



DIFFICULTIES IN LANGUAGE LEARNING

YULCHIEVA D. D.

ESL instructor in Tashkent State Pedagogical University named after Nizami

Annotation:

The article focuses on the linguodidactic analysis of the difficulties encountered by students in the types of speech activities in mastering foreign language material and the reproductive, receptive and active features of these difficulties.

Keywords: interference, language experience, formal, semantic, functional difficulty, cross-linguistic similarities, differences, cross-linguistic congruence and discongruity aspects

A person is engaged in overcoming various difficulties that appear continuously in his life, and it is crucial for a person to mature and endure and overcome difficulties with patience and intelligence. Overcoming the difficulties of a foreign language and mastering speech activities is a natural phenomenon that occurs in the experience of schoolchildren. Foreign language difficulties occur in acquiring the functional, formal (form) and semantic (meaning) aspects of language units used in speech. A language unit can be either functional (at the level of the concept, in use), or formal (in construction, structure), or otherwise semantically (in meaning). Regardless of the embodiment of these aspects in a single integrated unit, each can be difficult or easy to learn. From the point of view of methodologists, the units of language material to be studied are divided into two large categories - difficult and easy. Common (similar) language phenomena in students' language experience are included in the sentence of easy



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units. E.g. one-root (international) foreign language lexicon can be shown with words in the mother tongue or second language: bank — bank, club — klub, biznes — business, etc.; In terms of grammar, there are enough easy events. functional aspects of verb tenses or simple level of quality; There are also quite a few relative similarities among pronunciation materials: phonemes such as [p], [t], [k], [s], [tj]. The phenomena shown and common to other language experiences can be expressed in the language of methodology by the term potential language material (potential vocabulary/grammar/pronunciation units). Students have the opportunity to learn in less time due to the presence of the relevant language experience. Potential phenomena can also be classified or typologized (categorized). The phenomenon of interference has been widely studied in connection with the study of different languages, and researchers have defined this phenomenon in different ways from their point of view. According to S. Misirov, interference is a deviation from the norm in the speech of a bilingual speaker [5].

In the pedagogical studies of our republic, interference as a linguistic phenomenon has been studied in the process of comparative study of languages, mainly in terms of the negative influence of the Uzbek and Russian languages on foreign languages. In the conducted research, the phenomena that occur in students' language experience: a) from the mother tongue to the Russian language; b) from the mother tongue to a foreign language; c) from Russian to a foreign language; g) researched in terms of positive and negative effects of mother tongue and Russian on foreign language. The sociolinguistic essence of the interference process is manifested in the fact that a person learning a foreign language involuntarily transfers the norms of speech behavior established in the



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native language to the language being studied [1]. In such a case, it is not the occurrence of internal laws of language development that is important, but the function of the language in certain social conditions. Interlinguistic interference is the coexistence of two nationalities in the same area in the social sphere, being outside the border for a long time, immigration and the death of different peoples. creates an environment of bilingualism in marriages between [2]. For example, Indians, who are indigenous people of the United States of America, do not beat children. You see, the emigrants who are the owners of the country today have also learned from this positive development. As a result, the word "you" has fallen out of use in modern English, and only "you" is used. The expression "you and me" has become a norm within the framework of English speech culture. There are many such examples. Therefore, learning the culture of the country where the language is being studied is of great importance in establishing international relations. It is not for nothing that the subject "Culture of the countries where the language is studied" is included in the faculties of foreign languages. In recent times, one of the most important directions of pedagogical research is the formation of ethnic values, behavior and worldview in the language, the interdependence of language and culture, the emergence of national stereotypes of speech and non-speech manners in the language, in the process of communication, it allowed to get complete information about the world and partial information about the languages of the world.

When learning languages, politeness takes the leading place in respecting the culture of other peoples, because speech etiquette is based on the traditions, religious beliefs and socio-cultural concepts of peoples. Due to the fact that the formation of politeness in the language differs in different cultures, cases of



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incorrect use of speech etiquette units may occur when speaking in a foreign language. Such inaccuracies belong to the type of socio-cultural errors [6]. Different attitudes to politeness and ways of its manifestation arise from the unique worldview of representatives of two or more cultures. It seems that linguistic and cultural reasons do not correspond to the fragments that meet the standards of politeness in the national language environment of the world, and as a result, the interaction of language forms creates linguistic and cultural interference, a number of errors may occur in non-native speech [3] Pedagogy the linguistic aspect of interference serves as a basis for it, in which the psychological and didactic aspect of interference is also confronted. Because in the process of learning any foreign language, the features of the language being studied will involuntarily pass through the prism of the learner's native language and will have an impact on the process of speech activity.

