



THE REAL DIFFICULTIES ENCOUNTERED BY NON-NATIVE FOREIGN LANGUAGE TEACHERS

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Abstract

Teaching foreign languages as a non-native is a growing trend in today's globalized world. In addition, it requires proper strategies and methods from teachers. This article delves into particular difficulties. By doing this, there are a number of challenges that teachers and students may encounter when teaching and learning foreign languages as non-native. These challenges can be divided into three main categories: linguistic challenges, non-linguistic challenges, and methodological challenges. Linguistic challenges include pronunciation difficulties, grammar difficulties, and vocabulary difficulties. Non-linguistic challenges include cultural differences and a lack of motivation. Methodological challenges include the use of ineffective teaching methods and a lack of opportunities for practice. Teaching a foreign language is a complex task that requires not only linguistic proficiency but also cultural understanding and pedagogical skills. While many language teachers are native speakers of the language they teach, there is a growing number of non-native speakers who are taking on the role of language instructors.

Key words: foreign language teaching, non-native speakers, pronunciation, grammar, vocabulary, culture, motivation, teaching methods.

People's interest in learning foreign languages is growing quickly in the modern world. And it's clear that being able to communicate in another language is the most important requirement. The advancement of science and technology, coupled with societal transformations, has led to improvements in the education system as well. Language helps express our feelings, desires, and connect with other humans around us and forms meaningful relationships. Knowing another language creates a huge social network and serves as an instant connection when you encounter people who speak that language (Gierlinger, E. M., & Granville, S. ; 2018). Foreign languages provide a competitive edge in career choices: one is able to communicate in a second language. Although there are many opportunities. Teaching a foreign language can be a rewarding and fulfilling experience, it can help people to learn about new cultures, to broaden their horizons, and to grow as individuals. However, for non-native speakers,



it also presents unique challenges. And also learning foreign languages is challenging for non-native students. Being a non-native speaker presents its own set of challenges that can impact the quality of language instruction. Students are challenged by their lack of vocabulary mastery, low concentration, lack of discipline, lack of interest, boredom, and speaking problem. Meanwhile, teachers' challenges are shortage of teachers' training, language proficiency problem, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development.

Firstly, non-native speakers of a foreign language may encounter a number of linguistic challenges, including: Pronunciation issues: Non-native speakers may find it challenging to accurately produce the sounds of the target language. Numerous variables, including the disparity between the target and native language sound systems, the lack of exposure to native speakers, and the challenge of making certain sounds, may be to blame for this. Chinese speakers might find it challenging to pronounce the English "th" sound, and English speakers might find it difficult to pronounce the French "r" sound. Grammar difficulties: Non-native speakers may also have difficulty understanding and using the grammar of the target language. This can be due to the fact that the grammar of the native and target languages may be very different. For example, English has a relatively simple grammar, while many other languages have more complex grammatical structures. For example, Japanese has a complex system of verb conjugations, while English has a relatively simple system of verb tenses. Difficulties with vocabulary: Non-native speakers could also encounter challenges learning the target language's vocabulary. This can be the result of significant vocabulary differences between the target and native languages.

For instance, a sizable portion of the vocabulary in English is unique to it. For instance, there are numerous languages in which the English term "dog" has no precise counterpart. Overcoming linguistic challenges: Using a variety of teaching methods: Teaching foreign languages cannot be approached with a universal strategy. To accommodate the various learning preferences of their students, educators ought to employ an array of pedagogical techniques. For instance, whereas some students learn



best through reading texts or completing tasks, others could learn best through listening to audio recordings. Providing opportunities for practice: Students need to have plenty of opportunities to practice speaking, listening, reading, and writing in the target language. This can be done through a variety of activities, such as pair work, group work, and role-playing. Creating a helpful learning environment: To learn a foreign language, students must feel comfortable and supported. Teachers should provide a positive and supportive learning environment in which students feel comfortable asking questions and making mistakes.

In addition, Teachers should be patient: Learning a foreign language requires time and effort. Success requires patience and persistence on the part of both teachers and pupils.

Secondly, Non-linguistic challenges in teaching foreign languages as non-native, including: Cultural differences: Non-native speakers may struggle to understand the culture of the target language. This could be owing to significant cultural differences between the native and target languages. For example, the culture of the United States differs greatly from that of Japan. For example, Americans are often quite direct in their communication, but Japanese people are frequently more subtle. Lack of motivation: Non-native speakers may also lack the desire to study a new language.

This can be caused by a variety of circumstances, including a lack of interest in the target language or culture, a lack of confidence in their abilities to learn the language, or a lack of support from their family and friends. Solutions to non-linguistic challenges. Teachers can help students to understand the culture of the target language by incorporating cultural materials into their lessons. For example, teachers can show students videos about the target culture, play music from the target culture, and have students read articles about the target culture. Immersing themselves in the target culture can help students to gain a better understanding of the culture and to improve their motivation to learn the language (Borrich, G,D.;1996).



Thirdly, Methodological challenges in teaching foreign languages as non-native. Teachers of foreign languages to non-native speakers may face a variety of methodological difficulties in addition to linguistic and non-linguistic difficulties.

They consist of: Employing inadequate teaching strategies: Instructors may employ strategies that are inappropriate for students who are not native speakers. Teachers could, for instance, employ the grammar-translation technique, which focuses on teaching grammar principles and translating texts from the source language to the target language. Because it doesn't give non-native speakers of the language opportunity to practice speaking, listening, reading, and writing in the language, this strategy is ineffective for them. Students may not have enough opportunity to practice speaking, listening, reading, and writing abilities in the target language. This might be attributed to a variety of causes, including huge class sizes, insufficient resources, and a shortage of skilled teachers. There are several approaches that may be taken to address the methodological issues of teaching foreign languages to non-native speakers. This includes: Using a variety of teaching techniques: Teachers should employ a variety of teaching approaches to accommodate their students' diverse learning styles. Teachers, for example, might choose a communicative approach, which emphasizes giving pupils opportunity to speak in the target language. Teachers can also employ a task-based method, which involves having pupils execute tasks in the target language. Creating practice opportunities: Pupils should be given many of chances to practice speaking, listening, reading, and writing in the language of their choice. Activities like role-playing, group projects, and pair work can all help achieve this. By giving homework and projects, teachers may also provide their students opportunity to practice outside of the classroom (Cortazzi, M., & Jin, L.; 1999). In fact, teaching foreign languages as non-native is a challenging task. But teaching non-native speakers of foreign languages has several benefits. For example, cognitive advantages: Learning a foreign language helps enhance cognitive abilities such as memory, attention, and problem-solving. Economic advantages: Knowing a second language can lead to new employment opportunities and higher earning potential. Social benefits: Learning a



second language allows people to interact with people from different cultures and make friends from all over the world.

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THE COGNITIVE NATURE OF TRANSLATION

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Abstract

This thesis explores the intricate cognitive strategies employed by translators, bridging theoretical frameworks from cognitive science to understand translation as a complex cognitive activity. By examining theories such as Conceptual Blending, Relevance Theory, and Cognitive Linguistics, the study delves into how translators manage cognitive load, influence through experience, and utilize cognitive tools to enhance translation quality and efficiency. The research employs methods like think-aloud protocols and eye-tracking to analyze real-time translation processes, emphasizing cognitive efforts such as memory, decision-making, and problem-solving. This interdisciplinary approach extends beyond individual cognitive functions to include the social and cultural interactions that shape translation practices, offering insights into how cognitive and linguistic strategies interact to produce effective, culturally relevant translations.