

PROBLEMS IN LEARNING A FOREIGN LANGUAGE

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ABSTRACT

This article discusses the various challenges that learners of a foreign language may face as a second language and the importance of reading, listening, writing and speaking skills in language learning. Developing language skills by learning them using effective methods

Keywords: speech activity, comprehension, competence, intonation, creativity, skills, reading, writing, speaking, listening, native language, experience

INTRODUCTION

Today, it is very important to know a foreign language, so the demand for learning languages is growing day by day. No matter what foreign language learners learn, if they first know the similarities and differences between the native language and the grammar, phonetics, and other areas of the foreign language, it will enable them to master that foreign language thoroughly. Each language has its own characteristics and it is effective to study it by comparing it with the native language. The main goal of language learning is to be able to read and listen to material in a foreign language, to be able to express one's thoughts in writing and orally in that language.

Improving speaking skills is one of the main tasks of foreign language teaching. It is also an educational tool because it is closely related to other types of speaking activities. Speech is closely related to listening comprehension. At the level of speech formation, it occurs first in internal speech and then through sound. In listening comprehension, the mechanisms are reversed, meaning that the listener repeats the perceived sound signals in the internal speech and begins to understand them using the processed sound. It can be said that these two types of speech activities are closely interrelated and they develop each other. The process of reading is somewhat similar to the process of listening comprehension. Voice speech is the key to listening comprehension, and graphic speech is the key to reading comprehension. Everyone who studies a language knows that oral speech, and especially its one-of-a-kind speech, differs from biblical written speech in its stylistic features. Therefore, one of the main difficulties in speaking and teaching it is the correct choice of lexical and grammatical means in the spoken language of the language. If this rule is violated, speaking a foreign language will not be natural.

According to RA Zaripova, speaking as a type of speech activity is also psychologically difficult, regardless of the language being studied and the type of dialogue or monologue. Because verbal communication, unlike written communication, takes place in time, not in space, as in the text. Therefore, oral communication is characterized by at least two features that make it difficult to teach speech. These are the inability to think of a form of expression and the instantaneous expression. When writing ideas in a foreign language, you can think before you write, go back to what was written, and correct what was written. The whole process of speaking, that is, the

oral presentation of an idea, despite its complexity, takes a moment. Slowing down in speech disrupts the desired tempo and leads to misunderstanding of the idea. This moment is one of the main psychological difficulties in learning to speak any language. To overcome these difficulties, it is necessary to master the lexical-grammatical and phonetic materials, to do a lot of exercises.

Speaking as a type of speech activity is a complex process of thinking characterized by its creativity, in which the speaker tries to express his thoughts and feelings through language and paralinguistic means. The speaker's attention is drawn to the content of the statement being made. But this complex process happens in an instant. Speaking is a complex skill because the speaker consciously observes the content of his speech. We do not think about the articulation of certain sounds, accents or intonations in the process of speech. were.

In the context of the learning process, it is not possible to introduce students to all the main types of situations, so educational situations are created and speaking exercises are performed within these situations. This is to create a living environment that encourages students to express themselves and use specific language material. Given the difference between the topic and the situation, the syllabus should also include situations that are relevant to the topic. For example, situations for the topic "Favorite books": discussion of the books read by the students; telling a book to a reader who is unfamiliar with the book, and so on.

The teacher has a different role to play in creating the situation. In the primary and partly secondary stages of education, the situation is created by the teacher, who recommends the topic and informs the language material used. In the upper grades, only the subject is announced, and the language of the decoration is chosen by the students themselves.

Writing an idea in a foreign language is one of the stages of language learning, and the task of writing is to help develop the basic types of speaking activities. Writing and written speech, as a means of education, have different meanings at different stages. For example, the main task in the early stages of education is to teach writing, or rather, writing techniques, because at this stage the skills and competencies related to the compatibility of sounds and letters are formed. These are the prerequisites for the development of reading skills and the ability to express one's thoughts in writing.

In the middle stage, the situation changes: students acquire graphics, and as new lexical and grammatical material is collected, more spelling work is done instead of writing. At the same time, written speech develops as a means of developing oral skills and competencies. Finally, along with the development of written speech at a higher level, the previously acquired writing skills will also improve. Spelling on new language material is also important. In addition, written speech plays another important role. It will help students to work independently on the language, in particular, to write annotations and plans, and to write brief summaries of the texts they have read.

Listening, visual, auditory, and warning dictations are widely used to improve writing techniques and spelling skills. Their most common type is listening and writing. Its main task is to strengthen the sound-letter harmony in the minds of students, to establish a strong connection between the visual and sound image of words and phrases. Hearing dictation is a very reliable way to check sound and spelling and spelling. So keep in mind that you can only

enter words that have been developed before. The content of the text should not be difficult for the students. The reason for this requirement is that students see the text as informative.

Visual aids play an important role in teaching writing techniques and spelling. Such tools may include, first of all, the spelling of the letters of the language being studied and their combinations. The experience of advanced teachers shows that hanging such calligraphers in foreign language khans at an early stage helps to improve writing. Wall charts are also important.

At the same time, it is not advisable to display tables on letter combinations or sound-letter compatibility that have not yet been shown by the teacher at the initial stage. so they don't try to remember them. In the middle and upper stages of teaching, these tables can serve as an informative material for students, so it is advisable to hang them in the room. There is no one-size-fits-all situation for a person who is writing and reading when making a written speech, so the reader cannot rely on additional tools to better understand listening and comprehension.

