

O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
FARG'ONA DAVLAT UNIVERSITETI

**FarDU.
ILMIY
XABARLAR**

1995-yildan nashr etiladi
Yilda 6 marta chiqadi

**2024/6--SON
ILOVA TO'PLAM**

**НАУЧНЫЙ
ВЕСТНИК.
ФерГУ**

Издаётся с 1995 года
Выходит 6 раз в год

Sh.T.Mavlonova	
Inklyuziv ta'lim o'quvchilariga ingliz tilini o'rgatishning pedagogik-psixologik, ijtimoiy xususiyatlari	214
Z.M.Xursanova	
Bo'lajak tarbiya fani o'qituvchilarining mantiqiy fikrlashini rivojlantirish mazmuni	219
A.B.Mirzayev	
Effective ways to use the task-based approach in foreign language courses	223
Sh.A.Pakirdinova	
Blended learning texnologiyasining nazariy asoslari va uning ta'lim jarayonida ahamiyati	226
Sh.A.Pakirdinova	
Comparative analysis of online and traditional classroom learning	231
M.M.Umaralieva	
Fostering autonomy and engagement in higher education: self-regulated learning with multimedia tools	235
Z.N.Usmonov	
Maktabgacha tarbiya muassasalaridagi bolalar jismoniy tarbiyasi	239
A.T.Akbarov	
Turli maktab yoshidagi o'quvchilar organizmining funksional holatini o'ziga xos xususiyatlari	246
U.K.Rahmonov	
Musiq madaniyat darslarini olib borishda ta'lim beruvchining o'rni	252
U.K.Rahmonov	
Musiq darslarida zamonaviy texnologiyalarni qo'llashda loyiha texnologiyasini ahamiyati	256
V.Abdurakhmanov	
"The challenges of teaching english to international students"	261
D.Y.Irmatov	
Tarbiyachining kasbiy nazari va kasbiy amaliy tayorgarligi mazmuni monitoringi va maktabgacha ta'lim yoshidagilar "Ontogonez"ga mansub bilimlar	265
Н.Соби́ров, О.А.Акбаров, Э.Ф.Гиздулин	
Инновационная педагогическая деятельность	269

IQTISODIYOT

M.O.Baltabayeva, K.N.Raximova, M.K.Axmadaliyeva	
Ayollarning iqtisodiy mustaqilligi oilaning yaxshi yashashiga qo'shgan hissasi	273
K.N.Raximova, M.O.Baltabayeva, M.K.Axmadaliyeva	
Yashil iqtisodiyot fanida yashil iqtisodiyotga o'tish dolzarbligi va konseptual asoslari	276

FALSAFA

N.M.Axmadiyev	
Ijtimoiy rivojlanish va yoshlarni dunyoqarashida manfaatlar to'qnashuvi	281
I.Toirov	
Milliy davlatchilik asoslarini mustaxkamlash va fuqarolik jamiyati barpo etishning falsafiy jihatlarini	284
I.A.Nurmatova	
Jamiyat ma'naviy muhitida oila institutining roli	289

SIYOSAT

B.P.Zokirov	
Jinoiy aktivlarni qaytarish bo'yicha universal va mintaqaviy xalqaro-huquqiy asoslari	293
S.M.Xoliqov	
Davlatning mudofaa qobiliyatining huquqiy asoslari	301
B.P.Zokirov	
Xorijiy ilg'or tajribalar jinoiy aktivlarni qaytarish mexanizmlarini rivojlantirishning muhim omil sifatida	304
S.M.Xoliqov	
Milliy xavfsizlikni ta'minlashda parlament quyi palatasi faoliyatidagi muammolar	314



UO'K:372.881.111

“XORIJIY TALABALARGA INGLIZ TILINI O'RGATISH MUAMMOLARI”**“THE CHALLENGES OF TEACHING ENGLISH TO INTERNATIONAL STUDENTS”****«ПРОБЛЕМЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ ИНОСТРАННЫХ СТУДЕНТОВ»****Abdurakhmanov Vokhidjon** 

Lecturer of Fergana State University, doctor of philosophy (PhD) in philological sciences

Annotatsiya

Ushbu maqolada xorijiy talabalarga ingliz tilini o'rgatish paytida yuzaga keladigan muammolar va ularning turlari haqida bir qancha fikrlar yoritilgan. Shuningdek, ushbu muammolarni qanday hal qilish usullari va qiyinchiliklarni yengish uchun bir nechta qadamlarni qo'yish mumkinligi bayon etilgan.

