

Difficulties in Learning English: A Model of Interconnected Teaching of Language and Culture

Khusanova Mashkhura Kakhramonovna

Teacher assistant at the department of Uzbek language and Literature At the Andijan Machine-Building Institute (AndMI)

Annotation: The article discusses the difficulties that arise in the process of learning English and ways to overcome them, using the material of the English language, the article examines the language ways of expressing speech etiquette recommended for inclusion in teaching English discourse. The role of interconnected teaching of language and culture emphasized. The author of the article draws some analogies, comparing the ways of expressing speech etiquette in English, Uzbek and Russian.

Keywords: difficulties in learning English, communication, the relationship between language and culture, communicative situation, a set of exercises.

It is believed that the greatest asset humankind is communication with their own kind. However, the expansion of the scale of intercultural interaction observed today leads not only to positive cooperation, but also to the emergence of intercultural misunderstanding. Such a challenge confronts modern education with the task of introducing a person into the world of universal culture and educating his readiness for cooperation, tolerance and respect for other national cultures, which in teaching a foreign language involves mastering a foreign language communicative and linguo-culturological competence [1]. Mastering a foreign language without being acquainted with the culture of the country of the language being studied, with the mentality of people who speak this language, cannot be complete. In other words, it is necessary to master not only the language itself, but also the “image of the world” of those who speak it: representatives of a different culture should not be psychologically “alien” for us [2]. An important role in this played, in our opinion, by speech etiquette.

By speech etiquette, we mean the rules of speech behavior developed by society, mandatory for members of society, nationally specific, firmly fixed in speech formulas, but at the same time historically changeable [2]. The rules of speech behavior are regulated by the system of set expressions that has developed in language and speech and is used in acts of communication. Speech etiquette covers everything that expresses a friendly attitude towards the interlocutor and that can create a favorable climate for communication. Underestimating the role of studying speech etiquette in the process of teaching a foreign language can negatively affect communication with native speakers.

About a person who communicates fluently in English with foreigners, in Uzbekistan they sometimes say, “*He knows English well*”. However, what do the words “*know the language*” mean? Naturally, a free conversation with its native speakers is simply impossible without knowledge of phonetics, vocabulary, grammar, stylistics of a foreign language and phraseology.

Learning English, like any foreign language, can be faced with a number of difficulties. Where do these difficulties come from and can they be overcome?

In foreign speech, the first source of difficulties is the native language. Therefore, when learning English, people who speak related languages, as a rule, face the same difficulties. Although the cultures of Uzbekistan and other eastern countries are not at all identical, their representatives have particular difficulties in English with a complex system of tenses that differs from their tense system, indefinite and definite articles, numerous post-positional prepositions and adverbs that change the meaning of the verb. In the Uzbek language there is no generic category (he, she, it), and in Chinese there is no difference between the plural and the singular, there is no conjugation of verbs. Therefore, speaking English and Uzbek are confused in these grammatical categories [3].

Alternatively, here is another example, Americans, speaking Russian, make mistakes in case endings and incorrectly choose types of verbs that are not in English. Nevertheless, for the Spaniards, the difficulty is the English negatives for and not. Russians often use the so-called “Russisms” in English, translating Russian phrases literally [2].

The second difficulty is the difference in mentality. It is obvious that the picture of the world is very different for an Uzbek person and an Englishman. N.V. Peel Peale[3], in his book “The Power of Positive Thinking”, notes that since childhood, Americans have a belief in “*positive thinking*”, which implies an optimistic attitude and a friendly attitude towards people. “*Yes, there are difficult situations in life, but, in the end, everything will work out, everything will work out, it will work out*”, is the philosophical credo of the Positive Thinking theorist. A person who lives according to this credo should be successful in everything – in relationships with relatives, friends and colleagues.

The third difficulty: different grammatical systems. In English, unlike the Uzbek language, there is no developed case system, which compensated by tenses of the verb and numerous aspects. Due to the variety of forms of verbs in English, native speakers of the Uzbek language have to learn them for quite a long time, since there are no such differences in our native language[1].

To master a foreign language, you need to engage not only in cramming vocabulary, but you also need to know how real communication takes place. In addition, here such elements of culture as etiquette and rules of conduct are of great importance. They form the morality, psychology and mentality of its citizens, and they reflect the social structure of the country. In addition, they recorded forms of politeness and norms of decency associated with habits, tastes and customs.

When you first communicate with a foreigner, you need to know how properly call each other. For example, residents of the states quickly replace the surname with the given name in conversation; boss and subordinate often refer to each other by name. This is the result of the so-called “democratic idea”.

