

## THE MAIN DIFFICULTIES OF UZBEK STUDENTS IN LEARNING THE LANGUAGE

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## O'ZBEK TALABALARINING TIL O'RGANISHDAGI ASOSIY QIYINCHILIKLARI

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## ОСНОВНЫЕ ТРУДНОСТИ, С КОТОРЫМИ СТАЛКИВАЮТСЯ УЗБЕКСКИЕ СТУДЕНТЫ ПРИ ИЗУЧЕНИИ ЯЗЫКА

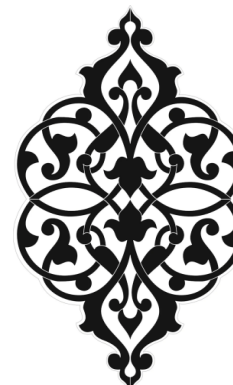
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**Abstract:** Learning English is becoming increasingly widespread among people of all nationalities around the world. Individuals strive to master English in order to achieve high results in their academic and professional careers. Despite its clear advantages, learners often face various challenges, particularly in pronunciation, grammar, and sentence construction. This article explores some of the grammatical difficulties encountered by Uzbek students.

**Keywords:** pronunciation, word-order, grammar, vocabulary, resources.

**Annotatsiya:** Ingliz tilini o'rganish butun dunyo bo'ylab barcha millat vakillari orasida tobora keng tarqalmoqda. Shaxslar o'zlarining akademik va kasbiy faoliyatida yuqori natijalarga erishish uchun ingliz tilini bilishga intilishadi. Afzalliklari aniq bo'lsa-da, o'quvchilar ko'pincha turli to'siqlarga duch kelishadi, xususan, talaffuz, grammatika va jumla tuzishda. Ushbu maqola o'zbek talabalari duch keladigan ba'zi grammatik qiyinchiliklarni o'rganadi.

**Kalit so'zlar:** talaffuz, so'z tartibi, grammatika, lug'at, manbalar.

**Аннотация:** Изучение английского языка становится всё более популярным среди представителей всех наций по всему миру. Люди стремятся овладеть английским языком, чтобы достичь высоких результатов в академической и профессиональной деятельности. Несмотря на очевидные преимущества, учащиеся часто сталкиваются с различными трудностями, особенно в произношении, грамматике и построении предложений. В данной статье рассматриваются некоторые грамматические трудности, с которыми сталкиваются узбекские студенты.

**Ключевые слова:** произношение, порядок слов, грамматика, словарный запас, ресурсы.

## INTRODUCTION

**(БЕДЕНИЕ/KIRISH).** The main difficulties Uzbek students face in learning a foreign language – especially English – can be grouped into several key areas, based on linguistic, educational and cultural factors. Especially this belongs to language families which are they come from. Because the Uzbek language is in Turkic language family, but The English is in Indo-European language family. So, their word-order is very different from each other. “In Uzbek language word-order is subject + object + verb and in English this is subject + verb+object” mentioned by Kutlimuratova Barno in her thesis.

## MATERIALS AND METHODS (ЛИТЕРАТУРА И

**МЕТОД/ADABIYOTLAR TAHLILI VA METODLAR).** Linguistic Differences. Uzbek is an agglutinative language with Subject-Object-Verb (SOV) order, whereas English uses Subject-Verb-Object (SVO). This leads to confusion in sentence construction.

Example: «*Men kitob o'qiyman.*» → «*I book read.*». (literal) instead of «*I read a book.*».

English has more complex tense usage (e.g., present perfect, past perfect), which doesn't directly exist in Uzbek.

Uzbek has no definite or indefinite articles, making “a,” “an,” and “the” hard to master.

Prepositions in English are often idiomatic and don't match Uzbek equivalents directly.

Sounds like /θ/ (think), /ð/ (this), and /æ/ (cat) are unfamiliar and difficult to produce.

Many schools, especially in rural areas, still rely on traditional grammar-translation methods. In this approach, grammar rules are taught in isolation, often followed by rote memorization and translation exercises. This method emphasizes theoretical knowledge over communicative competence, which leads students to know the rules passively but struggle to use them correctly in real speech or writing. For example, students may be able to recite the formula for the present perfect tense (*has/have + past participle*), but fail to apply it accurately in conversation due to lack of contextual practice. According to **Richards and Rodgers (2001)** [5], grammar-translation methods limit learners'

communicative ability and do not foster fluency or natural language use.

