

**TITLE: DIFFICULTIES STUDENTS FACE WHILE LEARNING ENGLISH  
AS A SECOND LANGUAGE IN UZBEK SCHOOLS**

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### **Abstract**

This paper examines the challenges of learning English as a foreign language to Uzbek students. It highlights the lack of English exposure, grammar differences, shortage of qualified teachers, and limited resources as major hurdles.

**Keywords:** LEFL, Uzbek students, challenges, exposure, grammar differences.

### **Introduction:**

Learning English as a second language is a common challenge faced by students in Uzbekistan. While the importance of English proficiency is widely recognized, there are several difficulties that students encounter during the learning process. This article aims to shed light on the specific challenges faced by Uzbek students when learning English as a second language in their schools.

#### Limited Exposure to English:

One of the significant challenges of teaching English as a foreign language to Uzbek students is the lack of exposure to English. English is not commonly spoken in Uzbekistan, which hinders students' ability to practice and develop their language skills in real-life situations. Lack of immersion opportunities can slow down the learning process and make it harder for students to grasp the language effectively.

#### 2. Inadequate Resources:

Another significant challenge of LEFL to Uzbek students is the lack of resources. Many schools in Uzbekistan face resource limitations when it comes to teaching English. Outdated textbooks, insufficient audiovisual materials, and a lack of technological resources hinder students' ability to engage with the language. Limited access to language learning software, online resources, and authentic English materials further exacerbates the problem.

### 3. Insufficient Qualified Teachers:

The shortage of qualified English teachers is another significant challenge. Many schools struggle to recruit and retain experienced English teachers who can effectively impart language skills to students. This shortage leads to larger class sizes, reduced individual attention, and limited opportunities for interactive learning.

- Grammar-focused Approach:

Another challenge that Uzbek students face when learning English as a foreign language is the difference between English and Uzbek grammar. English language instruction in Uzbek schools often emphasizes grammar rules and rote memorization rather than practical language usage. This approach can hinder students' ability to communicate fluently and confidently in real-life situations. A more communicative and interactive teaching methodology that focuses on speaking and listening skills could greatly benefit students.

#### Cultural Differences and Pronunciation:

English pronunciation can be challenging for Uzbek students due to differences in phonetics and intonation patterns between English and Uzbek languages. Cultural differences can also pose difficulties in understanding idiomatic expressions, slang, and cultural references used in English.

### 6. Lack of Motivation and Confidence:

Many students struggle with motivation and confidence when learning English. The fear of making mistakes and the pressure to perform well in exams can hinder their progress. Creating a supportive and encouraging learning environment that fosters self-confidence and motivates students to practice English outside of the classroom is crucial. Another significant work to note is the paper by Radjabova that examines the hypothesis that involving learners in the selection of course materials and design of the English for Specific Purposes (ESP) course will enhance their interest and motivation, foster their critical thinking skills, and result in effective learning. The literature on learner involvement in course design supports this hypothesis, suggesting that learner autonomy and engagement can lead to improved learning outcomes.

### **Conclusion:**

Learning English as a second language in Uzbek schools comes with its fair share of challenges. Limited exposure to English, inadequate resources, a shortage of qualified teachers, grammar-focused instruction, pronunciation differences, and lack of motivation are some of the difficulties students face. Addressing these challenges requires a comprehensive approach that involves improving resources, training teachers, adopting communicative teaching methodologies, and promoting a supportive learning environment. By addressing these difficulties, Uzbek schools can better equip students with the necessary English language skills for their future endeavors.

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