Studying the types of interference errors and their source of origin will undoubtedly help to reduce such errors and to acquire the language faster. Interference is a very wide-ranging phenomenon, which, as O.Yusupov pointed out, the task of comparative study of languages for pedagogical purposes includes not only "the aspects of interlanguage similarity, difference, interlanguage proportionality and disproportion", but also the nature of interference, pedagogical relevance " covers the similarities and differences. Solving such tasks turns comparative linguistics into an educational didactic resource for the methodology of teaching non-native languages [5]. In particular, it will be necessary to rely on these laws in the formation of interference competence. 1. Scientific justification of knowledge. This law is considered the basis of the formation of interference competence, in which the teacher, in the process of



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presenting a new topic, shows the differences and similarities between the language being studied and the native language, and warns about errors that occur due to the influence of the native language. is caught.

2. Based on the capabilities and age characteristics of learners. This law envisages the choice of forms of providing knowledge based on students' psychology and language experiences. Taking into account students' language experiences facilitates the process of formation of interference competence. Also, three factors should be taken into account: diversity of students' mother tongue, diversity of language experience, and diversity of English language skills.

3. Visuality. The presentation of each topic through visual aids, actions, and gestures ensures that it is kept in the memory of students for a long time.

4. Regularity. This law implies that the measures aimed at the formation of interference competence should be a part of the lesson process.

5. Education and practice unit. In the formation of interference competence, this rule provides that education should be organized on the basis of a communicative approach, and the acquired knowledge should be reflected in the process of communication.

6. Awareness and activity. This law is based on the use of differentiated educational technology in the formation of interference competence, which allows to control the conscious reception of the given grammatical and phonetic materials by students and to activate them equally during the lesson.

7. Systematicity and consistency. It is intended to ensure that topics aimed at the formation of interference competence, and a system of exercises and assignments aimed at strengthening them, will be given in sequence and continuity.



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8. Unity of education and training. Through the formation of interference competence, qualities such as having knowledge about the culture, customs and traditions of other nations and respecting them are formed in students. This, in turn, serves to eliminate intercultural interference.

From a psychological point of view, the phenomenon of interference is interpreted as an obstacle that occurs as a result of the transfer of existing skills and competencies from one activity to another. The transfer of skills specific to one language to another is related to the complex activity of the student's psyche, and creates similar situations in the student's thinking that are directly and indirectly related to the system of his native language. Knowledge of the mother tongue helps to learn a language in terms of similar features, but in different aspects, it allows learning a second language, and it can create difficulties for the student to develop new skills. J. Jalolov stated that language is one of the important values of humanity, and the mother tongue is the first resource that plays a special role in the formation of thinking. Concepts formed on the basis of native language words are embodied in the sound and written representation of foreign language words when learning a foreign language. In psychology, there is a lot of information about the positive and negative transfer of skills. Language experience can hinder or facilitate the process of new acquisition [7]. The negative effect (interference) can be interlinguistic (mother tongue, second language, foreign language) and internal (in the foreign language itself), depending on its source. Interference occurs in vocabulary, grammar, and pronunciation, hinders the understanding of the speech process, and even makes speakers unable to understand each other. Due to interference, it is natural to cause difficulties and errors [2].



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It seems that there are different definitions and views on the phenomenon of interference: some scientists consider interlinguistic interference as a negative effect of language that leads to deviation from its norms in the process of language interaction, while another group of scientists consider interlinguistic interference they explain the transfer of speaking skills to the second language. The first definition is approached from a linguistic point of view, and the second from a psychological point of view. In our opinion, taking into account the fact that they are approached from different points of view, both definitions can be considered correct, but they require certain additions. In short, the typology of difficulties is created as follows, all difficulties are divided into two large groups: the master and subordinate difficulties are named [2] The master difficulties, which are included in the first group, are composed of the most complex units.

1. Interference (affective) and organizational difficulties according to the cause of occurrence (difficulties arising as a result of the negative influence of the mother tongue, second language and foreign language belong to this type).
2. Difficulties related to receptive and reproductive acquisition of language. They are called functional, semantic and formal difficulties.
3. From the point of view of factors of prevention of difficulties, they are divided into dominant and subordinate difficulties.

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