

DIFFICULTIES FACED BY UZBEK-SPEAKING LEARNERS IN LEARNING ENGLISH

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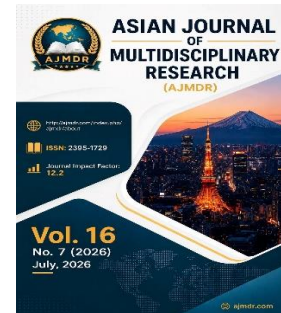
Annotation: This article examines the main difficulties faced by Uzbekspeaking learners in learning English as a foreign language. Due to important differences between the Uzbek and English languages systems, learners often experience challenges in pronunciation, grammar, vocabulary acquisition and listening comprehension. In particular, issues related to tense usage, articles, word order and unfamiliar sounds create obstacles in effective communication. Psychological factors such as fear of making mistakes, lack of confidence and limited exposure to an English-speaking environment also negatively affect learning outcomes. The study highlights how reliance on direct translation from the native language can hinder fluency and accuracy. Understanding these difficulties is essential for teachers in order to select appropriate teaching methods and creative supportive learning environments.

Keywords: English language, language learning challenges, Uzbek students, education system, textbooks, psychological factors.

Anotatsiya: Ushbu maqolada ingliz tilini chet tili sifatida o'rganayotgan o'zbek tilida so'zlashuvchi o'quvchilar duch keladigan asosiy qiyinchiliklar tahlil qilinadi. O'zbek va ingliz tillari tizimlari o'rtasidagi muhim farqlar tufayli o'rganuvchilar ko'pincha talaffuz, grammatika, lug'at boyligini egallash va tinglab tushinishda muammolarga duch keladilar. Xususan, zamonlardan foydalanish, artikllar, so'z tartibi hamda notanish tovushlar samarali muloqotga to'sqinlik qiladi. Shuningdek, xato qilishdan qo'rqish, o'ziga ishonchsizlik va ingliz tilida so'zlashuvchi muhitning yetishmasligi kabi psixologik omillar ham o'rganish natijalariga salbiy ta'sir ko'rsatadi. Tadqiqot ona tilidan to'g'ridan-to'g'ri tarjimaga tayanish ravonlik va aniqlikni pasaytirishini ko'rsatadi. Ushbu qiyinchiliklarni anglash o'qituvchilar uchun mos o'qitish metodlarini tanlash va ijodiy, qo'llab-quvvatlovchi o'quv muhitini yaratishda muhim ahamiyatga ega.

Kalit so'zlar: Ingliz tili, til o'rganishdagi qiyinchiliklar, o'zbek talabalar, ta'lim tizimi, darsliklar, psixologik omillar.

Introduction: In Uzbekistan, English is taught as a foreign language (EFL) from early secondary school through higher education. Despite its global importance for academic and professional success, many Uzbek learners struggle to achieve high



proficiency. These challenges stem from deep structural contrasts between Uzbek – Turkic – English – and Germanic language. Specifically, differences in phonological systems, sentence structure, grammatical categories, and lexical patterns hinder learners' progression. This research shows findings from recent studies to explore these difficulties and their pedagogical implications.

1. Linguistic challenges

1.1. Phonological difficulties

One of the most documented problems for Uzbek learners is pronunciation. The phonological systems of Uzbek and English differ greatly in both segmental features (individual sounds) and suprasegmental features (stress and intonation). Uzbek has a smaller vowel inventory and lacks certain consonants found in English, such as interdental fricatives / θ/ and / ð/, leading learners to substitute these with more familiar sounds. Incorrect stress placement and flat intonation, which result from the syllable-timed rhythm of Uzbek, further reduce intelligibility in spoken English.

1.2. Grammatical interference

Grammatical interference is another critical source of difficulty. English has complex tense structures, use of articles (a, an, the), and fixed word-order patterns that do not exist in Uzbek lacks equivalent structures. Additionally, the subjectverb-subject order in English contrasts with some flexible word orders in Uzbek, causing sentence construction errors.

1.3. Vocabulary acquisition and translation issues

Direct translation from Uzbek to English often results in error patterns, especially with false friends (words that look similar but differ in meaning) and idiomatic expressions. Learners may over-rely on literal translations, which impede the development of natural, context-appropriate vocabulary use. This influences both speaking fluency and reading comprehension.

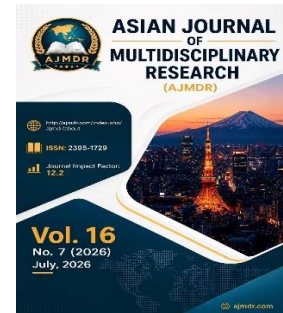
2. Psycholinguistic and cognitive barriers

Beyond linguistic differences, psychological factors negatively affect English learning. Common issues include fear of making mistakes, lack of confidence in speaking and limited opportunities for authentic language exposure due to predominantly Uzbek contexts. These factors contribute to learner anxiety and reluctance to practice communicative skills, which are essential for fluency.

3. Pedagogical implications and strategies

3.1. Pronunciation training

Integrating focused pronunciation lessons into EFL curriculum is essential. Approaches like minimal pairs practice, stress and intonation drills and phonetic awareness can improve learners' ability to produce unfamiliar sounds and stress patterns correctly. Teachers should draw on contrastive analysis between Uzbek and English to help students recognize problematic areas.



3.2. Grammar and translation awareness

To overcome grammatical interference, instruction should emphasize contextualized practice rather than simple rule memorization. Explicit explanation of articles, tense aspects, word order – supported by contextual examples – can reduce reliance on direct translation and improve accuracy.

3.3. Learner confidence and exposure

Creating communicative classroom activities, peer-speaking tasks and increased exposure to authentic English resources (e.g., listening to native speech, reading graded texts) can build confidence and reduce anxiety. Encouraging learners to interact with English media fosters incidental vocabulary acquisition and listening skills. Conclusion: This article highlights the multifaceted challenges faced by Uzbekspeaking learners of English, including phonological, grammatical, lexical, and psychological barriers. Many of these difficulties arise from cross-linguistic influence and limited exposure to native English contexts. Addressing these challenges requires a combination of targeted pronunciation instruction, contextual grammar teaching, and supportive learning environments that build confidence and communicative competence. Continued research and teacher training are necessary to refine pedagogical strategies for Uzbek EFL learners.

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