

DIFFICULTIES IN TEACHING AND LEARNING FOREIGN LANGUAGES AND WAYS TO OVERCOME THEM

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Annotation: *This article analyzes the main problems in the process of teaching and learning foreign languages, as well as ways to overcome them, on a scientific basis. The role of linguistic, psychological, and methodological factors in language learning is highlighted.*

Keywords: *foreign language, methodology, motivation, communicative approach, psychological issues.*

Аннотация: *В данной статье на научной основе анализируются основные проблемы в процессе преподавания и изучения иностранных языков, а также пути их преодоления. Подчеркивается роль лингвистических, психологических и методических факторов в изучении языка.*

Ключевые слова: *иностраннный язык, методология, мотивация, коммуникативный подход, психологические аспекты.*

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Learning foreign languages is an important part of global communication today. In today's era of globalization, knowing a foreign language is not just a skill, but a vital necessity. Today, the ability to know foreign languages is becoming an integral part of professional education. Since specialists in various fields have a high rate of cooperation with foreign partners, there is a high demand for language learning among them. In modern society, foreign languages are becoming an important component of professional education. There are such languages in the world that are spoken by a huge number of representatives of our planet. French, German, Russian, English are among them. The most popular languages in the world are used for communication in the field of trade, political relations, and the study of history.

At the same time, there are also the following difficulties in learning foreign languages.

The process of learning a language is a complex psycholinguistic process and involves many difficulties.⁹⁰ The process of language learning is considered a complex psycholinguistic phenomenon, since it is based on the integration of human cognitive activity, mechanisms of language acquisition, and psychological factors. In this process, the learner simultaneously performs multi-stage operations such as memorizing new lexical units, understanding grammatical structures, and using them in speech activity.⁹¹ At the same time, affective factors - motivation, emotional state, and self-confidence - also have a significant impact on the language acquisition process.⁹² As a result, the language learning process is presented as a complex system that includes not only the acquisition of linguistic knowledge, but also the formation of psychological adaptation and communicative competence. The individual characteristics of students, their motivation and teaching methods play a major role in language acquisition.⁹³

Differences in the language system are one of the main problems for students. Grammatical structure, pronunciation, and lexical units are difficult to master.⁹⁴ Differences in language systems are one of the main linguistic obstacles in the process of learning a foreign language. Each language has its own phonetic, grammatical, and lexical system, and the differences between these systems require the learner not only to memorize new rules, but also to consciously reorganize them.

Many students are afraid of making mistakes, which negatively affects their speech. This is explained by the concept of "affective filter".⁹⁵ Grammatically, the differences are especially evident in the different expression of sentence structure, tense categories, and morphological forms. As a result, the learner may incorrectly generalize the rules of the new language based on his or her existing linguistic experience. At the phonetic level, the mismatch between the sound system and intonation characteristics creates difficulties in pronunciation, which affects the intelligibility of speech.

Motivation is one of the main factors in language learning. Students with strong intrinsic motivation achieve high results.⁹⁶

Traditional methods often do not develop communicative skills, which makes it difficult to use the language in real life.⁹⁷ Traditional teaching methods, which are mainly focused on

⁹⁰ Brown, H. D. *Principles of Language Learning and Teaching*. Longman, 2000, pp. 1–5.

⁹¹ Brown, H. D. *Principles of Language Learning and Teaching*. Longman, 2000, pp. 7–10.

⁹² Krashen, S. *Principles and Practice in Second Language Acquisition*. Pergamon, 1982, pp. 30–35.

⁹³ Lightbown, P. & Spada, N. *How Languages are Learned*. Oxford University Press, 2013, pp. 25–30.

⁹⁴ Ur, P. *A Course in Language Teaching*. Cambridge University Press, 1996, pp. 100–105.

⁹⁵ Krashen, S. *Principles and Practice in Second Language Acquisition*. Pergamon, 1982, pp. 30–32.

⁹⁶ Harmer, J. *How to Teach English*. Longman, 2007, pp. 98–102.

⁹⁷ Richards, J. C. & Rodgers, T. S. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2001, pp. 70–75.

grammatical rules and translation exercises, serve to master the language as a systematic knowledge. However, in this approach, the practical aspects of speech activity - especially speaking and listening comprehension skills - are not sufficiently developed. As a result, students, despite knowing the language units theoretically, have difficulty using them in real communicative situations.

Also, in traditional methods, the student remains a passive participant, that is, he receives ready-made knowledge, but is unable to sufficiently form the skills of expressing his opinion independently, engaging in dialogue, and constructing speech appropriate to the situation. This limits the development of communicative competence.

As a result, the language learning process is disconnected from real-life needs, and the student does not reach the level of effective application of his knowledge in practical communication.