Abstract

In this article it is cleared some ideas about the problems and their types that arise during the teaching of English to international students. It also explains how to solve these problems and some steps you can take to overcome the difficulties.

Аннотация

В данной статье раскрываются некоторые представления о проблемах и их видах, возникающих при преподавании английского языка иностранным студентам. В нем также объясняется, как решить эти проблемы и некоторые шаги, которые можно предпринять для преодоления трудностей.

Kalit so'zlar: bir nechta to'siqlar, ta'sir qilishning yetishmasligi, keng tarqalgan, amaliyot va immersion, kommunikativ tilni o'rgatish, topshiriqlarga asoslangan o'rganish, zamonaviy materiallar, tanqislik to'siqlari, qo'shimcha to'siqlar, shaxsiy fikr-mulohazalar, baholashlar, tor e'tibor, resurslarni taqsimlash, resurslarning yetarli emasligi.

Key words: several obstacles, lack of exposure, prevalent, practice and immersion, communicative language teaching, task-based learning, up-to-date materials, scarcity hampers, additional hurdles, personalized feedback, assessments, a narrow focus on, Resource Allocation, Insufficient Resources.

Ключевые слова: Несколько препятствий, отсутствие воздействия, распространенность, практика и погружение, коммуникативное обучение языку, обучение на основе задач, современные материалы, препятствия из-за нехватки, дополнительные препятствия, персонализированная обратная связь, оценки, узкая ориентация, распределение ресурсов, недостаточность ресурсов.

INTRODUCTION

Teaching English as a foreign language presents unique challenges worldwide, and Uzbekistan is no exception. Despite strides in education reform and increasing English proficiency, numerous obstacles remain that hinder effective English language teaching and learning. This study aims to explore the specific challenges faced when teaching English to international students, focusing on areas such as teacher qualifications, exposure to English, outdated teaching methods, insufficient resources, cultural and linguistic differences, class sizes, motivation, and assessment practices. By understanding these challenges, this study seeks to propose actionable solutions to improve teaching outcomes.

LITERATURE REVIEW AND METHODS

Teaching English to international students involves a unique set of challenges, which encompass linguistic, cultural, psychological, and pedagogical factors. The following literature review highlights key challenges identified in recent research and offers insights into addressing these issues effectively.

Language Barriers. Analysis: Language barriers are one of the most significant challenges faced by international students. These barriers affect all areas of language learning, including speaking, writing, listening, and reading. Pronunciation difficulties, grammatical complexities, and

limited vocabulary often hinder communication and understanding, both in academic and social settings.

Hinkel, E. (2011). "Handbook of Research in Second Language Teaching and Learning"¹². This work provides an in-depth exploration of the challenges related to language acquisition, including linguistic barriers.

Kanno, Y., & Cromley, J. G. (2013). "Language Minority Students and the Transition to Higher Education"¹³. This study examines how language barriers affect international students' transition to higher education. Analysis: Cultural differences can play a significant role in shaping international students' learning experiences. Differences in educational systems, communication styles, and social expectations can create misunderstandings between students and teachers, potentially affecting classroom participation and overall academic performance.

Chavez, D. J. (2016). "Cultural Differences in Teaching and Learning"¹⁴. This book explores how cultural diversity impacts teaching methods and student engagement.

Gudykunst, W. B., & Kim, Y. Y. (2017). "Communicating with Strangers: An Approach to Intercultural Communication." This work focuses on understanding cultural differences in communication and offers strategies for teachers to navigate these differences effectively in the classroom. Analysis: Language anxiety is a common issue among international students. Fear of making mistakes or not being understood often leads to reluctance in speaking or participating in class. This anxiety can significantly hinder language development and reduce engagement with the learning process.

MacIntyre, P. D., & Gardner, R. C. (1991). "Language Anxiety: Its Relationship to Other Anxieties and to Processing in Second Language"¹⁵. This paper explores the relationship between language anxiety and other forms of anxiety, demonstrating its impact on language acquisition.

Aida, Y. (1994). "Examination of Horwitz, Horwitz, and Cope's Model of the Foreign Language Anxiety"¹⁶. This study provides insights into the specific causes and effects of language anxiety in second language learners. Analysis: Motivation is a critical factor in the success of language learning. International students may have varying levels of motivation to learn English based on their personal goals, academic needs, or future career prospects. Motivational differences can influence their engagement and participation in class, impacting language acquisition.