In Uzbek, there are many ways politely make a request. This is helped by modal verbs, the subjunctive mood with the particle “would”, diminutive suffixes, as well as the words of politeness “*please*”, “*Be kind ...*”. A desire or request can be expressed with the help of negative constructions “You could not”, “Do not take it for work”.

Such words of politeness in English are thank you or please. They are necessary for any request addressed to a colleague, relative, friend, subordinate, boss, and therefore they are much more common in English than in Uzbek or Russian. However, in English, the subjunctive with the negative is much less common or not used at all. Therefore, Americans, when speaking Russian, often seem prone to sarcasm: they use “*paazhaalaasta*” every now and then instead of saying “*please*” or limiting themselves to rising intonation. Russians, speaking English, neglect the word please, so in America they are considered poorly educated. As a result, due to differences in politeness formulas, representatives of the two cultures cease to sympathize with each other [1].

The modal verbs *could*, *would*, *might* allow you to avoid the straightforwardness of the statement. The British distinguish interpersonal communication as a special sphere of functioning of these verbs: with the help of *could*, *would*, *might*, requests, questions, suggestions, opinions, wishes are expressed. They form a number of politeness formulas in the form of stable constructions – interrogative, conditional, subjunctive – with the meaning of probability, possibility, preference, desire. Interrogative constructions with the verbs *could*, *would*, *might* are traditional ways of expressing a polite request / proposal or opinion / critical remarks: *Could/ would you do that for me? You might try the new diet, it works miracles. You could/ might tell me before reading my notes.* In any other form, they sound too categorical: *Will you do that for me? Try the new diet. You should not read my notes.*

Would with verbs of speaking / thinking (say, call, think) and verbs expressing preferences (like / prefer), form some common formulas, for example, sentences / (on) wishes: *I would say ... / I would think ... Would you like some tea? I would prefer...* In such verb constructions, *would* gives a touch of politeness to the expressed intentions/opinions. In conditional clauses in polite question/offer/advice/order formulas, there is a rather high frequency of use of modal verbs *could*, *would* and *might*: *If I were you I'd ...; It would be better if...; You might see if professor Smith is free this afternoon/ Could I ask you something if you are not too busy? I wonder if I might have some more water.*

Recommendations / wishes / questions of a personal nature / refusals of requests / advice sound more tactful in the subjunctive mood with the verb *would*: *I would rather you ...; I wish you would not...; I would rather not answer that if you do not mind...*

It should be noted that constructions with modal verbs *could you* and *would you* correspond in translation into Russian to turns with *would* and *whether*: *Could you? Would you like?* The Uzbek analogues of a polite request expressed by the turnover of the motivating mood + please, are translated into English as follows: Give, please ... (in Uzbek) - *Could you give me...?* (In English).

In addition, finally, to the favorite question of Americans: “How do you like America?” for a person who has recently arrived in the country, it is better to answer: It’s great/wonderful/ I like it very much. Saying something else, such as “I don’t really know the country well yet” or “There are something’s I like and others I don’t”, runs the risk of making you an enemy from the very beginning. Americans most often express themselves extremely directly, and when they do not know something, they are not shy about saying: I do not know / I cannot answer that, if the topic of conversation is not to his liking, then he may well answer: I would prefer not to talk about that. When someone feels incompetent in one area or another, they do not hide it. Finally, I would like to note. If in the process of learning English there are difficulties that seem insurmountable, you should not give up. It is necessary to strive to obtain as much information as possible from various sources; listen to music, watch movies, read in English. These methods are efficient and effective [6-15].

To develop the skills of speech etiquette in the main ways of verbal communication of the British, some methods of conducting a dialogue in English; various strategies for requesting and transmitting information; the ability to build an adequate line of behavior in various situations of communication; the ability independently find the necessary information; students offered a communicative situation [16-30]. On such topics as: *Meeting friends, Saying hello / good-bye, Discussing business, Shopping, In the cafe, In the street, At the party.*

Recommended forms are role-playing games that allow you to work out the rules of speech behavior and play a variety of social roles in communication situations (communicative situations). The set of tasks developed by us allows us to acquaint students with the peculiarities of the British

mentality and the characteristic features of speech behavior; to teach to determine an adequate line of speech behavior in various situations of communication; practice in the application of the studied language material, in particular speech clichés; Develop student self-reflection skills

- Act out (dramatization of a situational dialogue, for example, a situation with an apology / approval; an expression of gratitude / condolences, etc.).
- Role plays (role-playing game with playing the given roles, for example, the seller - the buyer, the doctor - the patient).
- Match the given words and their definitions (comparison of etiquette words/phrases and their meanings).
- Arrange the following sentences in order (arranging the sentences of the connected text in a logical order).
- Fill in the gaps (filling in the gaps with appropriate etiquette clichés), etc.

