



THE PROBLEMS WHICH STUDENTS FACE WHILE LEARNING FOREIGN LANGUAGE AND THEIR SOLUTIONS

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Abstract

As the contemporary world's foremost language, English is now the principal medium of international communication and, as such, is intrinsic to information and knowledge in business, technology, education across multiple disciplines, health, and science. It therefore follows that English represents the global link between students and all forms of knowledge. With this in mind, the core English language skill which students now need more than ever, is the ability to converse fluently.

Keywords: Conversation skills, Comprehension, Language requirements, Grammar Vocabulary, Correct formulation of speech

Proficiency, Direct communication, Routine school activities, Extracurricular activities, Difficulties, Transposing, Abstract frameworks, Actual conversation, Biggest challenge, English language students, Communication techniques, Technological aids, Fluency, Oral communication, Main objectives, Expanded vocabulary, Teaching methodologies, Word meanings, Strategies, Student self-confidence, Basic research problem, Enhancing skills, Satisfactory standards, Assimilating English conversation skills, Formal classroom context, Teaching tools, Critical importance, Redressing problems

Conversation skills rest on student comprehension of the language requirements of grammar and vocabulary which enable the correct formulation of speech and on whether students can ultimately master the ability to speak correctly.

It is increasingly clear that in order to meet the personal and professional demands of 21st century life students need to practice direct communication with their teacher both through routine school and extracurricular activities. Nonetheless, numerous studies admit that around 75% of students still experience difficulties in honing their conversation skills. Indeed, while many students become proficient in the abstract frameworks of grammar, ongoing difficulties in transposing them to actual conversation has become the biggest challenge for English language students. Within the process of communication students are often required to build on ideas, express perceptions, and articulate reasoning; efforts which can be considerably compromised by poor conversational skill. As such, teachers should concentrate on





delivering communication techniques along with other language skills such as vocabulary and grammar, by applying modern technological aids to achieve fluency in oral communication in accordance with the main objectives of the majority of students. While many students feel frustrated by their inability to participate in 'real' conversations, they maintain that such oral communication difficulties can be solved through expanded vocabulary. This assumption is incorrect. On the contrary, it is evident that to confront difficulties, minimize confusion, and properly assimilate language, students should be guided by teaching methodologies which explain word meanings and engage with strategies specifically designed to combat issues of student self-confidence.

The basic research problem of this study rests on determining the precise difficulties and challenges faced by students in learning English language. The study also examines the range of techniques and procedures required to enhance student skills to a satisfactory standards, and analyses student effectiveness in assimilating English conversation skills in comparison with previous findings of low student ability to communicate in the formal classroom context or even casually amongst themselves. To this end, the study also evaluates the efficacy of various teaching tools, methodologies, and strategies, and the availability and/or utility of modern technology in delivering English communication and conversation skills. Research demonstrates that while students vary in their understanding of ancillary language skills such as writing, reading and vocabulary, communication skills remain the consistently weak link which gives rise to student frustration with 'real-life' usage. Research should therefore identify the various causes of such difficulties and devise logical and practicable solutions. The present study also acts to remind officials and other interested parties of the critical importance of redressing these essential teaching and learning problems.

The key questions of the present study are as follows:

1. To what extent do students find it difficult to communicate in English?
2. What is the effect of these problems on the student's language capabilities?
3. What are the best ways and means to resolve these problems?

The research aims underpinning the present study may be summarized as follows:

1. To identify the nature and extent of the difficulties faced by students in learning English and devise appropriate teaching solutions.
2. To promote programs which assist students to hone their English communication both in and out of the classroom in order to boost their general conversational abilities.





3. To break down the barriers of student fear and shame when practicing English conversation with a specialist.

The results of the study demonstrate that the difficulties and challenges faced by students when speaking in English comprise a number of factors which need direct and practical solutions. These include the lack of adequate English language teacher-training and the unavailability or use of means which enable students to communicate among themselves. The study showed that foremost among the many problems faced by students were low self-confidence around speaking in class, a largely unfounded fear of embarrassment caused by potential mistakes, imprecise understanding of English vocabulary and grammar, and incorrect word and sentence articulation.

What are the specific challenges that students face in developing their English conversation skills? How can teaching methodologies be improved to effectively enhance student skills? What is the role of technology in delivering English communication and conversation skills? What are the causes of student frustration with 'real-life' usage? What practical solutions can be implemented to address these challenges and improve students' abilities to effectively engage in oral communication? By addressing these questions, this study offers valuable insights into the essential teaching and learning issues surrounding English conversation skills and underscores the need for continued focus and attention in this critical area.

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