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— ANJUMANLAR PLATFORMASI

O'ZBEKISTON — 2030: INNOVATSIYA, FAN VA TA'LIM ISTIQBOLLARI

**IV RESPUBLIKA ILMIY-AMALIY
KONFERENSIYA MATERIALLARI**

AVGUST, 2025-YIL



O‘ZBEKISTON — 2030: INNOVATSIYA, FAN VA TA’LIM ISTIQBOLLARI

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ENGLISH LEARNING DIFFICULTIES OF UZBEK LEARNERS: A QUESTIONNAIRE-BASED STUDY

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Annotation. This study investigates the English language learning difficulties faced by adult Uzbek learners, using a questionnaire distributed among participants whose first language is Uzbek. Most respondents have achieved an advanced level of English and some are also multilingual, speaking Russian and/or Turkish. The research explores how age of acquisition, frequency of use, and skill-specific challenges affect learners' experiences. Findings reveal that listening and speaking were perceived as the easiest aspects of learning English, while vocabulary acquisition and reading comprehension were the most difficult. These insights contribute to understanding the nuanced needs of Uzbek learners and highlight implications for teaching practices and curriculum design.

Key words: Uzbek learners, English language learning, second language acquisition, vocabulary difficulty, reading comprehension, multilingual learners.

INGLIZ TILINI O'RGANISHDA O'ZBEK O'RGANUVCHILARI DUCH KELADIGAN QIYINCHILIKLAR: SO'ROVNOMAGA ASOSLANGAN TAHLIL

Muxtasar Pulatjonova Eminjon qizi

Toshkent shahridagi Webster universiteti magistri

Annotatsiya. Ushbu maqolada birinchi tili o'zbek tili bo'lgan ingliz tilini o'rganuvchilar o'rtasida o'tkazilgan so'rovnoma asosida til o'rganishda yuzaga kelgan qiyinchiliklarni o'rganiladi. So'rovnoma qatnashuvchilarining aksariyati hozirda ingliz tilini eng yuqori darajada o'zlashtirishgan hamda ayrim qatnashuvchilar o'zbek va ingliz tillaridan tashqari rus yoki turk tillarini bilgani holda ko'p tilli ekanliklarini ma'lum qilishdi. Tadqiqot o'zlashtirish yoshi, foydalanish chastotasi va ko'nikmalarga xos qiyinchiliklar o'quvchilar tajribasiga qanday ta'sir qilishini o'rganadi. Topilmalar shuni ko'rsatadiki, tinglash va gapirish ingliz tilini o'rganishning eng oson jihatlari sifatida qabul qilingan, so'z yodlash va o'qib tushunish esa o'zlashtirilishi eng qiyin hisoblangan ko'nikmalar bo'lgan. Ushbu tushunchalar o'zbek o'quvchilarining nozik ehtiyojlarini tushunishga yordam beradi va o'qitish amaliyoti va o'quv dasturlarini ishlab chiqish uchun o'z ta'sirini ko'rsatadi.

Kalit so'zlar: O'zbek o'rganuvchilar, ingliz tilini o'rganish, ikkinchi tilni o'rganish, so'z yodlash qiyinchiligi, o'qib tushunish, ko'p tilli o'rganuvchilar.

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Introduction. English has become a key instrument of global communication and academic mobility, especially in countries like Uzbekistan, where the government has increasingly prioritized English instruction in schools and universities. Despite these efforts, many learners struggle with different aspects of language acquisition due to linguistic, psychological, and instructional barriers. While studies have broadly addressed EFL challenges in Uzbekistan, few focus specifically on adult learners' subjective experiences with language skills such as reading, vocabulary, listening, and speaking. This paper aims to fill that gap by analyzing self-reported data from Uzbek adult learners of English.

Literature Review

Structural Differences Between Uzbek and English

The process of learning English as a foreign language (EFL) in Uzbekistan has been shaped by linguistic, psychological, and educational factors. Structural differences between English and Uzbek are often cited as foundational barriers [7, p102-115]. Uzbek is a Turkic language with agglutinative morphology, vowel harmony, and subject-object-verb (SOV) word order, while English is an analytic language with subject-verb-object (SVO) word order and strict syntactic constraints. These typological differences create common issues in sentence construction, verb usage, and article placement for Uzbek learners.

In addition to linguistic challenges, socio-educational models emphasize the importance of motivation and cultural orientation in second language acquisition. Gardner [3; p50-75] and Dörnyei [2, p65-100] argue that both integrative and instrumental motivation impact learners' success. In Uzbekistan, English is often learned for academic and professional advancement, suggesting strong instrumental motivation; however, limited access to English-speaking environments constrains integrative motivation [7; p87-99].