Dörnyei, Z. (2001). "Motivational Strategies in the Language Classroom"¹⁷. This book discusses strategies for enhancing motivation in language learners, particularly in diverse classroom settings. *Deci, E. L., & Ryan, R. M. (2000). "The 'What' and 'Why' of Goal Pursuits: Human Needs and the Self-Determination of Behavior."* This article explores motivation from the perspective of self-determination theory, which can be applied to understanding and improving student engagement. Analysis: Effective pedagogical strategies are essential for overcoming the challenges faced by international students. Methods such as scaffolding, differentiated instruction, and collaborative learning are particularly useful for students with diverse linguistic and cultural backgrounds. Teachers must also adapt their teaching styles to meet the varied learning needs of these students.

Richards, J. C., & Rodgers, T. S. (2014). "Approaches and Methods in Language Teaching"¹⁸. This book offers an overview of various language teaching methods and their application in classrooms with diverse student populations. *Brown, H. D. (2007). "Principles of Language Learning and Teaching."* This text discusses foundational principles of language learning and teaching, including practical strategies for working with international students. Analysis: The integration of technology into language teaching has shown promise in addressing some of the challenges faced by international students. Digital tools, such as language learning

¹² Hinkel, E. (2011). "Handbook of Research in Second Language Teaching and Learning"

¹³ Kanno, Y., & Cromley, J. G. (2013). "Language Minority Students and the Transition to Higher Education"

¹⁴ Chavez, D. J. (2016). "Cultural Differences in Teaching and Learning"

¹⁵ MacIntyre, P. D., & Gardner, R. C. (1991). "Language Anxiety: Its Relationship to Other Anxieties and to Processing in Second Language"

¹⁶ Aida, Y. (1994). "Examination of Horwitz, Horwitz, and Cope's Model of the Foreign Language Anxiety"

¹⁷ Dörnyei, Z. (2001). "Motivational Strategies in the Language Classroom"

¹⁸ Richards, J. C., & Rodgers, T. S. (2014). "Approaches and Methods in Language Teaching"

apps, online resources, and virtual classrooms, provide flexible and accessible ways to improve language skills, especially in listening and speaking.

Godwin-Jones, R. (2018). "Emerging Technologies: Language Learning and Technology"¹⁹. This article examines how emerging technologies are reshaping language learning, with a particular focus on tools that benefit international students. Stockwell, G. (2010). "Using Mobile Phones for Language Learning." This study highlights how mobile phones and other digital technologies can be used effectively in language learning, offering greater opportunities for engagement and practice outside the classroom.

Teaching English to international students presents several challenges, from language barriers and cultural differences to issues related to motivation, anxiety, and pedagogy. To address these challenges, educators must adopt flexible, culturally responsive teaching methods, integrate technology effectively, and develop strategies that enhance student engagement and confidence. The references provided offer valuable insights into these issues and suggest practical approaches for overcoming them in the classroom.

This research utilized a qualitative approach, analyzing secondary data from academic literature, education reports, and case studies related to English language teaching in Uzbekistan and similar contexts. Key challenges were identified through a review of existing educational practices, teacher training programs, and classroom environments. Interviews with educators and students were conducted to gain firsthand insights into the challenges and proposed solutions. Data were categorized based on themes such as teacher training, exposure to English, teaching methodologies, and resource availability.

RESULTS AND DISCUSSIONS

1. **Lack of Qualified Teachers:** A significant shortage of qualified English teachers was identified, with many lacking adequate trainings in modern methodologies and proficiency in English. This impacted the quality of instruction and hindered effective language acquisition.

2. **Limited Exposure to English:** Students had minimal opportunities to engage with English outside the classroom due to the lack of prevalent English media and extracurricular activities. This limited exposure constrained immersion and practice opportunities.

3. **Outdated Teaching Methods:** Traditional methods, such as rote memorization and grammar translation, were prevalent, while communicative and interactive approaches like CLT and TBL remained underutilized.

4. **Insufficient Resources:** Educational resources, including textbooks, audio-visual aids, and technological tools, were outdated or unavailable, negatively affecting the learning experience.

5. **Cultural and Linguistic Differences:** Linguistic discrepancies between Uzbek and English, along with cultural influences, posed additional hurdles for students in mastering English.

6. **Large Class Sizes:** Overcrowded classrooms limited opportunities for individual attention, personalized feedback, and active student participation.

7. **Motivation and Attitudes:** Varied levels of motivation among students were observed, with some viewing English as irrelevant to their lives, leading to disengagement.

8. **Assessment Practices:** Current assessment methods focused on grammar and written exams rather than communicative competence, narrowing the scope of language learning.

