

The Actual Problems in Teaching Foreign Languages

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Abstract. This study attempted to investigate the actual problems in teaching English as well as the solutions taken by the English teachers at schools. A number of difficulties emerged, partly coming from students, partly from teachers, and partly from the school's facility. Students are challenged by their lack of vocabulary mastery, low concentration, lack of discipline, lack of interest, boredom, and speaking problem. Meanwhile, teachers' challenges are shortage of teachers' training, language proficiency problem, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development.

Keywords: teaching, English language, problems, solutions, teaching methods, disturbed environment, limited teaching resources, using native language.

Introduction:

Today, in the modern world people's interest in learning foreign languages is going up very fast. And we can see foreign language proficiency the most necessary status for communicating. Thanks to the scientific and technical progress and changes taking place in society, the education system is also improving.

Teaching a language has many different features. A teacher does not only educate and pay attention to students' language skills including reading, writing, listening, and speaking, but also helps them, facilitates, and encourages students to have enthusiasm, good attitude, and motivation towards English. Furthermore, teachers have to understand what students learn, how and why such learning influences them, how lessons could be beneficial for them in the future. Hence, language teaching requires teachers to teach students to develop both academic and personal abilities. However, teaching English becomes an actual problem when it is taught as a foreign language. Teaching English as a foreign language is a demanding task when it comes to the places where English serves limited exposure. I encountered various challenges in teaching English, including lack of English exposure, classroom size, disturbed environment, using native language during the lesson and so on.

Mainbody:

In some countries of the world, teaching foreign language, especially English to the children in their early age is good and it is conformable to our education system. But there are some actual problems in teaching foreign languages in our country Uzbekistan. So what are the problems that teachers faced in teaching the English language?

- The first problem is "DISTURBED ENVIRONMENT IN THE CLASS". Environment is the most important in both learning and teaching. Mostly teachers faced environmental issues in teaching English. The disturbing environment in the classroom distracts the teachers and affects the teaching of the English language. In this environment neither teachers can teach well nor students can learn perfectly. A positive and comfortable learning environment is very essential for teaching the English language.

- The second problem is "LIMITED TEACHING RESOURCES". Teaching resources is very important in teaching foreign language. Not only the English language, but also teaching anything mostly depends on the resources. Teachers are not provided with enough resources to teach English in our country. It became so difficult to the teachers to teach without the resources,

especially in the lectures. The resources include projectors, computer systems, and other kinds of digital devices.

The third problem is that "A LARGE NUMBER OF STUDENTS IN THE CLASSROOM". Numerous students in the classroom produce a lot of noise and stress for the teachers because teaching a large number of students the teachers have to do more effort and hardworking. They languish in teaching. They come across difficulties in managing the class students.

- Another problem is "LIMITED TIME FOR LECTURE TO TEACH". Time is the most necessary thing in learning languages. The time of the class is very little for the teachers to teach English. It is one of the hardest tasks for the teachers to teach in less time. This is probably not possible for the teachers to complete the theme of their lectures in less time, that is not enough.

- The next problem in teaching foreign languages is that "USING OTHER LANGUAGES ESPECIALLY MOTHER TONGUE IN THE CLASSROOM". Speaking in a native language in the classroom is the most noticeable problem faced by English teachers. For students, it is very effortless to speak in their native language which they can speak easily instead of the English language. It's very easy for them to communicate in their native language. This is a big issue faced by the English teachers in teaching language.

- Another problem in teaching foreign languages is that "WRONG SYLLABUS TO BE TEACH". The syllabus is a sort of content that teachers follow to teach to the students. The syllabus plays a major role teaching the English language. The syllabus helps the teachers to prepare the necessary factors of the course and organized the overall course to teach to the students step by step.

-The next problem is "STUDENTS DISTURBED THE CLASS". Sometimes the students get bored and want to do other activities during the lesson that disturbed the teachers during the teaching English language. They want to converse to the other students during the lectures. And some students come late for the lecture. They enter the class during the lesson and it disturbed the teacher. The disturbance is the biggest problem in teaching the foreign language. It defeated all the learning process of learning the English language.

- Another problem is that "STUDENTS DEPEND ON A TEACHER". One noticeable issue faced by the teachers is the students completely depend on the teachers. They didn't try to learn and speak themselves. These students look to the teachers for helping them in learning and giving them the correct answers in every time. By this problem, the students didn't learn the technical terms and conditions of how to use different kinds of tenses and words of the English language in speaking.

Conclusion:

This research has enlightened a wide range of problems that are faced in teaching English in Uzbekistan. The problems fall into some categories which constitute five important components of any education system (students, teachers, materials, teaching methods, and evaluation) and two other subcomponents (curriculum and policy) which are closely interrelated. Knowing about the students' needs is one critical matter for the teachers to teach. Most of students in Uzbekistan tend to participate in communicative activities type to learn English. Some students tend to have more opportunities to participate in free conversation classes, expressing their wish towards a more communicatively oriented approach. This study indicates that the teachers were challenged by the environment, their lack of training, limited mastery of teaching methods, unfamiliarity to IT, lack of professional development, inadequate facilities and resources, and time constraint. On the other hand, the other challenges coming from students' side including lack of vocabulary, low concentration, lack of discipline, students' boredom and speaking problem. The other strategies implemented by the participants when teaching in the classroom were applying various teaching methods and techniques, matching students' proficiency level and learning situation, managing classroom, making use of available resources, giving motivational feedback, and doing self-reflection. Nevertheless, the readers should evaluate the results of this study. Each English teacher encounters different challenges. Therefore, for teachers, the findings can be whether applicable in teaching process or not based on the readers' real environment. In addition, the absence of one participant in the current study might affect the findings in which the researcher was unable to

investigate broad perspectives of the teacher. Furthermore, future investigation into challenges in teaching English might usefully focus on students' attitude diversity in classrooms and training that participants have joined in. Despite the fact that not all students have discipline issue in learning English, in this case, it is only encountered in class A, B, C, and D, as well as not all training support and empower teachers' teaching ability in the classroom.

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