Thus, we believe that the result of acquaintance with the language, culture of the country of the language being studied and mastering the methods of intercultural communication is the socio-cultural competence formed in students, one of the components of which is speech etiquette.

Literature

1. Gorodetskaya L.A. Politeness strategies in English in comparison with Russian // Russia and the West: a dialogue of cultures. – M.: MIR, 2021.
2. Lynn Visson. Problems in English speech. R. Valent, 2020.
3. Peale N.V. The Power of Positive Thinking. – New York: Simon & Schuster, 2015.
4. Alijonovich, A. R. (2021). Classification of Machine Control Systems and Automated Systems. *International Journal of Development and Public Policy*, 1(4), 45-47.
5. Abdullajonovich, X. S., & Alijonovich, A. R. (2021). TARJIMADA SO'Z TANLASH MASALASI YO'KI BADIY TARJIMADAGI MUAMMOLAR. *Eurasian Journal of Academic Research*, 1(9), 334-337.
6. Alijonovich, A. R. (2021). Easy Ways to Learn English Language. *Journal of Pedagogical Inventions and Practices*, 3, 98-100.
7. Абдувоитов, Р. А. (2021). LINGUISTIC CHARACTERISTICS OF THE TERMS RELATED TO THE "MARKET ECONOMY" CONCEPT WITHIN BUSINESS ENGLISH LEXICON. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 4(2).
8. Хурулбоев, Ш. А., Нишонов, И. А., Мамаджонов, А. В., & Абдувоитов, Р. А. (2020). ХОРИЖИЙ ТИЛЛАРНИ ОНЛАЙН ЎҚИТИШНИНГ САМАРАДОРЛИГИ ВА ИСТИҚБОЛИ. *ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ*, (SI-2№ 8).
9. Ашурова, С. А. (2021). АКТУАЛЬНОСТЬ ПЕРЕВОДОВ ПРОИЗВЕДЕНИЙ ГАФУРА ГУЛЯМА НА РУССКИЙ ЯЗЫК. *Eurasian Journal of Academic Research*, 1(9), 315-321.
10. Хусанова, М. К. (2021). РИТОРИЧЕСКИЕ ФОРМЫ ВЫРАЖЕНИЯ РЕЛИГИОЗНЫХ ВЗГЛЯДОВ. *Eurasian Journal of Academic Research*, 1(9), 369-373.
11. Хусанова, М. К., & Сотволдиева, Д. Б. (2020). ИСПОЛЬЗОВАНИЕ ДЕЦИМАЦИИ И ИНТЕРПОЛЯЦИИ ПРИ ОБРАБОТКЕ СИГНАЛОВ В ПРОГРАММЕ МАТЛАВ. In *ЦИФРОВОЙ РЕГИОН: ОПЫТ, КОМПЕТЕНЦИИ, ПРОЕКТЫ* (pp. 970-975).