Vocabulary acquisition remains a key challenge. Nation [8; p23-45] emphasizes the importance of frequency, context, and repetition in vocabulary learning. In Uzbek classrooms, vocabulary instruction is often based on rote memorization, which may not support long-term retention. This can hinder reading comprehension, as learners struggle with unfamiliar words and syntactic structures.

Multilingualism and Language Transfer

Multilingualism is another influential factor. Many Uzbek learners also speak Russian or Turkish. Russian, being more analytic, may help with understanding English syntax, while Turkish shares morphological features with Uzbek. This multilingual background can lead to both positive and negative transfer effects depending on the linguistic proximity of the additional language to English [1, p39-53].

Skill-Specific Difficulties

Previous research shows that learners in Uzbekistan often find speaking and listening easier due to greater exposure to audio-visual materials, while vocabulary and reading comprehension pose greater challenges due to limited practice and abstract vocabulary [5; p25-34], [7; p 87-99].

Finally, the role of teacher training and instructional practices cannot be overstated. Karimova [5; 25-34] found that many English teachers in Uzbekistan continue to rely on grammar-translation methods, which neglect speaking and listening. Modern EFL pedagogy advocates for communicative language teaching (CLT) and task-based learning (TBL), yet such approaches are not widely implemented, especially in rural areas.

Together, these linguistic, motivational, and pedagogical factors paint a complex picture of English learning in Uzbekistan, necessitating more nuanced and context-aware educational interventions.

Methodology

Research Design

The study employed a quantitative descriptive design using a self-developed questionnaire consisting of 13 questions. The questions focused on learners' language backgrounds, age of English acquisition, usage patterns, and perceived difficulties across the

four core language skills (listening, speaking, reading, and writing), as well as vocabulary learning.

Participants

The participants were 30 adult English learners whose first language is Uzbek. Most participants also spoke either Russian, Turkish, or both in addition to English and Uzbek. Half of the participants started learning English in their mid-teens (ages 14–16), while the rest began either earlier or later.

The majority had attained an advanced level of English proficiency, either through formal instruction, immersion, or self-study. Approximately half reported using English on a daily basis (for work, study, or communication), while the other half used it infrequently or only in academic settings.

Data Collection and Analysis

The questionnaire was administered digitally, and responses were collected anonymously. The data were analyzed using basic statistical techniques (percentage frequency and comparison of categorical responses). Thematic trends regarding perceived ease and difficulty of language skills were extracted and supported with direct response examples.

Results

Language Background and Age of Acquisition

- 100% of participants were native Uzbek speakers.
- 60% reported knowing an additional language (Turkish and/or Russian).
- 50% began learning English in their mid-teens.

