

PROBLEMS IN LEARNING A FOREIGN LANGUAGE AND ISSUES OF PREVENTING THEM

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ABSTRACT

The need for young individuals who speak other languages fluently is increasing daily in today's quickly changing globalisation. Young people's interest in other languages has grown as a result, and learning foreign languages is now widely accepted. In today's globalised society, learning a foreign language is crucial, but it is frequently accompanied by a number of challenges that have a detrimental impact on students' motivation and advancement. Environmental, methodological, and psychological variables all contribute to these issues. This article analyses the primary challenges that students have when learning a foreign language and looks at practical solutions and preventative measures. The study is based on qualitative analysis of existing literature and general observations in language education. The results indicate that learner-centered approaches, supportive learning environments, and communicative teaching methods play a key role in overcoming and preventing language learning problems.

Keywords

foreign language learning, learning problems, language anxiety, teaching methods, prevention strategies

INTRODUCTION

These days, learning more foreign languages is crucial to our daily lives. Without other languages, we cannot imagine our lives. Thus, one of the most difficult things a brain can do is acquire a new language. The effort required to transfer across linguistically complicated structures is what makes learning a new language so challenging. Learning to think in a different language is equally difficult. Above all, it requires patience, diligence, and commitment, and rewards eventually follow. Learning a foreign language has various advantages, from watching original films or using it in everyday situations to advancing in your future job. In recent decades, foreign language learning has gained increasing importance due to globalization, international cooperation, and academic mobility. Proficiency in a foreign language enables individuals to access global information, communicate across cultures, and improve career prospects. As a result, foreign language education has become a compulsory component of many educational systems.

Despite its significance, learning a foreign language can be quite challenging for many students. These challenges frequently result in poor performance, low motivation, and unfavourable attitudes towards language acquisition. To raise the standard of foreign language instruction, it is essential to comprehend the nature of these issues and find practical solutions. The purpose of this article is to examine the main challenges associated with learning a foreign language and to examine the main strategies for avoiding them.

LITERATURE REVIEW

Learning foreign languages is a very time-consuming and expensive process. Therefore, everyone who wants to master a particular foreign language should strive for the learning results

to justify their hopes and investments. In order to achieve the desired result, it is worth considering in advance the difficulties that may arise in the learning process. This fact explains the relevance and practical usefulness of this work. We can understand this through such researchers as Yu. V. Kobenkov, A. K. Stolyarova, E. S. Ryabova "Learning foreign languages: problems and misconceptions", V. A. Artemov "Psychology of teaching a foreign language", T. D. Auerbach "Why and how to learn a foreign language", M. B. Ergasheva, H. R. Kholikova "Learning a foreign language: problems and prospects".

The primary advantage of a native-speaking language instructor is, of course, that they speak more naturally and fluently than their non-native peers. Beyond fluency, their language use is usually more organic and based on their personal experiences. The native language teacher's language is also typically more accurate and current, as Gill and Rebrova (2001) describe [1]. This is especially crucial for assisting pupils in comprehending modern and non-standard language patterns, such as slang. According to Medgyes (1999), learners can clearly benefit from the pronunciation, vocabulary, and intonation of native speakers, who are the "perfect language model." Furthermore, native speakers are ideally positioned to assist students in learning about the culture that underpins the language, and they can effectively assist students in understanding more than just the language [2]. A native is the best person to tell you about the region, its history, and its cuisine if you're studying Catalan. For students, this offers a rich and interesting real-world experience.

However, limiting the selection to native-speaking instructors certainly presents certain difficulties. Most significantly, rather than their teaching abilities, they are frequently hired based on their proficiency as native speakers. It is obvious that being a successful teacher requires more than just being able to speak and utilise the language. Important grammar principles can be difficult for native speakers to teach. They may survive only on the basis of their sight and ears; they can recognise what sounds and looks correct but are unable to explain why. Since they had to truly learn the language from the ground up, non-native teachers are more equipped to show and explain proper language use to L2 learners. Naturally, non-native speakers also comprehend the language acquisition process; the native teacher, who learnt the language as a child, is unaware of this. According to Gill and Rebrova's 2001 study, native speakers who do not have an L.2 in the nation they are teaching in also face difficulties [1]. They are unable to identify problem areas through negative transfer from the students' original tongue, nor are they able to use the kids' L1 to explain concepts or issues.

Most significantly, teachers who are not native speakers set a clear example and inspire their students. Teaching a pupil who is having difficulty learning a new language by someone who has done it themselves is encouraging. Additionally, non-native speakers are incredibly adept at modelling and imparting the abilities and tactics they employed to achieve success.

Additionally, research indicates that non-native teachers' teaching methods may be more successful than those of their native-speaking peers. While native speakers typically educate using "more abstract" ideas, they consciously try to incorporate language into realistic circumstances to give pupils real-life relevance [3].

