

DIFFICULTIES FACED BY STUDENTS LEARNING FOREIGN LANGUAGES

Isroilova Fotima Ilhomjon qizi

A student of the faculty of foreign languages

Kokand State Pedagogical Institute

Abstract This article discussed about difficulties of learning foreign languages between students. Nowadays learning or knowing extra foreign languages plays the main role in our life. We cannot image our life without foreign languages. So that, learning a foreign language is one of the hardest things a brain can do. What makes a foreign language so difficult is the effort we have to make to transfer between linguistically complex structures. It's also challenging to learn how to think in another language. Above all, it takes time, hard work, dedication and at the end of efforts rise awards.

Keywords: *Second Language Acquisition, learning language skill, learners, obstacles, motivation, mind power.*

INTRODUCTION

Nowadays learning or knowing extra foreign languages plays the main role in our life. We cannot image our life without foreign languages. So that, learning a foreign language is one of the hardest things a brain can do. What makes a foreign language so difficult is the effort we have to make to transfer between linguistically complex structures. It's also challenging to learn how to think in another language. Above all, it takes time, hard work, dedication and at the end of efforts rise awards. You get many benefits from learning a foreign language: from watching movies in the original or to use in real life to moving up your future career ladder. Here are some of the reasons many consider it is difficult to learn a foreign language. Keep in mind that the following ones are facts, but you can easily overcome them. Just be concentrated and motivated when working on those foreign language skills. Individual differences that have an impact on the processes and outcomes of second language (L2) learning have been thoroughly investigated; but, until recently, the study of language learners with additional needs was at the periphery of both second language acquisition (SLA) and language teaching pedagogy.

On the other hand, we can see specific learning difficulties (SLDs), which affects between 5 and 15% of the learners of foreign language, often have an





impact on how additional languages are acquired. Therefore, in order to create an inclusive language

learning context and set up effective instructional programmes, it is essential to understand how children with specific learning difficulties develop their competence in additional languages. Specific learning difficulties are formed differently in various educational models of language learners disabilities. The **D E F I C I T M O D E L** views disabilities as deficiencies and a series of obstacles in individuals' lives. The educational consequence of such models is that the main focus of provision is on meeting children's individual needs. In this model, little consideration is given to the barriers that hinder successful learning. At this situation young learner needs motivation and aid from environment. The **I N T E R A C T I O N A L V I E W O F D I S A B I L I T I E S** highlights that disabilities impede full participation in society because individuals' difficulties interact with barriers in the environment. Taking this perspective allows us to understand the strengths and weaknesses of language learners with SLDs and the interactions between students and their learning contexts. In many previous studies in the field of SLA, SLDs have been considered similar to cognitive individual difference variables. Consequently, many of these studies have been either implicitly or explicitly based on deficit models of disability. This type of research has mostly focused on individual learners and the effectiveness of instructional programmes specifically designed for language learners with SLDs. Studies conducted in this paradigm have tended to use questionnaire surveys and assessment tests in L1 and L2, which were administered to language learners with SLDs to compare their disposition to learning. Research that has examined the processes of learning additional languages from the learners' own perspectives remains scarce. Furthermore, studies that view language learners with SLDs as a diverse group interdependent with the social and instructional context are rare and primarily rely on interview data. The barriers present in current language teaching practices and educational policies have remained largely under-researched and we look forward a new findings of learning language.

ANALYSIS

Learning a new language can be a fun challenge for everybody. You can know culture, language and customs of that country's. Whether you find yourself with extra time or you're dreaming of traveling to an exotic non-English speaking place, there are a lot of good reasons to take the plunge. Even learning a language is a hard challenge but is very amazing activity while engaging for a study. You can





create a new method for yourself in order to understand the foreign language or to remember the vocabulary which you need your everyday life.

While every new language learner struggles at some point in their journey to fluency, today's technology does make learning a language easier than ever.

As the

Internet and digitization makes the world smaller and easier, the opportunities to communicate with anyone around the world are expanding. Why not take advantage of

this chance to learn something new? There are some tips for language learners

overcoming hard obstacles to consider.

