Research and Teaching

Researchers should pay attention to teachers’ idea because it fosters the relationship between teachers and researchers and leads to the production of a useful research that can be more germane to classroom practices and hence more likely to be used by teachers. There are a few studies with regard to the relevance between SLA research and what teachers gain from their studies. For example, McDonough and McDonough (1990) conducted an investigation to find out the perceptions of a group of teachers attending a conference in the UK about the use of research in their teaching. They use a written questionnaire and collected data from 34 English language teachers to investigate their opinions about the relevance between L2 research and their teaching.

For improving these skills, teachers choose the best strategies in the classroom. Stern tried to distinguish good language learners from those of unsuccessful learners, she supposed that the good language learners may have different strategies and abilities. She classified strategies of good language learners as:

- a) planning strategy;
- b) active strategy;
- c) empathic strategy;
- d) formal strategy;
- e) experiential strategy;
- f) semantic strategy;
- g) practice strategy;
- h) communication strategy;
- i) monitoring strategy
- j) internalization strategy;

Stern mentioned five categories: 1) management and planning strategies, 2) managing strategies that they relate to the learners intention their own learning, 3) cognitive strategies including the steps or operations used in learning or problem solving which need direct analysis, transformation, or synthesis of learn materials, 4)communicative-experience strategies refer to gesturing paraphrasing or asking for repetition, and explanation in order to help learners to express themselves better, 5)interpersonal strategies including the techniques that learners use to monitor their own development and evaluate their own performance; affective strategies used to create positive affect towards the target language and its speakers.

CONCLUSION

In short, it is natural to encounter difficulties in learning a foreign language. It is necessary for teachers to monitor where the students are having difficulties, find ways to eliminate them, and create relief for the students. After all, difficulties in mastering language materials prevent them from acquiring skills in all types of speech activities.



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