Previous research on foreign language learning has identified a wide range of factors influencing language acquisition. Krashen (1982) emphasized the importance of comprehensible input and low-anxiety learning environments, arguing that emotional barriers can significantly hinder language acquisition [4]. Similarly, Horwitz, Horwitz, and Cope (1986) introduced the concept of foreign language anxiety, highlighting its negative impact on learners' performance and confidence [5].

More recent studies have criticized traditional teacher-centered methods for their limited effectiveness in developing communicative competence according to Richards & Rodgers (2014)[6]. Researchers agree that lack of interaction, insufficient exposure to authentic materials, and limited learner autonomy are among the main problems in foreign language learning.

METHODS

This study employs a qualitative research approach based on theoretical analysis. Relevant books, journal articles, and academic publications related to foreign language learning problems and prevention strategies were reviewed and analyzed. The selected sources focus on psychological, pedagogical, and environmental aspects of language learning. In addition, general observations from language teaching practice were considered to support the theoretical findings. The collected data were analyzed thematically to identify recurring problems and effective preventive measures.

According to research, in a normally developed and developing country, every person is able to learn any language in the environment in which he lives and can communicate freely with others in these languages, that is, a child without pathological defects can learn two, three or more languages. Language teaching has many different features. The teacher should not only teach students language skills, but also pay attention to their ability to apply them in practice. In addition, teachers should understand what students need to learn, why such education is necessary for them, and how the lessons will benefit them in the future. Therefore, language teaching requires teachers to teach students to develop both academic and personal skills.

RESULTS AND DISCUSSION

The analysis revealed several major problems in foreign language learning. Psychological problems, such as fear of making mistakes, low self-esteem, and language anxiety, were identified as the most common obstacles. These factors often prevent learners from actively participating in speaking activities and negatively affect fluency development.

The following problems are encountered in learning English:

1. Complex grammar. It is very difficult for students to learn English grammar. Students mainly make grammatical mistakes when speaking English. Usually, students make mistakes in tense, proportion, and vocabulary when speaking English. In the process of constructing sentences, language learners often have difficulty distinguishing tenses and use them incorrectly, that is, sometimes they want to speak in the past tense, but they speak in the present tense instead of the past tense. The problem is that they cannot easily distinguish how to use the past, present, and future tenses.

2. Excessive use of the native language in the classroom. Learners learn another language well only when they are forced to use it. The teacher should require students to communicate in the language they are learning. Only in this case will the level of progress in language learning, such as fluency in pronunciation, increase. Only when there is a firm demand and restrictions in the lesson process, will the acquisition of a foreign language be successful [7].

3. Lack of self-confidence. One of the reasons why students cannot speak English in public is lack of confidence. They cannot speak English in front of people. This is usually due to the fact that teachers do not encourage students enough to speak English in public. Usually, teachers do not encourage them to speak English in class or in front of people. They learn English, but they do not learn to speak enough. This is mainly one of the problems that students face in class or in front of people. Self-confidence plays a very important role in speaking English, if students do

not believe in themselves, they will not be able to speak English fluently. Students' self-confidence depends entirely on teachers. Teachers should encourage them to believe in themselves and be confident in speaking English in public. If students are worried about making mistakes in their speech, teachers should teach them that no one is born perfect, everyone learns from their mistakes. Students should keep speaking even if they make mistakes. Because they learn from their mistakes and correct their mistakes by speaking again and again. Therefore, self-confidence is very important in speaking English.

4. Translation. We know that in the process of learning a language, we look up the translation of unfamiliar words in dictionaries and use various translation bots and applications to construct sentences. However, this does not always give the desired result. For example, translation problems may arise when translating idiomatic expressions or phrases. Translating idioms is difficult because an idiom cannot be translated word for word. The translator must understand the entire meaning before translating. Some idioms may not have the same meaning as translated or may not be used in all sentences or speeches. Even native speakers of the same language face this problem. Therefore, like other problems, incorrect translation of idioms and phrases can undermine the quality of speech [8].

5. The constant dominance of one or more excellent students in the lesson. Sometimes, even though students who are more knowledgeable than others may receive better grades and more encouragement in class, we should not completely forget about students who are learning slower or not participating fully in class. They should be encouraged more than others and given the opportunity to participate actively in class.

6. Anxiety. This is an emotional state that can occur at three stages of the language learning process, and at each stage, anxiety can negatively affect learning. In the initial stage, students worry because they are having difficulty understanding unfamiliar language or concepts. In the later stage, stress arises from trying to remember and identify new words. In the final stage, anxiety arises from trying to retrieve and use previously learned language. As mentioned above, anxiety can be one of the factors that hinders learning a particular language, so it is necessary for educators and teachers to provide the child with the right direction and solution.