12. Сотволдиева, Д. Б., &Хусанова, М. К. (2020). СРАВНЕНИЕ ФИЛЬТРОВ С КОНЕЧНОЙ ИМПУЛЬСНОЙ ХАРАКТЕРИСТИКОЙ И БЕСКОНЕЧНОЙ ИМПУЛЬСНОЙ ХАРАКТЕРИСТИКОЙ В ПРОГРАММЕ МАТЛАВ. In *ЦИФРОВОЙ РЕГИОН: ОПЫТ, КОМПЕТЕНЦИИ, ПРОЕКТЫ* (pp. 840-845).
13. Хурулбоев, Ш. А. (2021). КОНВЕРСИЯ В СОЗДАНИИ НЕОЛОГИЗМА И ЕГО РОЛЬ В ГАЗЕТНОМ СТИЛЕ. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 4(2).
14. [14] Хурулбоев, Ш. А., Нишонов, И. А., Мамаджонов, А. В., &Абдувоитов, Р. А. (2020). ХОРИЖИЙ ТИЛЛАРНИ ОНЛАЙН ЎҚИТИШНИНГ САМАРАДОРЛИГИ ВА ИСТИҚБОЛИ. *ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ*, (SI-2№ 8).
15. Irgasheva, N. D. (2022). INGLIZ TILINI O'QITISHDA ZAMONAVIY INNOVATION TEXNOLOGIYALARDAN FOYDALANISH. *Eurasian Journal of Academic Research*, 2(1), 21-24.
16. Nabievna, N. D. (2021). The Difference Between Mother-In-Law and Daughter-InLaw in Uzbek Families with Mother-In-Law and DaughterIn-Law in Other Countries Families. *Zien Journal of Social Sciences and Humanities*, 3, 14-17.
17. Nabievna, N. D. (2021). The importance of interactive games in english language teaching and their impact on the teaching process. *ACADEMICIA: AnInternationalMultidisciplinaryResearchJournal*, 11(4), 1086-1089.
18. [18]Nabievna, N. D. (2021). The Essence of Upbringing and Preservation of Traditions in Uzbek Families. *International Journal of Development and Public Policy*, 1(4), 54-56.
19. [19]Nabievna, N. D. (2021). UZBEK NATIONAL CLOTHES AND THEIR HISTORY. *Editorial board: Tone Roald, PhD Associate Professor of Psychology University of Copenhagen*, 186.
20. Nosirova, D. N. (2022). THE ROLE OF FOREIGN LANGUAGES IN CREATING A NEW ENLIGHTENED SOCIETY OF UZBEKISTAN. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(1), 364-372.
21. Nabievna, N. D. (2022). THE IMPORTANCE OF THE CONSTITUTION IN THE LIFE OF OUR SOCIETY. *ИЖТИМОИЙФАНЛАРДАИННОВАЦИЯОНЛАЙНИЛМИЙЖУРНАЛИ*, 2(2), 1-3.
22. Nabievna, N. D. (2022). KONSTITUTSIYANING JAMIYATIMIZ HAYOTIDGI ANAMIYATI. *БарқарорликВаЕтакчиТадқиқотларонлайнилмийжурнали*, 2(1), 151-153.
23. Murodovna, M. G., &Nabievna, N. H. (2016). Use of essentielle Forte n in complex treatment of Antiphospholipid syndrome in women. *European science review*, (9-10).
24. Nabievna, S. B., &Adxamjonovich, A. A. (2021). The chemical composition and properties of chicken meat. *Innovative Technologica: Methodical Research Journal*, 2(10), 25-28.
25. Yuldasheva, L. R. (2022). DISTANCE LEARNING: THE FUTURE OF EDUCATION DEVELOPMENT. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(1), 596-603.
26. Юлдашева, Л. Р. (2021). COLLOQUIALISMS AND THEIR ROLE IN THE ENGLISH LANGUAGE. *МЕЖДУНАРОДНЫЙЖУРНАЛИСКУССТВОСЛОВА*, 4(2).

27. Yuldasheva, L. R. (2021). ICT-COMPETENCE AS A PROFESSIONAL CHARACTERISTIC OF A MODERN TEACHER. *International Journal of World Languages*, 1(2).
28. Рустамова, Ф. М. (2019). ЛИНГВОМАДАНИЯТШУНОСЛИК ХАЛҚ РУҲИЯТИНИ ТИЛДА ИФОДАЛАНИШ ОМИЛИ СИФАТИДА. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, (6).
29. Qizi, R. D. T., & Qizi, M. F. M. (2021). Developing the critical thinking of primary school students. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(10), 769-772.
30. [30]Mamadjanov, A. V. (2022). THE INFERNAL THEME IN MY LERMONTOV'S POEM "DEMON". *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(1), 587-595.
31. Samandarova, G. (2021). IMPROVING THE TRANSPARENCY OF THE STATE BUDGET IN UZBEKISTAN. *Збірник наукових праць SCIENTIA*.
32. Samandarova, G. (2021). SCIENTIFIC AND THEORETICAL TRANSPARENCY OF THE STATE BUDGET BASICS. *Архив научных исследований*, 2(1).
33. Samandarova, G. M. K. (2021). Analysis of the practice of transparency in budget policy in Uzbekistan. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(9), 317-327.
34. Abdurakhimovich, A. S. (2021). Genre Compositional Features of M. Semyonova's Novel "Valkyrie". *International Journal of Development and Public Policy*, 1(4), 65-67.
35. Abduvoitov, R. A. (2022). THE HERMENEUTIC CONCEPT OF THE TRANSLATION OF PROSE AND NOVELS. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(1), 483-490.
36. Абдувоитов, Р. А. (2021). LINGUISTIC CHARACTERISTICS OF THE TERMS RELATED TO THE "MARKET ECONOMY" CONCEPT WITHIN BUSINESS ENGLISH LEXICON. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 4(2).