Addressing these challenges requires a multifaceted approach:

1. **Teacher Training:** Continuous professional development programs are essential for improving teacher proficiency and adopting modern teaching methods.

2. **Enhancing Exposure:** Schools should promote English through clubs, media, and extracurricular activities to provide more opportunities for practice and immersion.

3. **Modernizing Methods:** Transitioning to interactive, task-based learning can enhance student engagement and communicative competence.

4. **Resource Allocation:** Access to updated materials and technological tools must be prioritized to enrich the learning experience.

5. **Cultural Responsiveness:** Adapting teaching strategies to align with students' cultural and linguistic backgrounds can foster greater engagement.

¹⁹ Godwin-Jones, R. (2018). "Emerging Technologies: Language Learning and Technology"

6. **Classroom Management:** Reducing class sizes or incorporating teaching assistants can help provide individualized support.

7. **Motivational Strategies:** Real-world applications of English and linking it to students' goals can improve attitudes toward learning.

8. **Reformed Assessments:** Developing assessments that evaluate practical language use and communicative ability can better reflect student proficiency.

CONCLUSION

Teaching English to international students in Uzbekistan faces numerous challenges, from resource limitations to outdated methodologies. However, by implementing strategic reforms such as enhancing teacher training, increasing exposure, modernizing methods, and improving resources, significant improvements can be achieved. These changes will better equip students with the English skills required for academic and professional success, contributing to the broader goal of global integration and competitiveness.

REFERENCES

1. Z. Nazarova. The Impact of Culturally Based Activities in Foreign Language Teaching at Intermediate (B1) Level. Academic Research in Educational Sciences
2. V. Abdurakhmanov. «Understanding alternative interrogative sentences in English» American Journal of Language, Literacy and Learning in STEM Education. Volume 01, Issue 10, pages 235-237, 2023.
3. Hinkel, E. (2011). "Handbook of Research in Second Language Teaching and Learning."
4. Kanno, Y., & Cromley, J. G. (2013). "Language Minority Students and the Transition to Higher Education."
5. Абдурахмонов В. А. "Стилистико-семантическая классификация альтернативного предложения". Научный вестник ФерГУ, стр 267-270, 2022
6. Chavez, D. J. (2016). "Cultural Differences in Teaching and Learning."
7. Gudykunst, W. B., & Kim, Y. Y. (2017). "Communicating with Strangers: An Approach to Intercultural Communication."
8. Абдурахмонов В. А. "Сравнительное отношение в альтернативных вопросительных предложениях". Вести УЗМУ Вестник НУУз 234-238, 2022
9. MacIntyre, P. D., & Gardner, R. C. (1991). "Language Anxiety: Its Relationship to Other Anxieties and to Processing in Second Language."
10. Aida, Y. (1994). "Examination of Horwitz, Horwitz, and Cope's Model of the Foreign Language Anxiety."
11. Абдурахмонов В. А. "Альтернатив сўроқнинг содда гаплар орқали ифодаланиши". ФарДУ илмий хабарлар, Махсус сон, 966-969 б. 2022 йил
12. Richards, J. C., & Rodgers, T. S. (2014). "Approaches and Methods in Language Teaching." Brown, H. D. (2007). "Principles of Language Learning and Teaching."
13. Godwin-Jones, R. (2018). "Emerging Technologies: Language Learning and Technology." Stockwell, G. (2010). "Using Mobile Phones for Language Learning."
14. Абдурахмонов В. А. "Альтернатив сўроқ гапларда парцелляция ходисаси". "Анвар Обиджон ижодининг маънавий-маърифий аҳамияти" Халқаро анжуман. 306-310 бетлар. Фарғона 2023
15. Abdurakhmanov V. A. "Text-forming function of alternative interrogative sentences". Current issues of modern linguistics and innovative approaches in foreign language teaching, pages 286-293, 2022
16. M. Abdupattoev, V. Abdurahmonov (2021). Microtext composition. ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL, 11 (1), p.466-473.
17. Abdurahmanov, V. Abdupattoev, M Bisubstantiation in alternative interrogative sentences. Issues of linguistic theory and practice. 2022 <https://doi.org/10.5281/zenodo.6528949>
18. Abdurahmanov Vohidjon Abdusattorovich, Methodological and semantic classification of alternative interrogative pronouns. FSU. SCIENTIFIC NEWS- НАУЧНЫЙ ВЕСТНИК. ФЕРГУ №1, 2022г