## DISCUSSION

**(ОБСУЖДЕНИЕ/MUHOKAMA).** Another significant challenge is the shortage of qualified and professionally trained English teachers, especially in remote or underfunded schools. While there are dedicated teachers across the country, not all of them are adequately trained in modern language teaching methodologies, particularly communicative language teaching (CLT) or task-based learning (TBL). In addition, some teachers themselves may have insufficient fluency in English, which limits their ability to model accurate grammar use and pronunciation. This results in students acquiring incorrect or incomplete knowledge of English grammar structures. **Overcrowded Classrooms and Limited Contact Time.** In many public schools, English classes are large in size, sometimes with over 30 or 40 students in a single classroom. Such conditions make it difficult for teachers to provide individualized feedback or correction on grammar mistakes. Moreover, students have limited opportunities to speak, write, or engage actively with the material. Also, the number of English lessons per week may not be enough to build a strong foundation, especially when learners do not encounter the language outside the classroom. As **Harmer (2007)** notes, frequency and intensity of exposure to a language play a crucial role in the development of grammatical competence [1].

As noted, Uzbek has no system of articles. Therefore, students often struggle with understanding when and how to use «a», «an», and «the». The concept of countable vs. uncountable nouns also complicates the use of articles.

Examples of common errors:

*She is teacher.* → *She is a teacher.*

*I bought apple.* → *I bought an apple.*

## RESULTS

**(РЕЗУЛЬТАТЫ/NATIJALAR).** English has 12 verb tenses, each with specific rules and usages. Uzbek has fewer verb forms and uses context or time indicators instead. Therefore, Uzbek learners frequently confuse tenses, particularly:

Present Perfect vs. Past Simple  
(e.g., *I have seen the movie yesterday.* → incorrect)  
Future forms  
(e.g., *I will going to school tomorrow.* → incorrect)

These errors stem from a lack of direct equivalents and overgeneralization of rules.

English prepositions are often idiomatic and do not follow consistent rules. Uzbek students may translate directly from their native language, leading to errors like:

*He is good in math.* → *He is good at math.*

*She depends from her brother.* → *She depends on her brother.*

In Uzbek culture, **respect for teachers and elders** is deeply ingrained. Students often avoid speaking out in class unless invited or completely confident. Students hesitate to ask questions or correct themselves. Fear of making mistakes prevents them from speaking freely. This **limits speaking practice** and slows fluency development [2]. Education in Uzbekistan has historically followed **teacher-centered methods** (lecture, memorization). Students expect grammar drills, vocabulary lists, and translation exercises. They may resist modern, interactive techniques (e.g., roleplays, task-based learning) [3].

To address these grammatical challenges, educators and learners should consider the following strategies:

#### **Contrastive Grammar Teaching.**

Teachers can highlight the differences between Uzbek and English grammar explicitly. Comparative lessons help students recognize and correct common errors.

#### **Contextualized Grammar Practice.**

Grammar should be taught in context, not isolation. Using dialogues, stories, and role-plays allows students to see how grammar functions in real life.

**Increased Speaking and Writing Practice.** Frequent use of English in speaking and writing helps internalize grammar rules. Pair work, group tasks, and journaling can enhance output [1].

Teachers can collect and analyze students' written work to identify patterns of grammatical

errors. Focused feedback on these mistakes can accelerate learning. Apps, videos, and websites can offer more engaging and interactive grammar practice. Watching English-language media also helps reinforce grammar in use.

#### **CONCLUSION**

**(ЗАКЛЮЧЕНИЕ/XULOSA).** To sum up, teaching English as a foreign language to Uzbek learners presents several difficulties. These include limited exposure to the language, structural differences between English and Uzbek grammar, a lack of adequately trained English instructors, and insufficient teaching materials. These obstacles can hinder students' progress in acquiring English proficiency. To address these issues, it is crucial to increase students' interaction with the English language, enhance the overall standard of English instruction, and equip educational institutions with the tools and resources needed for effective language education. With these improvements in place, Uzbek students will be better positioned to strengthen their English skills and access greater academic and career opportunities. Lastly, it is worth acknowledging the significant steps being taken by the government of Uzbekistan to address these challenges – a commitment that is likely to yield positive results in the long run.

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