

DIFFICULTIES WE FACE WHILE TEACHING AND LEARNING A FOREIGN LANGUAGE AND THE WAYS OF THEIR SOLUTION

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Annotation: This article maintains the main difficulties that are considered to be the classification and description of the main problems encountered in the study of English, and the ways to address them.

Key words: English, difficulties, error, skills, learning process, advises, grammar.

Today English is the language of communication around the world; no other language is used as globally and widely as English, as it is the language of world business and politics. In many educational institutions, students study English as a compulsory subject in their academic programs, as it is a subject that contributes to the graduate's further career in certain fields of activity and business. This article reveals the main problems and difficulties in mastering the necessary competencies when learning English, which most of the students face. The main objective is to consider ways and methods to improve language acquisition and overcome emerging problems in learning English, which are simple and effective in implementation and application in practice in the learning process.

Due to the rapid changes in the economic, political and social spheres of modern society, the Uzbek education system also needs to be modernized. Today, Uzbek is rapidly entering the world community, and its participation in various integration processes sharply raises the problem of foreign language communication. As a result, the State Standard for Basic General Education determines that the study of a foreign language at school and university should ensure not only “education of a value attitude to a foreign language as a tool for cognition and achieving mutual understanding

between people and nations”, but also “the formation of communicative foreign language competence, necessary for successful socialization and self-realization”.

One of the most important factors in mastering most skills is the teacher and his ability to choose the right method for both children and adults. However, it should be understood that people who go to learn English as adults, most often, pursue specific goals. An example of the most common targets was given at the beginning of the article. Therefore, it is necessary to take these goals into account and build a learning process that will be aimed at achieving them. The teacher must carefully select or develop methods, and sometimes in the course of the lesson, adjust activities that will help students clearly to imagine how and in what situation the acquired knowledge can be applied in practice.

Problems that students face when speaking in a foreign language:

Students are embarrassed to speak because they are afraid to make a mistake and expose themselves to criticism.

- Lack of information on the subject under discussion problem, lack of language and speech means.
- Pupils do not understand the speech task.
- While one student is speaking, the rest are silent, which means they can be excluded from educational communication.
- The transition to the use of the native language in pair and group forms of work in the lesson.

In the article “Psychological Aspects of Teaching Speaking in a Foreign Language”, Russian psychologist I. A. Zimnyaya defines the following difficulties:

- the difficulty of the emergence of natural the need to speak a foreign language;
- the difficulty of determining the subject of speaking, that is, what to talk about;
- the difficulty of determining the semantic content, that is, what to say;
- the difficulty of determining the logical sequence, means and methods of forming thoughts, that is, how to speak;
- the difficulty of developing and implementing an articulation program”.

Referring to the works of foreign authors, we present a number of difficulties in the process of teaching speaking, which are highlighted by the British methodologist Penny Ur, in his book “A Course in Language Teaching: Practice and Theory”.

1. Feeling uncomfortable.

Students experience discomfort when trying to express themselves in a foreign language, as they are afraid of making a mistake and being criticized by classmates or the teacher.

2. "Nothing to say."

Even if students feel confident, there are often situations when they do not feel the desire to speak out, to express their attitude to the problem posed.

3. Unequal opportunities for students in the process of communication.

Active learners with a higher level of language proficiency speak most of the time, while other learners speak very little or not at all.

4. Use of native language.

Students quite often switch to the use of their native language, since the early one sounds unnatural in communication with.

The listed difficulties faced by middle-level students in the classroom are the reason for the rather low level of formation of communicative competence. Oral speech, therefore, is one of the most difficult skills that students have difficulty mastering in the artificially created conditions of the Russian school.

To solve the above problems, Penny Ur defines the following ways:

1. Use of group work.

2. Use plain language during discussions.

3. Careful choice of topics for discussion and well-formulated assignments.

4. Use of instructions defining rules of participation in the conversation.

5. Avoiding the use of the native language in the discussion.

In order to overcome these difficulties in teaching speaking, the methodologist E. N. Solovova also offers a number of possible ways.

1. Creating an atmosphere of goodwill and trust in order to minimize the fear of making mistakes and excessive criticism.

2. The use of various sources of motivation in the work (target motivation, Motivation for success is an academic discussion.

3. Creation of a sufficient level of supports of the content, language and speech plan in the case when the student has nothing to say or he lacks language or speech means. Since the study of foreign languages begins in the second grade and lasts approximately 8-10 years, many people still cannot master the speech skills and abilities for free participation in communications or familiarization with written sources of information. This is due to a number of psychological and pedagogical conditions that either contribute to the successful learning of the English language, or vice versa, are the main reason for its ignorance.

Despite the age at which English language learning begins, the mistakes that are made in the course of learning can be divided into three main types:

- psychological;
- methodical;
- grammatical.

Psychological mistakes include: incorrect goal setting and striving for the ideal - fear of making mistakes, lack of self-discipline

At any age, even at the smallest, it is necessary to choose the right goal for which a person wants to learn English. For example, to start traveling or go on vacation to another country, the need to work with foreign partners, it may be a mandatory requirement for career advancement.

-Learning and using only one word, not taking into account the context and the presence of other words intended to express a given thought ("place" - ("place" (position in space) or "room" (free space) or <seat" (seat)) .

- Excessive use of the verb "to be" or its absence. For example, students often have the wrong expression 'I am work' - 'I working', although it would be more correct 'I work' - 'I am working'.

- Incorrect word order in the sentence. Unlike Russian, word order is important in English. For example, consider the correct and incorrect version of the phrase for

better work, use new details ":

Correct-Incorrect "To ensure proper work, use new parts". "Use new details for proper work".

- Translation of the text verbatim, without taking into account existing speech patterns.
- Error when using interlingual homonyms. For example, "data" is data, facts, information, and not "date" in the usual sense for us.
- Incorrect use of prepositions, you need to clearly understand and understand: in what situations they are necessary, and where their use will be incorrect.

How can we overcome English teaching problems?

So, here are ten common language-learning barriers and how to overcome them!

- Organize your learning materials. ...
- Get out of your comfort zone. ...
- Learn from your mistakes. ...
- Watch daily videos on YouTube. ...
- Read your favorite books in English. ...
- Learn a few poems and recite them. ...
- Try thinking in English. ...
- Fall in love with the process.

Teaching students into foreign language must lead communicative character, when student masters language with the help of communication, that is to say, not only masters separate words and speech examples, but learns to make statements with familiar to him\her models in correspondence with his communicative demands. Communication in foreign language must be motivated and aimed. It is necessary to create in student positive psychological attitude to foreign speech. Exactly game is the way of creating such a positive motivation. Games on lessons must be incidental and isolated. It is necessary to have prevailing game method, uniting and integrating other types of activity in the process of teaching language.

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