1. Suspicion about your learning language abilities.

From our teaching experiences we can see some students intend to learn foreign

languages but without any reason he or she can not find a power to start learning foreign languages. Maybe they don't trust themselves or their knowledge or power. Have you ever said, "I'm not good at learning new languages?" This is your brain making a prediction about your skill set, that impacts our brain. If you really explore the truth of this statement, you'll likely have to admit that you haven't given language learning much of a chance. Perhaps your only experience trying to learn a language was in your high school Spanish class or your college Chinese class. Maybe a one-on-one tutor could customize your learning experience and help you reach your goal. Thus you should control your brain to organize learning a foreign language. Also, many language-learning apps employ features that align with the latest research about how our brains best learn new languages. It's possible that techniques such as asking you to write, read, and listen during the same lesson will help you learn vocabulary more quickly, for example. Keep in mind, though, while all the apps and virtual language tutorials available to us now remove one big barrier to learning a new language, if you doubt your own abilities, technology cannot help you. So find a way to shut down those negative thoughts and get prepared mentally and try on to organize a new step for your future life.

2. Lack of experiences of learning language.

Another challenge to learning a new language is a lack of opportunity to practice

what you're learning. You probably have heard that the easiest way to learn a new





language is to immerse yourself in it. For example, living abroad for a few months in a place where you can't speak the language well, will likely force you to pick it up rather quickly. Hearing the language all day and having to communicate in the language to do everyday activities trains your brain more quickly, that helps you to remember the foreign vocabulary and your speech. However, unless you have the chance to immerse yourself among fluent speakers, you may find yourself without many opportunities to practice having conversations with others. Fortunately, the Internet is helpful here too. You can find virtual meetings and forums of people getting together to practice speaking a particular language with or without a tutor who speaks the language fluently. Nothing can replace practicing your new language in real time. Especially, your peers can help to you for learning language.

3. Avoiding a fear of speaking with strangers.

Since nothing can replace practicing your new language with someone else in conversation, it's pretty hard to avoid speaking with strangers when you're practicing. We're assuming, of course, that you aren't surrounded by friends and family also learning the language alongside you. So, a fear of speaking with strangers can be a huge obstacle for new language-learners.

Yes, it's awkward to stumble through a conversation with a stranger in a language

you're not entirely comfortable speaking. Our advice here is: embrace the awkwardness. It turns out that there are several benefits to finding a group of strangers to practice with online:

- You won't be talking to strangers for long period, since they'll quickly become friends.
- Everyone in the group knows you're there to practice speaking the language.
- You can all stumble along and embrace the awkwardness together.

Still, at some point, you'll likely need to overcome your fear of speaking with strangers. If you're learning the language because you want to communicate with locals when you travel, for instance, fear is not compatible with this goal. Also, if you're learning the language for business purposes, speaking with strangers is most likely unavoidable. So that you should control your emotion and try to organize your speech in front of your colleagues. Forget about your fear during the speaking period with your partners.

If the fear of speaking to strangers is standing in the way of you picking up this





new skill, though, it can help to find a friend to learn along with you. You can both download the same app and set weekly meetings to practice together. Then, when you're both ready, venture out together to speak with strangers.

4. Loss of Motivation.

As with learning any new skill, often the biggest obstacle to learning a new language can be as simple as a loss of motivation. No matter how excited you are at the beginning, you will encounter the inevitable slump. Every long-term project that takes some effort requires staying motivated to get through the most difficult parts. The key here is to figure out what will motivate you enough to push through.

When you feel your motivation sliding, it's always a good idea to go back to the purpose of undertaking this project. Maybe you've promised yourself once you're fluent in German, you're going to book that trip to Germany to meet your distant relatives. This may be good motivation for you.

Again, if you're learning a new language because you believe it will help you scale your business, that may be the purpose behind the effort. In this case, reminding yourself of all the ways the effort could pay off (literally) may be enough to bring your motivation back. What if you don't have such a lucrative goal in mind? Even if you've decided to learn a new language simply because you think it will be a fun way to exercise your mind, this could be good motivation to keep marching forward toward your goal.

CONCLUSION

Learning a new language is a fun challenge and like any fun challenge, obstacles

will arise. As you encounter these obstacles, remember, nothing is impossible. Getting fluent in German, Korean, Spanish, or English takes time and effort, even if you're "good at learning languages." You already know that the procedure of learning this new language outweighs the cons or you wouldn't be reading this article. You can already see the opportunities this new skill will open up for you. Otherwise, you will try to find the way or method for learning foreign languages. As long as you keep your mind focused on those opportunities, you will find your way. Believe it or not, one of the main obstacles in learning a foreign language is your attitude. If you believe that the language is hard and that, even if you work very hard, you might not succeed, then your brain will not try enough. Think positive, have a positive attitude. At the end of your efforts you



can achieve positive results or rewards.