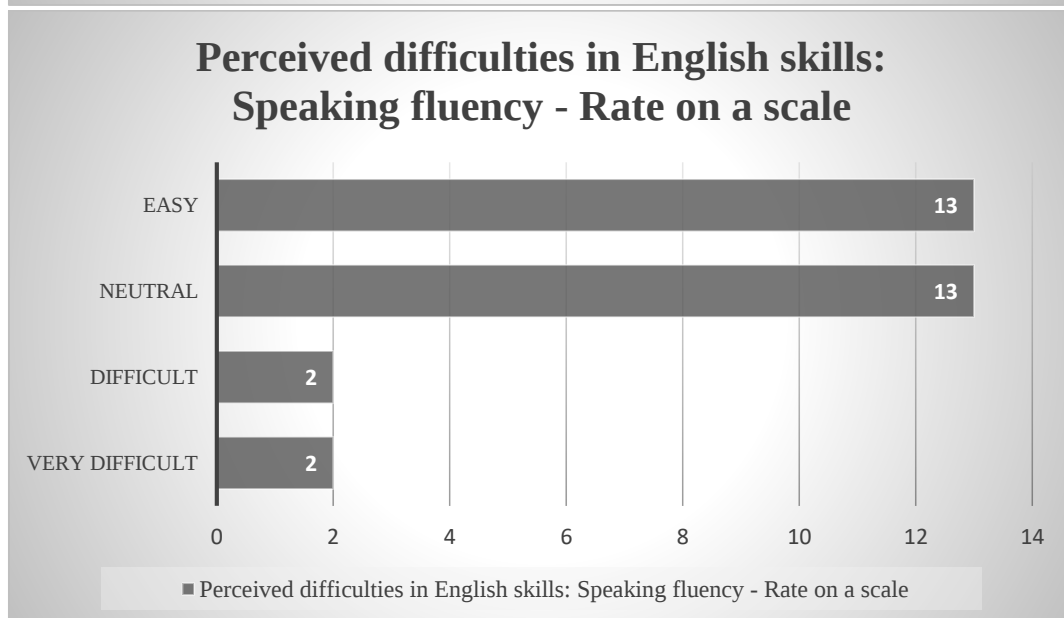
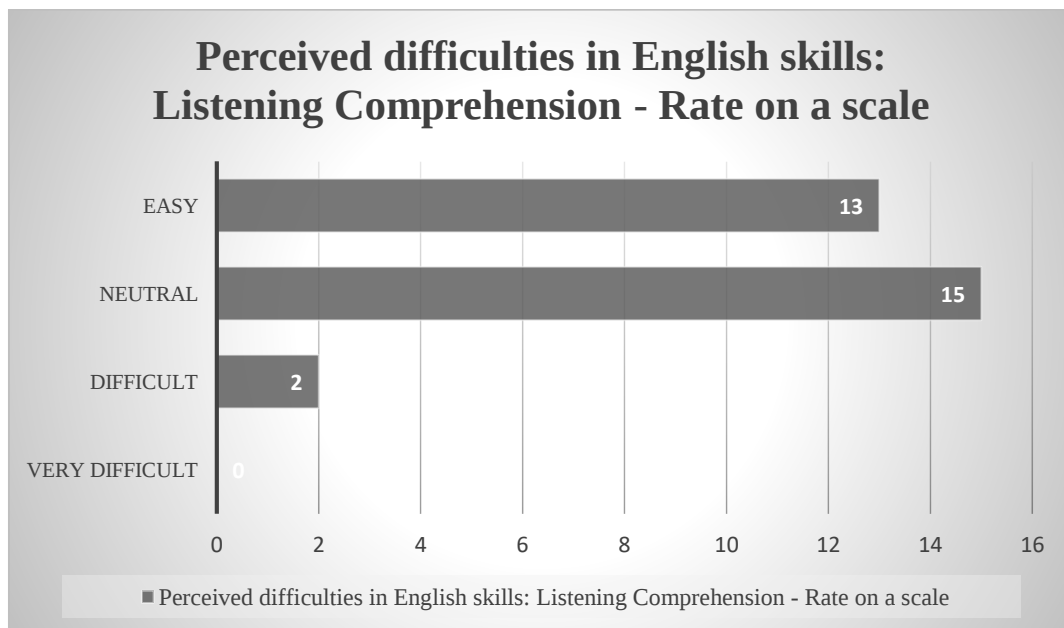
Current Proficiency and Frequency of Use

- 70% of participants described their English level as advanced.
- 50% used English daily (e.g., at work or in communication with foreigners).
- 50% used English only occasionally, primarily in academic or exam contexts.