Problems in language learning are associated with the following factors:

- individual differences;
- shortcomings in the education system;
- lack of a language environment.

The main difficulties in teaching and learning foreign languages are grammatical structures, lack of vocabulary, pronunciation errors, and psychological barriers. To overcome them, modern interactive methods (games, projects), multimedia resources, regular use of the language, and creative approaches are required.

Each student has a unique learning style that influences the process.⁹⁸ The presence of each student's own learning style indicates the dependence of the educational process on individual psychological characteristics. Learning style refers to a person's preferred ways of receiving, processing and remembering information. Some students learn effectively through visual materials, while others achieve better results through auditory or practical activities.

These differences are based on the individuality of cognitive processes, that is, the level of attention, memory, thinking and perception is developed differently in each person. As a result, the same teaching method does not provide the same effectiveness for all students.

Therefore, it is necessary to apply an individual approach in the educational process, use different methods and tools. This helps students to master knowledge in accordance with their capabilities and increase the effectiveness of language learning.

The communicative method is based on the use of language in real situations and is considered effective.⁹⁹ The communicative method is an approach to teaching a foreign language aimed at mastering the language as a means of communication. The main essence

⁹⁸ Scrivener, J. Learning Teaching. Macmillan, 2011, pp. 65–70.

⁹⁹ Harmer, J. How to Teach English. Longman, 2007, pp. 69–71.

of this method is to form speech competence by using language units in real or near-real communicative situations, rather than studying them separately. In this approach, the student appears as an active participant and acquires the language naturally in the process of performing various speech tasks. As a result of the priority given to speaking and listening comprehension skills, students learn to use the language practically.

Also, in the communicative method, the language learning process is closely related to social interaction, and students develop the skills of freely expressing their thoughts, understanding the interlocutor, and constructing speech appropriate to the situation. Therefore, this method is of great importance in forming the competence of effectively using language in real life.

The teacher must arouse interest in students and motivate them.¹⁰⁰ The teacher is the main subject in the educational process, forming and supporting students' interest in knowledge. Interest is the internal motivational basis of learning activities, which serves the student's conscious and active assimilation of knowledge. Therefore, the teacher must organize the content in the lesson in an interesting, relevant and appropriate way to the needs of the student.

Motivation is an important pedagogical factor that strengthens the positive attitude of students to learning activities. It strengthens not only external (assessment, reward), but also internal (desire for self-development) motivation. As a result, the student participates more actively in his activities, strives to think independently and demonstrate his capabilities.

Thus, the teacher's activities aimed at arousing interest and motivation increase the effectiveness of the educational process and form a stable motivation for learning in students.

Group work, discussions and role-playing games encourage students to actively participate.¹⁰¹ Group work, discussions, and role-playing as interactive teaching methods serve to increase students' activity in the learning process. These methods transform the student from a passive listener to an active participant, developing his or her independent thinking, analysis, and communication skills.

In group work, students solve problems together, which enhances the process of social learning and mutual exchange of experience. Discussions, on the other hand, develop critical thinking by expressing opinions, reasoning, and analyzing opposing points of view. Role-playing, on the other hand, provides an opportunity to apply language units in practice by modeling real-life situations.

As a result, these interactive methods increase students' interest in the lesson, develop their communicative competence, and ensure the effectiveness of the learning process.

¹⁰⁰ Dornyei, Z. *Motivational Strategies in the Language Classroom*. Cambridge University Press, 2001, pp. 50–55.

¹⁰¹ Thornbury, S. *How to Teach Speaking*. Longman, 2005, pp. 20–25.

Modern technologies make the language learning process more effective. Modern technologies are an important tool in increasing the effectiveness of the language learning process. Multimedia resources, mobile applications and online platforms allow students to complete various speaking tasks independently and interactively. The teacher plays an important role not only as a provider of knowledge, but also as a motivator and guide.¹⁰² A modern teacher must use innovative methods.

Difficulties in learning foreign languages are associated with various factors. To overcome them, it is important to focus on modern methods, motivation, and practical exercises. As a result, students will be able to master the language effectively.

The process of learning a foreign language is a complex and multifaceted psycholinguistic system. In it, linguistic difficulties, psychological barriers, individual learning styles and the effectiveness of methodological approaches are closely interconnected. While traditional methods often do not form practical communicative skills, a communicative approach, interactive activities and modern technologies allow the use of language in real situations. At the same time, the role of the teacher in creating motivation and stimulation, as well as methods that ensure the active participation of students (group work, discussions, role-playing games) increase the effectiveness of language learning. As a result, the language learning process is carried out effectively not only through the acquisition of theoretical knowledge, but also through the development of practical communication skills, the formation of individual learning strategies and strengthening internal motivation.

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