MAIN DIFFICULTIES IN TEACHING FOREIGN LANGUAGES AS AN INTEGRAL PART OF THE EDUCATIONAL PROCESS

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ABSTRACT

In this article, the problems of encountering difficulties in teaching foreign languages are considered. According to the author, difficulties may arise in all aspects of learning, such as reading, writing, speaking and listening. According to the author, a foreign language teacher should take this difficulty into account when organizing a lesson. The author highlights the main problems in this area.

Key words*: change, development, difficulty, education, English, feature, foreign, gain, international, knowledge, a language, learning, skill.*

INTRODUCTION

Knowledge of a foreign language is an integral part of modern education. However, the quality of education has ceased to satisfy society, it has come into conflict with social expectations. In the university environment, a decrease in the general and educational culture of students has become acutely felt, therefore, under education, including language education, one must understand not only the process and result of a person mastering a certain system of knowledge, skills and abilities, but also the development and education of a person - a person capable of reorganization of social life, production, preservation of culture, ecology, spirituality. In this regard, scientists have raised the issue of innovative education, the main goal of which is the preservation and development of the creative potential of the individual. Student-centered education is defined as "education that can ensure the development of the individual, support for her individuality, the full satisfaction of her educational, spiritual, cultural, life needs and demands, and which provides the individual with freedom of choice and ways of obtaining education, as well as ways of self-realization in cultural and educational space."[3] First of all, it is necessary to teach the student to learn, to acquire knowledge himself, to learn how to adequately perceive the conditions of the modern rapidly changing world and adapt to them. To date, significant positive changes have taken place in the Uzbek system of language education, both in organizational and content aspects. Geopolitical, communicational and technological transformations in society have involved a fairly large number of people of various professions, ages and interests both in direct and indirect

communication. Accordingly, the need for the use of foreign languages has also increased. Teaching the language as a means of communication and familiarization with the spiritual heritage of the studied countries and peoples has acquired priority significance. In connection with the foregoing, the choice of the topic of this work was determined: "Difficulties in teaching a foreign language in non-linguistic universities" [4]. The purpose of the work is to analyze the process of teaching a foreign language at universities. The purpose of the work determined the following tasks:1. identify the difficulties that students face in the process of learning a foreign language; 2. identify the difficulties that teachers face in the process of teaching a foreign language. 3 Difficulties associated with the vocabulary and phraseology of the student

METHODOLOGY

In order to reach necessary results I have used the following methods: the theoretical analysis of literary sources on the research topic; analysis of legal and organizational and administrative documents regulating the professional activities of teaching staff; diagnostic methods (observation, conversation, questioning, testing). A foreign language is characterized by a number of distinguishing features from the native language. Thus, the density of a child's communication with the children and adults around him in his native language is incomparably higher than in a foreign language in school conditions. An equally significant distinguishing feature of mastering and proficiency in a foreign language is its one-sided "inclusion" only in communicative, and not in subject-communicative activity. "At university, the child only communicates with the help of language, not using it in his direct objective activity. This leads to the fact that, for example, the word of a foreign language lives in the child's linguistic consciousness only in its abstract-logical, conceptual side. The objects denoted by the word of a foreign language are deprived of the characteristics of smell, color, shape, size. This can serve as one of the reasons for the fragility of preserving a foreign word in memory, the difficulties of its actualization"[5]. The foregoing also correlates with such a feature as the possibility of implementing by a foreign language the entire set of functions that the native language performs. "Mastering the native language is a spontaneous process that a person masters not because of his conscious desire to know the language, but because of the spontaneous process of development of thinking in ontogenesis." "By acquiring the native language, a person "appropriates" the instrument of cognition of reality. In this process, his specific human (cognitive, communicative and other social) needs are naturally satisfied and formed" [6]. A foreign language in the conditions of university education can no longer, to the same extent as a native language, serve as a means of

"appropriating" social experience, a tool for cognizing reality. Mastering a foreign language is most often determined by "satisfaction of either educational and cognitive needs, or the need to understand the form of expression of one's own thought". As L. V. Shcherba noted, "observations on language are observations on thinking and fulfills this premise, forcing a person to stop at the flow of his speech, and, consequently, thinking, forcing him to divide it into parts, to think about the relationship these parts, compare them with each other and thus deepen their understanding'[6].

RESULT

1. The choice of language means of expressing thought is determined not by the lexical and grammatical material that the listener owns, but by the content of the speaker's statement and the purpose for which he makes his statement;

2. The individual characteristics of the speaker's speech may not correspond to the standard that the listener owns;

3. The pace of the speaker's speech may seem unusually fast to the listener;

4. The single perception of speech does not correspond to the practice of multiple perception of messages in foreign language lessons, where students hear or can hear almost every message as many times as they need to fully understand.

