

PROBLEMS AND THEIR POTENTIAL SOLUTIONS IN IMPROVING READING  
AND WRITING SKILLS IN LEARNING ENGLISH

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**Abstract:** *In today's globalized world, the ability to read and write in English is essential for success in both academic and professional spheres. However, many learners face challenges in developing their reading and writing skills in English. In this article, we will explore some of the common problems encountered by learners and discuss potential solutions to help improve their proficiency in the language.*

**Keywords:** *educational environment, qualified teachers, problems, methodological recommendations, potential solutions*

ПРОБЛЕМЫ И ИХ ПОТЕНЦИАЛЬНЫЕ РЕШЕНИЯ В СОВЕРШЕНСТВОВАНИИ  
НАВЫКОВ ЧТЕНИЯ И ПИСЬМА ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

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**Аннотация:** В современном глобализованном мире умение читать и писать на английском языке имеет важное значение для успеха как в академической, так и в профессиональной сферах. Однако многие учащиеся сталкиваются с трудностями в развитии своих навыков чтения и письма на английском языке. В этой статье мы рассмотрим некоторые из распространенных проблем, с которыми сталкиваются учащиеся, и обсудим потенциальные решения, которые помогут улучшить их уровень владения языком.

**Ключевые слова:** образовательная среда, квалифицированные учителя, проблемы, методические рекомендации, потенциальные решения

INGLIZ TILINI O'RGANISHDA O'QISH, YOZISH MAHORATINI OSHIRISHDA  
YUZAGA KELADIGAN MUAMMOLAR VA ULARNING POTENSIAL  
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**Аннотация:** Bugungi globallashgan dunyoda ingliz tilida o'qish va yozish qobiliyati ham akademik, ham professional sohalarda muvaffaqiyat qozonish uchun juda muhimdir. Biroq, ko'plab o'quvchilar ingliz tilida o'qish va yozish qobiliyatlarini rivojlantirishda qiyinchiliklarga duch kelishmoqda. Ushbu maqolada biz o'quvchilar duch

*keladigan ba'zi umumiy muammolarni o'rganamiz va ularning tilni bilishini yaxshilashga yordam beradigan potentsial yechimlarni muhokama qilamiz.*

***Kalit so'zlar:** ta'lim muhiti, malakli o'qituvchilar, muammolar, metodik tavsiyalar, potentsial yechimlar*

**Introduction:** Nowadays, many initiatives and reforms are being carried out with the initiatives of our president in order to increase the level of knowledge of foreign languages of young people, and it is no coincidence that a lot of attention is paid to the study of foreign languages at the same time. It is known that, among other languages, the demand for Learning English is increasing every day.

No matter where we go in this world, we have no doubt that English has already become a popular language for all. English plays a big role for people in society. The command that this language is a challenge in the learning process for people who do not have their own mother tongue is perfect.

In order for a person to find a place in society, they need to learn English, understand and speak fluently. In the process of communicating and exchanging ideas with people from other regions who speak different languages, English can be used as a common language of communication. However, English grammar is complex and difficult and at the same time presents many problems in the learning process due to the fact that it has a different structure with the grammar of the Uzbek language.

Students may find grammar difficult, especially in the colloquial process, and this can ultimately lead to Incorrect message being delivered. English grammar rules are unclear and have many exceptions. As a result, they are difficult to memorize and even more difficult to apply.

The following problems are encountered when learning English:

Complex grammar. It is very difficult for students to learn English grammar. When speaking English, students mostly make grammatical errors. Usually, students make mistakes in the tense, proportion, vocabulary when speaking English.

In the process of sentence construction, language learners often have difficulty distinguishing and misusing the tense, meaning that sometimes they speak in the present instead of the past tense if they want to speak in the past tense. The problem lies in the fact that they cannot easily distinguish how to use past, present and next times.

Overuse of the native language in the audience: learners only learn another language well when they are forced to use it. The teacher must require students to communicate in the language being studied. Only in this case does the level of achievement increase in language learning, fluency in pronunciation increase. Mastering a foreign language is successfully carried out only if it is persistently required in the course of the lesson and restrictions are established.

