



COMMON PROBLEMS IN LEARNING ENGLISH AND THEIR SOLUTIONS

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Abstract

This article systemically identifies the ubiquitous linguistic, psychological, and institutional obstacles encountered by students in the process of learning English and offers targeted, evidence-based pedagogical solutions. Despite the global standardization of English language curricula, learners consistently struggle with internalizing complex grammatical paradigms, developing authentic phonological fluency, and overcoming persistent communication anxieties. This study analyzes the root causes of these difficulties, exploring the roles of first-language interference, fossilization, and low intrinsic motivation. By synthesizing contemporary methodologies from applied linguistics, the paper outlines strategic interventions, including communicative language teaching, immersive task-based learning, and the integration of adaptive digital tools to enhance learning efficiency and sustain long-term linguistic proficiency.

Keywords: English acquisition, learning barriers, language anxiety, pedagogical solutions, fossilization, communicative approach, syntax errors.

Introduction

As the undisputed global lingua franca, proficiency in the English language serves as a crucial determinant of international academic success, professional mobility, and socioeconomic advancement. Consequently, educational systems worldwide invest massive resources into standardized English curricula across all academic tiers. However, the path to achieving operational fluency in English as a



second or foreign language is fraught with systemic difficulties that frequently cause student plateauing, disillusionment, and eventual abandonment of the language. Understanding these universal points of friction is essential for both learners seeking to optimize their study habits and educators striving to design resilient teaching frameworks.

The relevance of this investigation is amplified by the limitations of traditional, structurally rigid instructional models that prioritize rote memorization over functional communicative competence. When the learning process focuses exclusively on passing written examinations rather than navigating real-world discourse, students develop fragmented skills, resulting in a phenomenon where individuals possess advanced theoretical knowledge of grammar yet remain incapable of executing basic oral interactions.

Main Body

A comprehensive diagnostic analysis of the English language learning process reveals a distinct triad of linguistic, psychological, and methodological challenges that impede learner advancement. Linguistically, the primary obstacle stems from first-language interference, where the deep-seated grammatical, syntactic, and phonological habits of the student's native tongue are erroneously projected onto English structures. This interference frequently manifests as persistent errors in word order, misuse of prepositions, and an inability to master the complex English tense-aspect system, which often lacks direct equivalents in other language families. If these systemic errors are left uncorrected over extended periods, they undergo fossilization, a state where incorrect linguistic habits become deeply embedded in the learner's brain, making subsequent remediation exceptionally difficult. Furthermore, the chaotic relationship between English orthography and phonetics regularly induces severe pronunciation and listening comprehension difficulties, as the spelling of words rarely provides a reliable guide to their actual auditory execution.



Psychologically, these linguistic hurdles are heavily compounded by foreign language anxiety and the affective filter, which severely restrict a learner's cognitive processing capacity during live communication. The fear of negative evaluation, peer judgment, and the inability to project one's true intellect through a limited foreign lexicon often paralyze students, leading to voluntary classroom silence and low communicative confidence. Methodologically, these problems are frequently exacerbated by outdated institutional practices that isolate vocabulary study into static, decontextualized lists and reduce reading instruction to passive decoding tasks. To overcome these deep-rooted barriers, pedagogical frameworks must be systematically re-engineered to prioritize task-based and communicative language teaching methodologies. Instructors must deliberately construct low-stakes, immersive classroom ecosystems where errors are treated as valuable diagnostic data rather than pretexts for punitive grading, thereby lowering the affective filter.

Conclusion

The path to English language proficiency is inherently challenging, yet the common obstacles encountered by learners are entirely manageable through the application of modern, scientifically grounded pedagogical strategies. Shifting the educational focus from passive grammatical accuracy to active communicative fluency is the critical requirement for resolving learner stagnation.

To implement these solutions on a systemic scale, educational institutions must update their assessment metrics to evaluate practical oral and written communication rather than abstract grammatical memorization. Furthermore, learners should be encouraged to utilize adaptive digital technologies and immersion techniques to integrate English into their daily routines outside the formal classroom.

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