REFERENCES

1. Махмурова М., Абдуллаева Л. С., Самадова С. А. Современные методы преподавания иностранных языков. Коммуникативный метод //Наука. Мысль. – Т. 6. – С. 72-76.
2. Ruzieva M. M., Axatova S. S. Scientific and theoretical fundamentals of creating an informed educational environment //International Journal on Integrated Education. – 2021.
3. Samadova S., Vaxronova Z., Mirzayeva M. SIGNIFICANCE OF INDIVIDUAL EDUCATION AND INDIVIDUAL APPROACH //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 1. – №. 1.
4. Самадова С. А. Внедрение ИКТ в процесс преподавания иностранного языка //Ученый XXI века. – 2018. – №. 7-2. – С. 42.
5. Джаббарова Д. Ш., Мирзаева М. Р., Самадова С. А. Использование педагогических технологий в изучении иностранного языка //Наука. Мысль: электронный периодический журнал. – 2014. – №. 10.
6. Samadova S. A., TURSUNOVA M. INNOVATIVE CULTURE OF THE TEACHER IN THE EDUCATION SYSTEM //E-Conference Globe. – 2021. – С. 250-255.
7. Самадова С.А., Мирзоева Г.Т. Талабаларни ахлоқий-эстетик тарбиялаш тамойиллари ва шартлари. Учёный XXI века Научный журнал Россия 12, 2016. стр. 31-33
8. Axatova S. S. Importance of learning a Foreign Language //INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429. – 2022. – Т. 11. – №. 01. – С. 66-69.
9. Вестник науки и образования «12» МАЯ 2020 г. ОКСЮМОРОН И ЕГО МЕТОДОЛОГО-СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ. / OXYMORON AND ITS METHODOLOGICAL SEMANTIC FEATURIES. Камолиддинова Вазира Фазлитдиновна.
10. OXYMORON AND ITS METHODOLOGICAL-SEMANTIC FEATURIES





Journal NX- A Multidisciplinary Peer Reviewed Journal ISSN No: 2581 – 4230
VOLUME 7, ISSUE 2, Feb. -2021 (114-119 p)

11. Камолитдинова В. Ф. ОКСЮМОРОН ВА УНИНГ УСЛУБИЙ-СЕМАНТИК ХУСУСИЯТЛАРИНИНГ ҚЎЛЛАНИЛИШИ //МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА. – 2021. – Т. 4. – №. 1-1.

12. ЎЗБЕКИСТОН МИЛЛИЙ АХБОРОТ АГЕНТЛИГИ – ЎЗА ИЛМ-ФАН БЎЛИМИ (ЭЛЕКТРОН ЖУРНАЛ) 2021 йил апрель ойи. Тошкент 2021. Д.С.ЎРАЕВА, В.Ф.КАМОЛИДДИНОВА. Ўзбек шоирларининг оксюморондан фойдаланиш маҳорати. 82 б

13. Pedagogical Process of Teaching in Higher Education Institutions. Kamoliddinova Vazira Fazlitdinovna, Maksudova Mokhigul Usmanovna, Bozorova Viloyat Muzafarovna. International Journal of Recent Technology and Engineering (IJRTE)

ISSN: 2277-3878, Volume-8, Issue-3S, October 2019. Published By: Blue Eyes Intelligence Engineering & Sciences Publication.

14. ЧЕТ ТИЛЛАРИНИ ЎҚИТИШНИНГ ДОЛЗАРБ МАСАЛАЛАРИ мавзuidaги республика онлайн илмий-амалий конференция МАТЕРИАЛЛАРИ. 2021 йил 18 март. Бухоро. Kamoliddinova V. THE IMPORTANCE OF E-LEARNING EDUCATION 131

15. Н.А.Кадирова . Проблемы перевода художественных произведений. Academy научно-методический журнал № 6 (33), июнь 2018. ISSN 2412-8236 (print), ISSN 2542-0755 (online). 74-76 стр

