

THE ACTUAL PROBLEMS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN
UZBEKISTAN

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Abstract: *The aim of the article is to illustrate the anticipated problems of teaching English for Uzbek learners as well as analyzing them. While learning English as a foreign language a number of difficulties emerge because of the grammar structures, vocabulary, pronunciation and other characteristics of unfamiliar language. In the work the observable differences between Uzbek and English will be analysed in order to provide a way of dealing with the problem.*

Key words: *EFL, language family, problem, differences and similarities.*

Introduction

The standards of the modern world require to learn foreign languages and communicate fluently. Nowadays English is a dominant international language. It is the language of science, technology, business, tourism and so on. International conferences are held in this language. The process is going up quickly. Hence, in our country teaching and learning foreign languages, especially English, is supported in any sphere. Our educational system was reformed and extra curricula was added in order to teaching and learning English. However, the learners are facing the challenges while learning the language, such as lack of communication skills and competence of usage of the language in any branches of life. For this reason we intended to analyze the observable differences, and reasons why most Uzbek learners find it difficult to learn English in order to find out solutions through observing the pupils of secondary school and adults.

Main body

Nowadays learning English is becoming one of the essential parts of every branch of human life, as it is considered to be the world language. Therefore, the first President of our country has adopted a decree "On measures for further enhancement of the system of teaching of foreign languages" in order to get our land into the world society. According to the decree: "To highlight that a complex system for learning and teaching of foreign languages focused on upbringing of comprehensively developed, educated and intellectual young generation of people, and further integration of the republic with the global community has been established within the frames of the Law on Education and the National Programme for Personnel Training. Over the period of Independence, we have had over 51,7 thousand of teachers of the foreign languages

trained, multimedia textbooks in the English, German and French languages for pupils of 5-9th forms of general secondary schools and electronic resource materials for teaching English at primary schools designed, and over 5 thousand language laboratories at general secondary schools, vocational colleges and academic lyceums - equipped. However, the review of the current foreign languages teaching system proves that educational standards, curricula and textbooks do not fully meet the up-to-date requirements in terms of application of the advanced information and media technologies". Actually the conditions created in all educational establishments are available for all learners and they meet world standard requirements. In the process of learning English Uzbek learners are facing a number of challenges.

First of all, as a member of unfamiliar language family English is much more challenging for learners. As we know The English language belongs to the Indo-European language family, West Germanic group while The Uzbek language is a member of the Turkic language family within the Altaic language group. The main difference is clearly seen that the features of these two languages aren't similar. Learners who accepted strict and constant language structures, come across a huge number of differences while learning another unfamiliar language. For instance, when I taught pupils of secondary school, they found it difficult to make sentence because of the structure. There are "SVO" sentences in English meanwhile Uzbek sentences own "SOV" structure. Another observable difference occurs between the formation of the words. Uzbek is agglutinative language in which words are formed through the combination of smaller morphemes to express compound ideas. Each of these morphemes generally has their own meaning or function and retains its original form and meaning during the process. On the contrary, English is an analytic language that organizes words and grammar by a strict word order or word endings that show grammar. That is the cause of the problems in the lexical point of view.

The main observable difference is seen in phonetics of the languages. It should be addressed way of pronunciation of words. It is not only difference but the problematic point of learners also. The rules of pronunciation of a particular word are accepted in English which EFL learners are required to follow the phonetic symbols and aware of transcripts of the words, otherwise it will be misunderstanding of the word meaning. Most learners in Uzbekistan have challenges in the process. In order to solve the problem it is invited to be acquainted with the samples of spoken materials. Moreover, using L1 in the classroom increases difficulty of communicate fluently in English. As long as, it is very effortless to speak in their native language which they can speak easily instead of the English language.

Conclusion

The research work enlightened a wide range of contrasting points which cause the problems of gain the English language in Uzbekistan. In the other hand the problems are related to the educational system such as curriculum, teaching methods and materials, examination and etc. Whereas, the process of teaching English to keep

in good condition and working correctly is improved day by day in our country through government's new decrees and reformations of educational system. Furthermore, personal impacts are noticed while going research such as the dependence of students on teacher in classroom and avoiding find out problematic differences in order to settle them. It is clear that learning English is required to work hard and be attentive to any features and skills of the language.

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