Insecurity: one of the reasons why students cannot speak English in public is insecurity. They cannot speak English in front of people. This is usually due to insufficient encouragement by teachers to speak English in public. Usually, teachers do not encourage them to speak English in the classroom or in front of people. They learn English but do not learn enough to speak. This is basically one of the problems that students face in the classroom or in front of people.

Self-confidence plays a very important role in speaking English; which students cannot speak English freely if they are not confident. The self-confidence of the students depends entirely on the teachers. Teachers should encourage them to trust themselves and make sure they speak English in public.

If students are concerned about making speech mistakes, teachers should teach them that no one is born perfect, that everyone can learn from their mistakes. Students must continue to speak, even if they speak incorrectly. Because they learn from their mistakes

and correct their mistakes in talking over and over again. Therefore, self-confidence is very important when speaking English.

Translation: We know that we are looking for translations of words unfamiliar in the process of language learning from dictionaries, and when composing a sentence, various translators refer to bots and applications. But this does not always give the same result as we expected. For example, in the process of translating idiomatic expressions or phrases, translation problems may arise.

Idioms are difficult to translate because idioms cannot be translated verbatim.

The translator must understand the whole meaning before translating it. Some idioms may not have the same meaning as they are translated, or they may not be used in all propositions, nor in speech. Even the native speakers of that language face this problem. Thus, mistranslation of idioms and phrases, like other problems, can undermine the quality of speech.

The constant dominance of one or more excellent students: students who are sometimes more knowledgeable than others should not be completely forgotten about students who are more sluggishly mastering them or who are not fully attending the lesson, even if they are given good grades in the lesson, to a certain extent more incentives. It is necessary to encourage them more towards others and make it possible for them to actively participate in the lesson.

Anxiety: it is an emotionally condition that can occur in three stages of the language learning process, and anxiety at each stage can negatively affect learning. At the initial stage, students are concerned because they have difficulty understanding unfamiliar language or concepts.

At the next stage, stress comes from trying to remember and identify new words. In its final stage, anxiety arises from an attempt to reconstruct and use the language

previously studied. As mentioned above, anxiety can be one of the factors that prevent the learning of a certain language, so it is necessary that the child is presented with the right direction and solution by educators and teachers.

To help English language learners overcome these difficulties and strengthen their reading and writing abilities, several potential solutions could be implemented.

One solution is increasing exposure to English reading materials. Having a variety of books, magazines, newspapers, and online articles readily available in English exposes learners to authentic language usage, diverse topics and genres, and new vocabulary in meaningful contexts. This extensive exposure builds familiarity with the language over time as learners see words and structures repeatedly. Schools and libraries could develop and expand their English reading collections to give learners easy access. Digital reading platforms and eBooks also make a wide selection of materials portable and engaging for learners.

Another potential approach is incorporating more writing practice into English language lessons and homework assignments. Frequent, low-stakes writing tasks on varied topics help learners develop fluency and confidence with the writing process. Journals, blogs, essays, stories, and reports are some writing genres that provide regular opportunities for learners to apply their growing knowledge of grammar, organization, style and mechanics. Instructors can give feedback to guide improvement. Peer review and editing can also strengthen writing skills as learners examine each other's work.

Hands-on learning activities are another possible solution. Multi-sensory experiences like role plays, debates, presentations and projects require learners to both read about and research a topic, then apply that knowledge through speaking, listening and writing. Such interactive tasks make lessons more memorable and motivate learners by relating content to real-world situations. Educators can design activities that incorporate reading, writing

and communication skills authentically. Technology also enables hands-on learning through online discussions, multimedia projects and interactive games.

Developing strategic reading skills is a further potential approach. Teaching learners' techniques like previewing, questioning, clarifying, inferring, and summarizing equips them with mental processes for actively reading texts. Learners can apply these strategies independently to comprehend increasingly complex materials. Instructors may model the strategies, provide guided practice, and give feedback as learners develop mastery. Reading comprehension also improves through vocabulary building activities like word maps, lists and quizzes that reinforce new terms in context.

### ***Conclusion***

In conclusion, there are several common problems that learners may encounter in improving their reading and writing skills in English. However, by addressing issues such as lack of motivation, vocabulary and grammar knowledge, reading comprehension strategies, and writing organization, educators can help students develop the necessary skills to succeed in the language. By implementing targeted interventions and providing ongoing support, educators can empower learners to become confident and proficient readers and writers in English.

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