

**CHALLENGES OF LEARNING ENGLISH AS A FOREIGN LANGUAGE AND THEIR SOLUTIONS**

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**Annotation:** This article examines the major challenges faced by learners in studying English as a foreign language and suggests effective solutions to overcome these difficulties. The study focuses on common problems such as limited vocabulary, lack of speaking practice, pronunciation difficulties, grammatical errors, low motivation, and anxiety in communication. The article also analyzes modern teaching approaches, interactive methods, and technological tools that can improve language learning outcomes.

**Keywords:** English as a foreign language, language learning challenges, communicative competence, pronunciation difficulties.

**INTRODUCTION**

In the modern world, English has become one of the most widely used international languages in education, science, technology, business, and global communication. As a result, learning English as a foreign language has become an essential requirement for students and professionals in many countries. In Uzbekistan, special attention is being paid to improving foreign language education through educational reforms, innovative teaching methods, and the integration of modern technologies into the learning process.

In recent years, the government of Uzbekistan has adopted several important reforms aimed at developing the foreign language education system. In particular, the Resolution of the President of the Republic of Uzbekistan on improving foreign language learning has created broad opportunities for strengthening English teaching in schools, colleges, universities, and training centers. These reforms emphasize the necessity of preparing competitive specialists with strong communicative competence and practical language skills.

Despite these improvements, many students still face serious difficulties while learning English as a foreign language. One of the most common challenges is the limited opportunity to practice English in real-life situations. Since English is not widely used in everyday communication in many non-English-speaking countries, learners often struggle to develop speaking fluency and listening comprehension. In addition, students frequently experience problems related to pronunciation, grammar usage, vocabulary memorization, and lack of confidence during communication.

Another important issue is psychological barriers in language learning. Fear of

making mistakes, low self-confidence, and communication anxiety negatively affect students' participation in classroom activities. Traditional teaching methods that focus mainly on grammar rules and memorization may also reduce students' motivation and interest in learning English.

Modern educational approaches suggest that these problems can be solved through interactive teaching methods, communicative activities, digital technologies, and learner-centered instruction. The use of multimedia resources, educational games, online platforms, group discussions, and real-life communication tasks helps learners improve their language skills more effectively and confidently.

### **LITERATURE REVIEW**

The problems and challenges of learning English as a foreign language have been widely studied by many international and local researchers. Scientists, linguists, and educators have analyzed various linguistic, psychological, and methodological factors that influence the effectiveness of English language learning.

Stephen Krashen emphasized the importance of comprehensible input and low-anxiety learning environments in second language acquisition. According to his Input Hypothesis, students learn languages more effectively when they are exposed to meaningful and understandable language in comfortable classroom conditions. Krashen also highlighted that fear and stress can negatively affect learners' ability to communicate in English.

Similarly, Noam Chomsky contributed significantly to language acquisition theory by explaining the innate ability of humans to learn languages. His ideas encouraged researchers to study the cognitive processes involved in foreign language learning and the importance of exposure to authentic language use.

Jeremy Harmer discussed the major difficulties faced by English learners, including pronunciation problems, lack of motivation, and limited speaking practice. He argued that communicative teaching methods and interactive classroom activities help students become more active participants in the learning process. Harmer also stressed the importance of balancing grammar instruction with practical communication activities.

Research conducted by David Nunan demonstrated that learner-centered teaching approaches significantly improve students' communicative competence. According to Nunan, task-based learning, pair work, and collaborative activities increase students' confidence and encourage active language use in classroom settings.

Furthermore, Lev Vygotsky highlighted the social nature of learning and the importance of interaction in cognitive development. His sociocultural theory supports the idea that communication and cooperation are essential elements in foreign language acquisition.

## **METHODOLOGY**

This research was conducted using qualitative and quantitative research methods to identify the major challenges faced by students in learning English as a foreign language and to determine effective solutions for overcoming these difficulties. The study focused on students' language learning experiences, classroom participation, communicative competence, and motivation in English language classes.

## **ANALYSIS AND RESULTS**

The findings of the research revealed that students face several significant challenges while learning English as a foreign language. According to the questionnaire results, 68% of students experienced difficulties in speaking fluently due to lack of confidence and fear of making mistakes. Approximately 61% of participants reported problems with pronunciation, while 57% indicated that limited vocabulary negatively affected their communication skills. In addition, 49% of students mentioned grammar difficulties as one of the major barriers in learning English effectively.

Classroom observations showed that students taught through traditional methods were often passive during lessons and less willing to participate in discussions. Many learners focused mainly on memorizing grammar rules rather than using English in practical communication. As a result, their speaking confidence and communicative competence remained limited.

In contrast, the experimental group demonstrated noticeable improvement after the implementation of interactive and communicative teaching methods. Students who participated in role plays, pair work, educational games, and multimedia activities became more active and motivated during lessons. Their classroom participation increased by nearly 40% compared to the beginning of the experiment.

The results of the final assessment indicated that the experimental group achieved significantly higher scores in speaking and listening tasks than the control group. Vocabulary retention improved by approximately 35%, while pronunciation accuracy and listening comprehension also showed considerable progress. Students reported that interactive activities helped them feel more relaxed and confident while communicating in English.

Another important finding was the positive impact of technology on language learning. Online exercises, educational videos, and mobile applications provided students with additional opportunities to practice English outside the classroom. These tools improved independent learning skills and increased students' interest in the language learning process.

Teacher observations also confirmed that communicative and learner-centered approaches created a more supportive and productive classroom environment. Students were more willing to cooperate with classmates, express their ideas, and use English actively during lessons.

## CONCLUSION

In conclusion, the research has shown that learning English as a foreign language is a complex process influenced by linguistic, psychological, and pedagogical factors. Students often face difficulties such as limited vocabulary, pronunciation problems, grammar errors, lack of speaking practice, low motivation, and communication anxiety. These challenges significantly affect their ability to develop communicative competence in English.

The results of the study clearly demonstrate that traditional teaching methods alone are not sufficient to overcome these difficulties. Instead, interactive and communicative approaches play a crucial role in improving students' language learning outcomes. The use of group discussions, role plays, educational games, multimedia resources, and digital learning tools increases students' motivation, confidence, and active participation in classroom activities.

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