5. Another difficulty in learning a foreign language is vocabulary and phraseology, because the main obstacle in interethnic communication is the difference in background knowledge that makes up the specifics of the national cultures of the communicants. "Background knowledge is based on the cumulative function of the language, on the ability of the language to act as a repository of collective experience, on its ability to record the accumulated experience directly in the forms of the language, in the structural units of speech - words, phraseological units, aphorisms"[7].

6. Difficulties in learning grammar. The basis for studying the grammar of foreign languages, according to A. Akhmanova, should be speech works. "Scientifically-linguistically based teaching of foreign languages cannot be based entirely on "language" when selecting and organizing educational material, as a completely abstracted from real speech works, "driven away" and canned product," she says.[2] Therefore, one should compose as few texts as possible and, as soon as possible, move on to natural plot texts, only lightened and adapted to the necessary extent.

DISCUSSION

It is also necessary to pay attention to the characterization of language as "a means of satisfying the communicative need to express thoughts, feelings, wills".

	Oriental Renaissance: Innovative, educational, natural and social sciences	(E)ISSN:2181-1784
	SJIF 2023 = 6.131 / ASI Factor = 1.7	www.oriens.uz
		3(1/2), Jan., 2023

Both native and foreign languages act in this capacity. However, the native language is the first to become a natural, natural form of awareness of the existence and designation of the emotional-volitional sphere of a person. "Any other language, coexisting, does not replace and, moreover, does not displace the native language in this function. Evidence of this is the fact that the most intimate, involuntary, personally significant, people who speak several languages, express only in their native language".[8]. Unlike other subjects, a foreign language is both "the goal and the means of learning. Let us dwell on the consideration of three very significant features of the specifics of a foreign language: "pointlessness", "infinity", "heterogeneity". "The pointlessness of a foreign language lies in the fact that its assimilation does not give a person direct knowledge of reality (unlike mathematics, history, geography, biology, chemistry, physics, etc.), and language is a means of formation and then a form of existence and expression of thought about objective reality, properties, the laws of which are the subject of other disciplines" [8]. He is only a carrier of this information, a form of its existence in the individual and social consciousness. Accordingly, in the process of teaching a foreign language, you must first determine the subject of educational activity. Such a subject can be, for example, information about the history, culture, traditions of the people who speak this language, or social, everyday, scientific problems. A foreign language is also characterized by infinity, i.e. when studying a language, a person cannot know only vocabulary without knowing grammar, or the "gerund" section without knowing the "tenses" section, etc. He must know all the grammar, all the vocabulary necessary for the conditions of communication required by the program. "But this "everything", for example, in the lexical and stylistic terms in the language has practically no boundaries" [8]. In this regard, scientists have introduced "restriction" in the educational language material. According to P. D. Strevens, "restriction is the process by which, knowing that all English cannot be taught, we limit ourselves to some style and type of English, and it is this that enters our educational material, i.e., the inventory of linguistic units " [8].The third feature of a foreign language as an academic subject is its heterogeneity. Language, in the broad sense of the word, includes a number of other phenomena, for example, "language system", "language ability", etc. Natural speech in any language, as a rule, is characterized by a reduced, convoluted pronunciation, but, based on some psychological patterns in mastering pronunciation, students should first listen and reproduce the "full style of articulation". Only after mastering the skills of such pronunciation can we move on to developing the ability to understand speech in its natural sound. For example, when studying the verbs to be in Present Simple, we first develop a full pronunciation and

Oriental Renaissance: Innovative,
educational, natural and social sciences
SJIF 2023 = 6.131 / ASI Factor = 1.7