Accordingly, written speech should be clear and concise. Requirements for written speech practice should take into account not only the level of preparation of students, but also their age. Pupils prefer to express their thoughts closer to the text they are reading or listening to. Only high school students try to express what they understand in their own words.

Once students know how to express their thoughts in their own words, it is also a good idea to use such an exercise as a storytelling in the middle of teaching. Students write stories about class, school, hometown, or village life.

Some Methodists recommend using annotation as a form of written speech practice in the upper grades. This exercise involves students writing a summary of the text, showing the basic information about the source of the text they are reading. However, this can only be done after students have mastered writing, storytelling and descriptive writing. make, essays, as well as write a letter to a foreign friend. These assignments should be done primarily as homework. Once the teacher has checked them, it is helpful to analyze the mistakes in class.

Listening comprehension exercises help to improve inner speech and this is very important for speaking. On the other hand, oral exercises, working on oral speech, create clear sound images that are very necessary for the process of listening comprehension. And so. Listening comprehension can, to some extent, serve as a tool to help shape oral expressive speech. Spoken speech, in turn, helps to develop listening and comprehension skills. This connection is evident in dialogue. The fact is that without understanding the interlocutor, it is impossible to answer correctly. In fact, in this type of speech activity, listening comprehension is inseparable from speaking. Listening comprehension is therefore an integral part of dialogue, and it should evolve as it expresses thought.

Listening comprehension is less related to written speech, however, even in the early stages of writing, internal speech is spoken, which is also important for listening comprehension. Therefore, these two types of listening comprehension and written speech activities become interrelated tools.

In spoken speech, there is no clear boundary between individual sounds and words, meaning that sounds occur, especially in English and French. For example: there is, there are.

For students who understand these connections, familiar sounds or words seem to disappear. Finally, the familiar sound of familiar words changes in the process of assimilation and other

phonetic laws that are characteristic of a language but not found in the mother tongue of students.a

Sounds that are not available in the native language but are available in a foreign language, or a series of sounds that students may confuse, can also be more challenging. To overcome these difficulties, it is necessary to develop special skills and, in particular, to work on specific phrases that occur when sounds are added or changed under the influence of phonetic laws. It is also important to practice understanding some words that involve non-native sounds. Finally, it is helpful to do a variety of exercises to help students understand the words that are confusing and the sentences that involve such words.

The variety of rhythmic and melodic expressions in the target language is particularly challenging. Because intonation plays a different role in different languages. In Russian, for example, intonation is the only means of asking questions, that is, it serves a grammatical function. In English, however, the main means of expressing a question is the structure of the sentence, so the intonation in a particular question is no different from the intonation in a confirming sentence, while in a general question the intonation is of secondary importance. In French, almost the same intonation is used in both questioning and answering. Russian students, for example, typically focus on intonation rather than sentence structure in their native language.

The task of teaching is to draw students' attention from intonation to the structure of a sentence as a primary means of distinguishing between interrogative and nonverbal sentences. Sometimes different words in the target language and the mother tongue have almost the same intonation. For example, the intonations of a sentence in German are similar to the general question in German. To overcome such difficulties, exercises should be taught to pay attention to the structure of the word, not its intonation.

Sometimes language learners seem to speak very fast, which makes it difficult to understand speech. It should be noted that, although the pace of speech is individual, in general, the pace of speech of speakers of Germanic languages is slightly higher than the pace of speech of representatives of Germanic and Slavic languages. However, the difficulty in understanding speech is not due to differences in the average norms of speech tempo, but to the fact that comprehension occurs in conjunction with speaking. Because students' internal speech mechanisms are not sufficiently developed, they do not have time to repeat what they have heard, and therefore have difficulty listening and understanding. These are the characteristics that make it difficult to begin teaching at what tempo.

There are also difficulties with listening comprehension due to the volume of the perceived audio text. The fact is that when understanding a text in a foreign language, the language learner first easily understands and comprehends what he hears, and creates satisfaction. But suddenly it becomes difficult to observe the speaker's speech, and a peculiar barrier appears, resulting in a decline in comprehension, and then begins to misunderstand. The reason for this is that the lack of internal speech can lead to fatigue at some point and the failure of these mechanisms. To avoid such difficulties, it is necessary to develop clear levels of listening comprehension. It is not possible to set any single norm for such a gradual increase in the size of the text, as it depends on the specific characteristics of the learner and his level of preparation, and so on.

Certain difficulties in perceiving a spoken word depend on the characteristics of the perceptual nature of the text compared to the text being read. Obtaining information from the text for reading is associated with the smooth development of information, that is, the material is told in a coherent way, so that at any time you can return to the place where the text was read, identify something, draw conclusions for subsequent events. In the context of practical communication, it is not possible to return to what has been said before. This requires immediate listening and understanding. In that sense, it is easier to read than to listen. Therefore, for beginners and intermediate learners of the language, listening comprehension texts should be based only on the studied materials, and most of the words in the listening text should be familiar. should not reveal the main content of the text. In reading, however, the number of unfamiliar words may be slightly higher and unexplored grammatical events may be included.

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