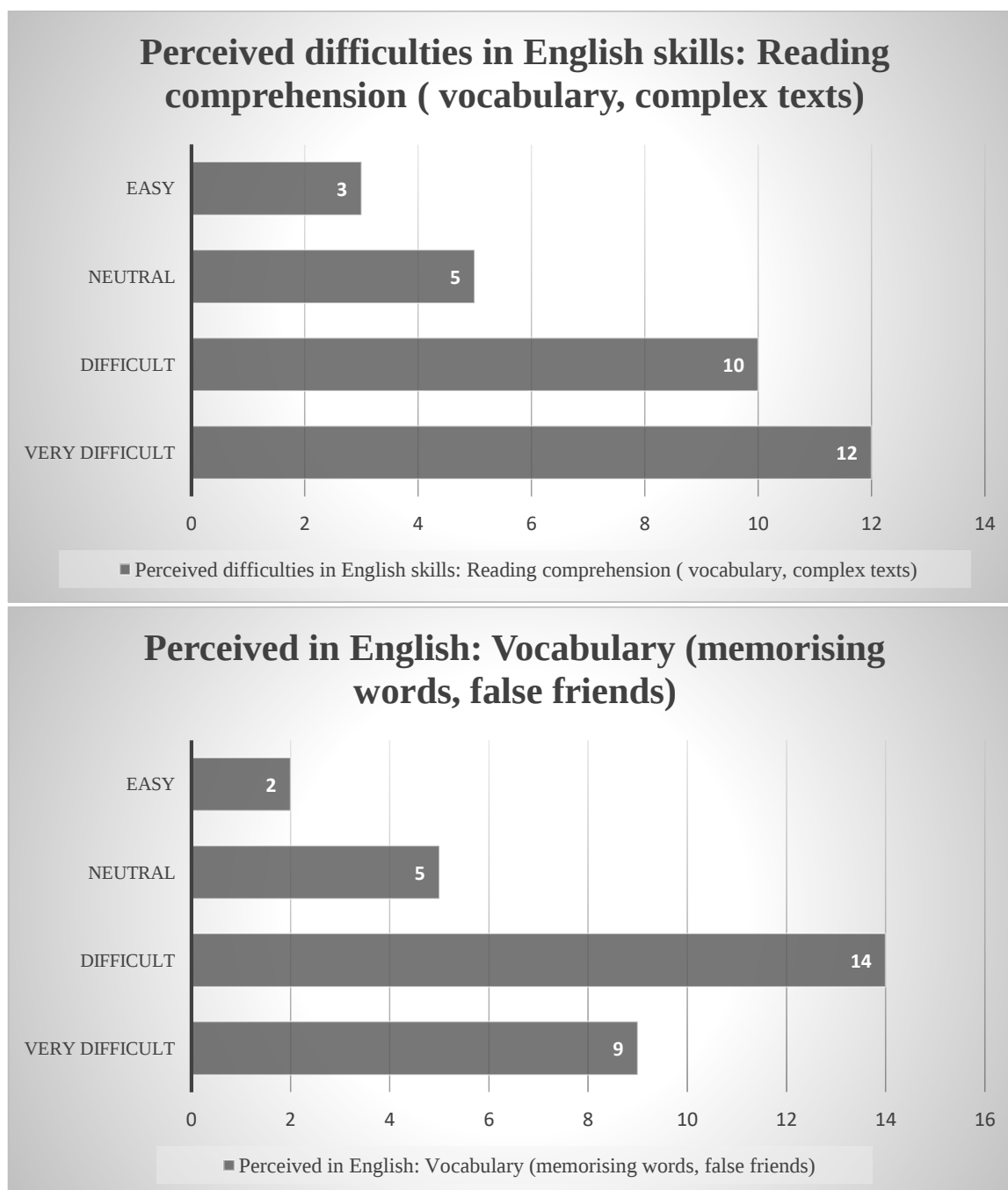
Perceived Skill Difficulties

Participants were asked to rank the four main language skills and vocabulary in terms of ease or difficulty during their learning process.

- **Easiest Skills:**
 - ❖ Listening (75%)
 - ❖ Speaking (65%)



- **Most Difficult Skills:**
- ❖ Vocabulary (70%)
- ❖ Reading Comprehension (60%)



Several participants mentioned that watching movies and listening to songs helped with listening, while limited access to reading materials and abstract vocabulary made reading comprehension and vocabulary acquisition harder.

Discussion

The findings align with previous studies emphasizing the relative ease of oral skills and difficulty with written or abstract skills [6; p117-142]. Participants found listening and speaking easier due to regular exposure to English-language media and opportunities for real-time communication. As Gilakjani [4; p1670-77] notes, multimedia exposure significantly enhances listening and speaking fluency, even in EFL environments.

In contrast, vocabulary learning and reading comprehension posed substantial challenges. This is likely due to several interrelated factors:

- **Lack of Lexical Transparency:** Many English words have Latin or Greek roots unfamiliar to Uzbek speakers, making retention difficult.
- **Low Reading Habits in English:** With limited access to graded readers or authentic texts, learners reported difficulty in understanding complex syntax and abstract ideas.
- **Limited Contextual Learning:** Vocabulary instruction often relied on memorization without context or usage, leading to poor retention [8; p23-45].

An additional factor affecting learners' performance is the age of onset. Although research on Critical Period Hypothesis (CPH) is still debated, learners who started earlier in life often develop better pronunciation and intuitive grammar [10; p41-73]. However, in this study, no strong correlation was observed between age of acquisition and perceived difficulty, suggesting that other factors such as motivation, environment, and learning strategies play a larger role.

The presence of additional languages (e.g., Russian and Turkish) may also affect language transfer. While Turkish shares some structural similarities with Uzbek, Russian has more lexical borrowings with English. These cross-linguistic influences may explain why some learners found certain vocabulary or grammar patterns easier.

Conclusion.

This study sheds light on the specific challenges faced by Uzbek adult learners of English. While most participants reached an advanced level of English, their journeys were shaped by multiple variables including age of acquisition, multilingualism, frequency of English use, and skill-specific barriers.

The key findings show that:

- ✓ Listening and speaking are generally perceived as easier skills.
- ✓ Reading comprehension and vocabulary learning are most challenging.
- ✓ Frequency of language use plays a role in confidence and skill mastery.
- ✓ Contextual and interactive learning strategies are underutilized.

To address these issues, educators and policymakers should prioritize the integration of more engaging and communicative teaching methods, especially for vocabulary and reading. Authentic materials, digital tools, and multilingual strategies could greatly benefit learners in both rural and urban regions of Uzbekistan.

Future research could involve larger sample sizes, longitudinal studies, or experimental methods to test the effectiveness of targeted interventions in vocabulary and reading instruction.

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