7. Fear of speaking. Another problematic situation faced by young people who have just started learning foreign languages is their fear of making mistakes while mastering and using this language. Of course, avoiding mistakes in the process of learning a language forms the ability to be responsible for the language in language learners, but this process can lead to a slowdown in language learning and the learner gradually encountering difficulties in fully developing the ability to speak this language. Usually, when a language learner tries to avoid making mistakes in grammatical norms during a conversation in the language they are learning, they become distracted by the content of the thought being spoken. This leads to the listener not being able to fully understand the thought. It should not be forgotten that in any new endeavor, it is natural to have mistakes and shortcomings. Pronunciation disorders and grammatical errors in the speech of new language learners find their solution through constant self-improvement and increased practice of speaking in this language.

8. Lack of motivation and discipline. Many people start learning a new language with great enthusiasm. But as time goes by, this enthusiasm gradually fades, they start skipping classes, and fail to complete tasks. The reason for this is the long time and patience it takes to learn a language. Many students quickly get bored with the monotony and lose interest in the languages

they are learning. There are several solutions to prevent this. One of them is to set goals. In this, the student himself or with the help of his parents and teachers should determine the main goal of learning a language.

This reminds him how important learning a language is for him and how it will help him achieve his future dreams. After determining the main goal, it is necessary to set short-term and long-term goals. For example, "I will learn 100 new words in a week" or "I will learn to speak fluently in 6 months." After determining the goals, it is necessary to make a daily schedule. A plan is made, such as how much time to devote to learning a language every day, what to do on a given day, how many new words to learn, and this plan must be strictly followed. In addition, motivation plays a very important role in the language learning process. The role of teachers and parents is important in this. Every achievement, even small, should be rewarded. All this increases the student's enthusiasm and motivation for learning and helps him to be disciplined.

9. Difficulty in increasing vocabulary. Students quickly forget newly learned words or have difficulty memorizing them. There are also cases when they cannot use the words they have memorized correctly. To overcome such problems, it is useful to learn words in context, that is, not to study words separately, in isolation, but within sentences and texts. This helps to better understand the meaning of the word and where it is used. Learning new words along with pictures and videos is also effective and helps to memorize them faster.

10. Problems with pronunciation. This is a problem that almost all language learners face. This problem is natural, because each language has its own accent and pronunciation norms. The solution to this problem is easy, but it can take a lot of time. Watching movies and listening to podcasts in the language will help you improve your speaking skills and pronunciation. The important thing to remember is that it is only beneficial to listen to native speakers of the language you are learning. In addition, it is not enough to just listen to them, but to imitate them. Imitation will help you start speaking like them and put the accent in the right place.

Methodological problems were also found to be significant. Overemphasis on grammar instruction, memorization, and translation limits learners' ability to use the language communicatively. Lack of interactive activities and insufficient feedback further reduce learning effectiveness. Additionally, environmental problems, including limited exposure to the target language outside the classroom and lack of authentic materials, restrict opportunities for practice.

The findings suggest that preventing these problems requires a comprehensive approach. Creating a supportive and non-threatening classroom environment helps reduce anxiety and encourages participation. Communicative and task-based teaching methods promote meaningful language use and increase learner motivation. The integration of technology and authentic resources, such as videos, online communication, and language learning applications, provides learners with real-life language exposure. Encouraging learner autonomy and regular practice also plays a crucial role in preventing long-term learning difficulties.

CONCLUSION

In summary, the reasons for learning a language are not just for work or education. It is a bridge that serves to discover new cultures, broaden your horizons, and establish contacts with new people. Learning a foreign language is not easy, and of course, we will encounter many obstacles in the process. As mentioned in the article, these problems can be overcome by setting clear goals, applying the language to everyday life, making effective use of modern technologies, and most importantly, by practicing constantly without fear of mistakes.

Learning a foreign language is a challenging process influenced by multiple factors. Psychological barriers, ineffective teaching methods, and limited learning environments are among the main problems faced by language learners. However, these problems can be prevented or minimized through learner-centered instruction, supportive learning conditions, and

communicative teaching strategies. Addressing the issues of preventing language learning problems is essential for achieving successful and sustainable foreign language education.

Learning a foreign language is a complex and multifaceted process. Despite this, today many young people are becoming increasingly interested in learning a language. Students face several problems in this process. In this case, the method of teaching a foreign language by comparing it with their native language using modern pedagogical technologies is useful. In addition, methodologies also play an important role. For example, in the process of using the communicative didactics method, the teacher's method of forming intercultural dialogue is also formed. In order to effectively organize the process of teaching a foreign language, thorough mastery of knowledge based on modern pedagogical information and communication technologies is the need of the hour. Perfect mastery of a language requires a long time, hard work, effort, patience and persistence. Although learning a language is a complex process, the opportunities that come with it are worth all the difficulties.

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