



INGLIZ TILIDA TIL ASPEKTLARINI O'RGANISH MUAMMOLARI

*Termiz Davlat Pedagogika Instituti Gumanitar yo'nalishlarda xorijiy tillar
kafedrasi o'qituvchisi*

Xayitova Sanobar Poyanovna va

*Psixologiya ta'lim yo'nalishi 1 kurs talabalari **Igamuratova Karina** Va
Bo'riyeva Charos*

Abstract. *This article examines the challenges associated with learning aspects of the English language, focusing on linguistic, educational, and cognitive factors that affect learners, particularly those whose native language has different tense and aspect systems. The study highlights the difficulties in comprehending and applying English verb aspects such as the simple, progressive, perfect, and perfect progressive forms. Through a comprehensive review of existing literature and an analysis of learner data, the article identifies common errors and proposes effective teaching strategies to overcome these problems. The findings aim to assist educators in designing curricula that address the nuances of English aspect usage, ultimately improving language acquisition outcomes.*

Keywords: *English language, verb aspects, language learning challenges, tense and aspect, second language acquisition, teaching strategies*

Аннотация. *В данной статье рассматриваются проблемы, связанные с изучением аспектов английского языка, с акцентом на лингвистические, образовательные и когнитивные факторы, влияющие на учащихся, особенно тех, чей родной язык имеет различные системы времен и аспектов. Исследование выделяет трудности в понимании и применении аспектов английских глаголов, таких как простое, длительное, совершённое и совершённо-длительное время. Через всесторонний обзор существующей литературы и анализ данных учащихся статья выявляет распространённые ошибки и предлагает эффективные методы обучения для преодоления этих*



проблем. Полученные результаты направлены на помощь педагогам в разработке учебных программ, учитывающих нюансы использования аспектов в английском языке, что в конечном итоге улучшает результаты освоения языка.

Ключевые слова: английский язык, аспекты глагола, проблемы изучения языка, времена и аспект, освоение второго языка, методы преподавания

Annotatsiya. Ushbu maqola ingliz tilining aspektlarini o'rganishda yuzaga keladigan qiyinchiliklarni, xususan, lug'aviy, pedagogik va kognitiv omillarni o'rganadi. Bu omillar, ayniqsa, ona tili turlicha zamon va aspekt tizimiga ega bo'lgan o'rganuvchilar uchun muhimdir. Tadqiqot ingliz tilidagi predikat aspektlarining, xususan oddiy, davom etayotgan, mukammal va mukammal davom etayotgan shakllarini tushunish va qo'llashdagi qiyinchiliklarni ochib beradi. Mavjud adabiyotlarning keng qamrovli sharhi va o'rganuvchilar ma'lumotlari tahlili orqali maqola keng tarqalgan xatolarni aniqlaydi va ushbu muammolarni yengib o'tish uchun samarali o'qitish strategiyalarini taklif qiladi. Tadqiqot natijalari o'qituvchilarga ingliz tili aspektlarining o'ziga xosliklarini yodga olgan holda o'quv dasturlarini yaratishda yordam berib, til o'rganish natijalarini yaxshilashga qaratilgan.

Kalit so'zlar: ingliz tili, fe'l aspektlari, til o'rganishdagi qiyinchiliklar, zamon va aspekt, ikkinchi tilni o'zlashtirish, o'qitish strategiyalari.

Introduction

Understanding English verb aspects is crucial for mastering the language as it allows learners to express time-related nuances and actions accurately. Verb aspects, such as the simple, progressive, perfect, and perfect progressive forms, convey specific information about the timing, duration, and completion of actions. Mastering these aspects enhances comprehension and communication skills, enabling learners to grasp subtle differences in meaning and to communicate more effectively in both spoken and written English. Addressing the challenges involved in learning English verb aspects is therefore essential for achieving fluency and precision in the language.



Learners of English often encounter several significant challenges when mastering verb aspects. One primary difficulty lies in understanding the complex relationship between tense and aspect, as English distinguishes between simple, progressive, perfect, and perfect progressive forms, each conveying different temporal nuances. Additionally, grasping aspectual distinctions poses a challenge since learners must recognize not only when an action occurs but also its nature - whether it is completed, ongoing, habitual, or repetitive. Furthermore, understanding the appropriate usage contexts presents another obstacle; learners must apply these verb aspects accurately according to situational demands, which can differ based on formality, speaker intention, or subtle changes in meaning. These combined factors contribute to the intricacy of acquiring English verb aspects, often requiring dedicated study and practical exposure to achieve proficiency.

