



PRESENT DIFFICULTIES IN TEACHING AND STUDYING ENGLISH TO EFL STUDENTS

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Abstract: English has become an essential component of Uzbekistan's educational curriculum in the 20th and 21st century. In Uzbekistan, teaching and studying English as a foreign language is generally an unsatisfactory experience. Numerous studies have demonstrated the involvement of various elements in this process. In an effort to identify these variables and closely explore the issues at hand, the researcher tried to look through all potentially published studies that looked into or concentrated on the difficulties associated with teaching and learning English in Uzbekistan. It's also an effort to draw attention to the things that may be done to greatly improve the situation. These factors were shown to be highly linked and a classification of them was proposed.

Key words: Efl, curriculum, competency, trend, learning pathology, challenge

Currently, English has dominated the context of foreign language learning and teaching in Uzbekistan. English language is considered by many as the international language. Its acquisition can guarantee the availability of opportunities to employment, traveling, higher education, and even better life (Crystal, 1997). Teaching English as a foreign language is a challenging task in developing countries in general and in our country in particular. English has been included in the curriculum of Uzbek schools and universities and considerable attention has been paid to this language in our society for the following reasons: first of all, access to and use of the latest technological and scientific resources mainly written in English calls for an efficient amount of English language proficiency. Secondly, coping with the demands of the era of information explosion and the efficient use of the Internet makes learning English as a necessity. Thirdly, mastery of English facilitates cultural exchange among nations including the proposal of the dialog among civilizations.

Despite the fact that Uzbek educators have made a number of attempts to improve the state of English language instruction in Uzbekistan over the past few decades, the country's pupils' performance in learning the language remains unsatisfactory. Therefore, it is imperative to investigate the underlying causes of the pupils' subpar English performance. In order to achieve this, the purpose of this study was to identify and categorize the relevant variables. To do this, a thorough analysis of the research on the issues surrounding language instruction and learning in Uzbekistan is conducted. It's also an effort to draw attention to the things that may be done to greatly improve the situation.

Understanding the difficulties Uzbek students face when learning English is crucial. The primary barrier to English language acquisition is the lack of exposure to the source language. To put it another way, English has no purpose outside of the classroom. Thus, they do not see a pressing necessity to pick up English. And this kind of demand ought to be created by the school system.

In Uzbekistan, the importance of English as the modern world's lingua franca for developing diplomatic ties is blatantly disregarded. Very few educators and/or students visit English-speaking nations or interact with English speakers. There are a handful authorized native English speakers who teach in Uzbekistan.

Textbooks on languages appear to be essential components of every nation's educational system. The most popular ELT textbooks in Uzbekistan are utilized extensively as a curriculum and primary source of guidance for educators. The Ministry of Education creates and prepares the textbooks that are used in classrooms. The students receive formative and summative evaluations based on the material covered in the textbook. One of the main issues our students face when learning a language is that the assignments in their textbooks don't provide them with adequate experience in the abilities they will require. Put simply, there is a lack of variation in the communication assignments included in textbooks, which can serve as a source of motivation and purpose for students. Iranian-mandated EFL textbooks, according to Jahangard (2007), do not place much emphasis on students' oral and auditory communication abilities.

In Uzbekistan, parents and school administrators consider schools that provide high test scores to be reputable schools. Teachers may have a strong bias toward assessment since they are aware that their pupils' performance serves as a gauge of the caliber of their job.

Teachers continue to prioritize summative assessment due to the widespread use of discrete point assessments and summative evaluations of students' learning, and they lack the necessary training and experience to effectively administer the new assessment method. In other words, exam results continue to be prioritized over students' performance in real-world scenarios.

One of the main issues with language acquisition in Iran is that, despite spending seven years studying English in junior and high school, the majority of our kids are unable to communicate effectively in the target language. Stated differently, they are unable to converse in English. English teaching-learning pathology will detect the pitfalls, the weaknesses, and the unhealthy conditions of teaching and learning English. The problems fall into seven categories which constitute five important components of any education system (students, teachers, materials, teaching methods, and evaluation) and two other subcomponents (curriculum and policy) which are closely interrelated.

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