(E)ISSN:2181-1784
www.oriens.uz
3(1/2), Jan., 2023

only then a reduced one. He is at school. He's at school. We are glad to see you. We're glad to see you. etc. The main thing is that the process of mastering the full style of articulation should not be delayed for all the years of schooling, because when faced with listening in real conditions, the student is lost in front of the difficulty of understanding something when perceived by another person. This difficulty can be easily removed by organizing a systematic listening to the speech of various speakers in a tape recording. At the same time, all speech material should be built on the already mastered language material, and the purpose of this listening should be to develop the ability to listen. The natural speech rate of an English speaker seems too fast to learners of that language. This is caused, firstly, by the habit of listening to the slow speech of the teacher and his comrades. When listening in the native language, internal pronunciation of audible speech signals occurs. In methodological terms, it is essential that listening and speaking, being in close relationship, contribute to the development of each other in the learning process. "In order to learn to understand speech, it is necessary to speak, and by how your speech will be received, judge your understanding. "Understanding is formed in the process of speaking, and speaking in the process of understanding" [12]. "Oral speech can be presented in dialogical and monologue forms. Dialogic speech is a process of direct communication, which is characterized by alternately replacing each other and generating one another replicas of two or more persons" [12]. Monologue speech is the speech of one person expressing his thoughts, intentions, and assessment of events in a more or less detailed form. "Monologue speech is characterized by greater arbitrariness (plannedness), consistency, harmony than dialogic" [12]. The main difficulty in understanding dialogic speech by schoolchildren is that in the course of dialogic speech there is a need to follow the train of thought of the interlocutor. In this case, dialogical speech is closely related to the development of listening skills (as mentioned above). It often happens that students, when talking with a native speaker, "grasp" only the beginning of the replica, and the middle and end are skipped (listened), because the child's brain is thinking about the answer to the cue at this time. Another difficulty is the child's fear of communicating with foreigners in general. He is afraid that he will not understand them, and if he does, he will not be able to answer or will answer incorrectly. The main difficulty of monologue speech is to maintain consistency, coherence, continuity, semantic completeness of the statement in the process of speaking. It is very difficult for a child of primary school age to adhere to these criteria, and he reproduces what comes to mind at that moment, without thinking at all about the form in which he presents his story. A brief comparative analysis of listening and speaking testifies not only to the close

Oriental Renaissance: Innovative,
educational, natural and social sciences

SJIF 2023 = 6.131 / ASI Factor = 1.7

(E)ISSN:2181-1784
www.oriens.uz
3(1/2), Jan., 2023

interaction of listening and speaking, but also to their organic connection with reading and writing. Writing arose on the basis of sounding speech as a way of fixing the sounds of a language in order to save and subsequently reproduce information. Reading is, as it were, a transitional form from oral speech to writing, combining all the signs of both. Learning how to read and write is associated with the development of connections between speech hearing and articulation. "Reading is considered as a receptive speech activity, which consists of the perception and comprehension of written speech "[10]. In contrast to the perception of oral speech, when reading, information comes not through the auditory, but through the visual channel. Accordingly, the role of various sensations also changes. Visual sensations play a decisive role in reading. Both listening to speech and reading are accompanied by pronunciation of the perceived material in the form of inner speech, which becomes a full expanded speech when read aloud. Therefore, when reading, motor sensations play an important role. The reader hears himself, therefore auditory sensations are an obligatory element of reading. They give you the opportunity to check the correctness of your own reading. However, in reading, they play a subordinate role, in contrast to listening to speech, where they dominate. Thus, when working on difficulties in written and oral speech, one must take into account their close relationship. Therefore, one should work not alternately with each type of speech activity, but with all in the aggregate. In the teaching of foreign languages, the question of the study of the word combination and the question of the lexico-phraseological and lexical-syntactic variants of the word, which is closely related to it, has not yet been raised. Therefore, when a student is forced to turn to a natural speech work in the language being studied, he practically understands nothing, he only states with sadness that although he found all the words in the dictionary and wrote them out with" translations , to connect them and penetrate into the meaning of the whole he can not". Another reason that makes it difficult to assimilate this type of units is their dual nature. Therefore, when studying set phrases, it makes sense to turn to such language models that allow us to reflect their dual nature and make it possible to explain the elements of systemicity in their semantics. The speaker, when choosing means to express his intention, weighs which of the possible options will be best (easier, fuller, more accurate) understood by the listener in a given speech situation, and chooses it. "The scientists came to the conclusion that the ability of the non-free component of stable phrases to be combined with words of similar meaning increases the probability of predicting the non-free component in the formation of this type of unit. Therefore, first of all, attempts should be made to establish the commonality of nouns used with the same verb" [10].

New information technologies can become a means by which human consciousness acquires a new character. First of all, the ability to simulate a situation using a computer leads to the education of systemic thinking, in which cultural and moral values dominate in the mind and implementation of new technologies. New multimedia technologies give a high effect of teaching a foreign language if they are supported by advanced methodological techniques. At a more advanced stage of learning English, you can use the Internet. The global network is a unique environment for learning, because here you can find a large amount of authentic information on any topic, make contact with native speakers. The Internet acts both as a means of teaching the language and as the goal of learning, as it creates the need for communication in a foreign language - written or oral. "Computer support should harmoniously merge into the structure of the lesson, therefore, when developing a lesson using Internet resources, it is necessary to determine which topics it is advisable to use info communication technologies what didactic tasks are effectively solved using them, what software tools need to be used to create and performing computer tasks. Then you need to choose the type of activity: discussion, test, online exercises to consolidate grammatical, lexical and speech patterns, checking homework, etc" [7]. The world around us is getting smaller and smaller due to progress, speed and sociability, and we, despite all sorts of national, cultural and historical differences, have to make contact with foreign partners, adapting to their habits and characteristics. Communicating, meeting, talking, people are surprised at the differences that are striking. We should pay more attention to differences than to similarities. According to N.V. Baryshnikov, "the basis of teaching intercultural communication is not imitation of strategies and tactics from other cultures, but the formation of tolerance among participants in intercultural communication, the development of a mutually respectful attitude towards the culture, traditions, customs, and faith of one's communication partner" [3]. In other words, "the basis of intercultural communication is tolerance, which in modern psychology is interpreted as the ability of an individual to accept opinions, lifestyles, behavior patterns, and characteristics of other individuals that differ from his own without objections and opposition"[4]. Often, when learning English, students ask the following questions: Why is it not customary in England and America to address each other by name and patronymic? How do they sound like a middle name? Why is the word I always capitalized? Why is the question How are you at the beginning of the conversation? is mandatory? Are they really that interested in how I'm doing? These questions and their analysis lead us to the idea that in the conditions of intercultural communication the questions "why?" are alien, it is important to be able to accept facts from a