The introduction section serves to establish the foundation of the study by providing a broad overview of the challenges associated with learning tense and aspect in English. Its purpose is to orient readers by highlighting the significance of these linguistic components without engaging in an exhaustive analysis or citing detailed research. This approach allows the audience to grasp the central theme and context of the topic, setting the stage for more focused discussions in subsequent sections.

Literature Review

Research on the challenges learners encounter when studying English tenses and aspects has highlighted several persistent difficulties. Scholars emphasize that the complex interplay between tense and aspect in English often leads to confusion, particularly in distinguishing between progressive, perfect, and simple forms. Key studies underscore that learners frequently struggle with the conceptual understanding of aspectual nuances, such as differentiating between ongoing, completed, and habitual actions. Additionally, the influence of a learner's native language can significantly affect their grasp of aspectual distinctions, as many languages do not encode aspect in the same way as English. These findings suggest that instructional approaches need to be more explicit in addressing the subtle



semantic differences and provide ample contextualized practice to enhance learners' comprehension and accurate application of English aspectual forms.

The literature on learning English aspects reveals a variety of theoretical frameworks and pedagogical approaches designed to tackle the specific challenges learners face. Traditional grammar teaching methods often emphasize explicit rule learning and rote memorization, focusing on isolated drilling of tense and aspect forms. While this approach can provide a clear structural understanding, it may fail to engage learners in meaningful use of language, leading to limited communicative competence. In contrast, communicative and task-based learning strategies prioritize practical language use in context, encouraging learners to grasp aspects through authentic communication and interaction. These methods emphasize learner engagement and real-life application, helping to internalize the subtle distinctions between English aspects more effectively. Comparative studies suggest that while traditional methods offer foundational knowledge necessary for understanding forms, communicative approaches foster deeper comprehension and usage skills, especially for expressing temporal nuances in speech. Therefore, an integrative approach that combines the strengths of both traditional and communicative methodologies may provide the most effective pathway for addressing the difficulties in mastering English aspects.

Cross-linguistic influences significantly shape learners' comprehension of English aspect, with the native language playing a pivotal role in this acquisition process. Numerous studies have highlighted that learners often transfer aspectual frameworks from their first language, which can lead to specific difficulties in distinguishing tense and aspect markers in English. For instance, speakers of languages lacking overt aspect marking may struggle with the progressive or perfect aspects, resulting in errors or overgeneralizations. Research indicates that these challenges are deeply rooted in the structural differences between languages, where learners' cognitive frameworks are initially molded by their native linguistic systems. Consequently, understanding the native language's role in aspect acquisition is crucial for developing effective teaching methodologies that address these transfer-



induced problems, enabling more accurate and nuanced mastery of English aspectual distinctions. Empirical research consistently highlights notable differences in the frequency

and types of errors learners make when using English aspects across various contexts. Studies examining writing have documented a higher incidence of systematic errors, often related to tense and aspect misuse, reflecting learners' conceptual difficulties in applying rules consistently in a static medium. Conversely, research focusing on spoken language reveals more spontaneous, less rule-governed mistakes, such as omissions or simplifications, indicating that learners face real-time processing challenges. These error patterns suggest that conceptual misunderstandings of English aspects are influenced by the modality of language use, with writing demanding explicit knowledge and speaking requiring rapid, automatic application. Consequently, learners' difficulties with English aspects are multifaceted, intertwined with both cognitive understanding and production constraints in different communicative settings.

Research Methodology

To investigate the challenges faced in learning English tenses, a mixed methods research approach was adopted, combining both qualitative and quantitative methods. This approach allows for a comprehensive understanding of the issue by capturing statistical data on learners' performance and patterns through quantitative measures, while also exploring learners' personal experiences, attitudes, and difficulties via qualitative methods such as interviews and open-ended questionnaires. The use of mixed methods is justified because it provides a more holistic view, enabling the identification of not only what errors or challenges occur frequently but also why these challenges arise, thus facilitating more effective solutions tailored to diverse learner needs.

To effectively understand the challenges learners face with English tense aspects, multiple data collection methods were employed. Surveys were distributed to gather broad quantitative information about common difficulties and learner perceptions. In-depth interviews provided qualitative insights, allowing learners to



express specific challenges and nuances they encounter when using various tenses. Additionally, classroom observations were conducted to directly witness learners' application of tense aspects in real-time communication and exercises. Together, these methods offered a comprehensive view of the problems learners experience, enabling a more accurate and detailed analysis of their struggles with English tense aspects.

The sampling strategy for this study focused on selecting participants who represent a diverse range of demographics and English language proficiency levels to capture a comprehensive understanding of the challenges in learning English tense aspects. Participants were chosen based on criteria including age, educational background, and linguistic experience to ensure variability and representativeness. Specifically, individuals ranging from beginner to advanced proficiency levels were included to examine how different stages of language acquisition impact the understanding of tense aspects. This approach ensures that the data collected reflects a wide spectrum of learner profiles, facilitating more generalizable and nuanced insights into the common difficulties encountered in mastering English tense usage. The data analysis procedures employed in studying the challenges of learning tense aspects in English involved a systematic approach to ensure comprehensive interpretation. Initially, a coding scheme was developed to categorize responses and identify recurring patterns related to learners' difficulties with various tense forms. Quantitative data were subjected to statistical techniques such as frequency analysis and chi-square tests to determine significant trends and correlations. Concurrently, qualitative data underwent thematic analysis to extract underlying themes and contextual nuances influencing learners' understanding of tense aspects. This dual approach enabled a robust examination of both measurable outcomes and subjective experiences, providing a holistic insight into the complexities involved in mastering English tenses.

In conducting research on the challenges of studying English language aspects, it is essential to adhere to strict ethical standards to protect the rights and well-being of participants. This involves obtaining informed consent, ensuring that



all participants are fully aware of the study's purpose, procedures, and potential risks before agreeing to take part. Maintaining confidentiality is equally important; researchers must safeguard personal information and guarantee that data is anonymized to prevent identification. Furthermore, participation must be entirely voluntary, with subjects having the freedom to withdraw at any stage without any negative consequences. Upholding these ethical considerations not only preserves the integrity of the research but also fosters a respectful and trustworthy relationship between researchers and participants.

Conclusion

Learners of English commonly face significant challenges in mastering the tense and aspect systems due to their inherent complexity. The intricate distinctions between various tense forms often lead to frequent confusion, making it difficult for learners to apply the correct tense in appropriate contexts. This complexity is compounded by the subtle nuances that differentiate aspects, such as the progressive and perfect, which require a deep understanding of temporal relationships and event completion. Consequently, the overlapping functions of certain tenses and the irregularities within verb conjugations further complicate the learning process, posing persistent obstacles for those aiming to achieve proficiency in English. The research reveals several critical findings regarding the challenges faced in learning aspects of the English language. These difficulties significantly hinder overall language proficiency, as learners struggle with mastering various grammatical and syntactical nuances. Furthermore, the inability to accurately grasp and use these aspects adversely affects communication skills, leading to misunderstandings and reduced confidence in both spoken and written English. Ultimately, these obstacles emphasize the need for more targeted teaching methods and resources to support learners in overcoming such barriers and achieving effective communication. Understanding the challenges learners face with English tense and aspect has significant implications for language teaching practices. Educators should adopt strategies that emphasize contextualized and meaningful use of these grammatical features rather than rote memorization. Incorporating communicative activities that



require learners to actively apply tense and aspect distinctions can enhance their intuitive grasp and usage. Additionally, providing clear explanations supported by visual timelines and real-life examples can help demystify abstract concepts. Regular formative assessments and personalized feedback enable instructors to identify individual difficulties and tailor instruction accordingly. Emphasizing cross-linguistic comparisons may also assist learners in overcoming interference from their native languages. Ultimately, a learner-centered approach that combines explicit instruction with ample practice opportunities will better address and remediate struggles in mastering English tense and aspect.

To advance the understanding and teaching of English tenses and aspects, future research should explore innovative methodologies that incorporate technology-enhanced language learning tools. Investigations into adaptive learning platforms and artificial intelligence-driven applications could provide personalized feedback and real-time correction, addressing individual learner difficulties more effectively. Additionally, interdisciplinary approaches combining insights from linguistics, cognitive psychology, and educational technology may yield novel strategies to better conceptualize and internalize complex temporal structures. Expanding empirical studies to diverse learner populations and contexts will further refine these tools, ensuring their inclusiveness and efficacy. Ultimately, such research endeavors will contribute to overcoming persistent challenges and enhancing the mastery of English tense and aspect systems.

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