Oriental Renaissance: Innovative,
educational, natural and social sciences
SJIF 2023 = 6.131 / ASI Factor = 1.7

(E)ISSN:2181-1784
www.oriens.uz
3(1/2), Jan., 2023

different culture. Explanations about the rules of communication adopted in a particular culture are certainly needed, but not in order to "adapt" to them, "imitate" them, but for other purposes: in order to follow them, in order to better understand his interlocutor in the context of intercultural communication. Firstly, the language itself is only a part of culture, and therefore the expansion of the content of the subject " to "foreign language culture in intercultural communication" is simply not correct. And while maintaining the same number of teaching hours for a subject, such an expansion of its content is impossible without prejudice to the development of the foreign language itself. Secondly, the organization of intercultural communication in the classroom in the environment of one, Uzbek culture (without using a computer) is impossible. Thirdly, immersion of students in a foreign language culture involves their getting used to the mentality of another nation through mastering the intricacies of the language and non-verbal means of communication, which can lead to the destruction of their own mentality. Fourthly, there is no need to master linguistic Americanisms (of which some of our textbooks are rich), since knowledge of the English language at the level of the literary norm is quite enough for a school graduate. It is also obvious that new technologies for teaching foreign languages are required, since schoolchildren do not have enough ability to communicate in a foreign language. Their foreign speech, as a rule, lacks spontaneity, behavioral and speech variability as essential components of true communication. Teaching the spontaneity of foreign speech can be provided by communicative tasks, which represent an episode as a natural life situation, which requires the mandatory presence of:

1. a specific person endowed with certain traits-characteristics;
2. a specific person who perceives the speech and actions of the first;
3. motive;
4. goals and intentions of each of them in this activity;
5. various specific circumstances of this situation;
6. installation of high morality.

CONCLUSION

As we can see, there are many new methods and developments, new methods and technologies in teaching a foreign language. But there are still many difficulties and problems for students. Therefore, in teaching a foreign language, one should strive for the following goals:

1. Use a foreign language (in all its manifestations) in authentic situations of intercultural communication (the process of developing skills and abilities);

2. Explain and assimilate (at a certain level) someone else's way of life / behavior (cognition processes);

3. Expand the individual picture of the world by introducing native speakers of the language being studied to the language picture of the world (development processes).

As you know, skills and abilities, knowledge and development are links in one chain - the formation of personality. Thus, teaching a foreign language in the context of an intercultural paradigm has a great personal development potential, promising for a general education school. Another feature of a foreign language is the specific ratio of knowledge and skills. So, a foreign language in the process of mastering it involves the same big process as the "practical" disciplines (sports, crafts, etc.), the process of forming speech skills (skills). At the same time, this development implies no less than for the exact sciences, the amount of language knowledge in the form of rules, patterns, programs for solving various communicative tasks, which, due to the "non-objectivity" of a foreign language, relate to the construction, implementation of speech activity itself, while in in other scientific disciplines, they are valuable in themselves, as inherent in science itself and revealing its patterns. After analyzing the process of teaching a foreign language in the university, we came to the following conclusions:

1. A foreign language as a school subject requires daily, systematic and motivated work;

2. Due to the insufficient number of hours allocated for the study of a foreign language, it is necessary to activate the independence of students;

3. When working on difficulties in writing and speaking, one should work not alternately with each type of speech activity, but with all in the aggregate;

4. The basis for the study of vocabulary, phraseology and grammar of foreign languages should be speech works, and not unnatural, stilted texts;

5. Bilingualism is a necessary component in the modern content of education;

6. Multimedia technologies speed up the learning process and increase the motivation for learning a foreign language;

7. Teaching a foreign language should have a personality-developing potential that is promising for university education.

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**Oriental Renaissance: Innovative,
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SJIF 2023 = 6.131 / ASI Factor = 1.7

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