

# GENERAL LINGUISTIC PROBLEMS OF UZBEK AND KOREAN STUDENTS STUDYING ENGLISH AS A SECOND LANGUAGE AND THEIR SOLUTIONS

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## Abstract

In this article, the general linguistic problems facing Uzbek and Korean students studied as a second language will be analyzed. In particular, phonetic, grammatical and local difficulties are considered and methods to effectively eliminate them. Students' pronunciation difficulties, grammatical errors, and the problems in increasing vocabulary problems are considered by the global. The effectiveness of teaching methods based on interactive methods, modern technologies and contexts is discussed. The results of the study can be beneficial in teaching individual and general approaches to teaching the English language.

**Keywords:** Learning as a second language, linguistic problems, phonetics, grammar, Uzbek students, Korean students, interactive methods, pedagogical approaches.

## Introduction

Currently, effective methods of English language development in linguodidactics are working on the basis. In addition, the concept of the "effective way" includes the concept of "quick path", because the rate of accelerating in the 21st century does not allow humangance to be methodical for several years, this can believe in a non-facing result. in the future. The modern person needs immediate results, already on the way. The result is not a result, not fluent, but at least in the most common situations of social relations in English. The same didactic methods and methods can be effective in another situation, in another case.

Any people who learn English as a second language will face certain difficulties due to phonetic, grammical and syntactic properties of their native language. Although Uzbek and Korean belongs to the Turkic and Korean families, there are significant differences in their structure in English. These differences give students general linguistic problems. This article analyzes the general difficulties of Uzbek and Korean students in the study of English and ways to overcome them.

General Linguistics facing Uzbek and Korean students facing English Problems of phonetics and pronunciation The difficulty of pronouncing English sounds It is difficult to pronounce English sounds that are not available in Uzbek and Korean.

For example, for / th / (Think), / ð / (this), no / ɪ / (RED) sounds, therefore, are not in Uzbek and Korean, so often their pronunciation is incorrect.



Korean students can mix the / F / and / P / sounds (e.g. maybe the word science can say).  
 Uzbek students can replace / w / and / v // v // v // vest (say the West word is West).  
 Stress and emergency problems Emphasis and intense in English can change the meaning of words and sentence. Since the instruction in Uzbek and Koreans are less important, students can misuse it, because it is less important than English. Grammatical problems Using the completed time forms (Perfect Tenzes) Non-known equivalent in Uzbek and Koreans poses a difficulty in learning time, such as Perfect (I Have Eatsen).

Uzbek and Korean students usually tend to use the form of low Simple (i ATE).

Artifications (A, An, The problem In Uzbek and Korean, there is no perception of the artillery, so students may not use them or use them either.

The problem of owner compatibility (Subject-verb agreement) The rules of compatibility between the English language verbs and the owner may be difficult to understand.

For example, Korean and Uzbek students can make grammatical errors such as SCHOOL (shore goes to sochool correct form). 1

Gap structure (Word Order) The word svo (subject-verb-object) in English is firm but the order of SUV-ORRB (Subject Object-Vertu) in Uzbek and Korean is normal.

Because of this, misconceptions may occur like i A Book Readout (Right form: i Read A Book).  
 Lexternal and semantic problems Incorrect understanding of ties between words Uzbek and Korean students can compare some English words with their closest equivalent in their native language.

For example, Decision A Decision translates in Uzbek and Koreans are translated, but it can be difficult to address these problems in the form of deceison.

Methods of improving phonetics and pronunciation Exercise through minimum couples (minimum pairs)

For example, the right pronunciation can be taught by hear and pronounce words such as ceils / sheep, bit / beat, science / alte, science / van.

Teaching international transcription (IPA - International Phoneic Alphabet) Pupils can be useful to introduce phonetic characters to understand and differentiate English sounds.

Working with audio and video materials To hear and imitate English speaking people (shadowing method).

Effective methods for grammar training Interactive exercises and visual presentations If grammatical rules are explained through presentations, diagrams and infographic, students will understand them better.

Teaching in the context, not based on the rule For example, teaching the actions not only through the rules, but by communication in real life.

To associate times with real life For example, the explanation of present Perfect times through the life experience of students: Have You Ever Traveled Abroad? using questions such as.

Dictionary wealth strategies Using Frazz and Collocations Students should memorize phrases such as Homework, Make a Decision, Take, and use them in the context from them.

1 Solovova E.N. Chet tillarni o'qitish metodikasi. Asosiy kurs / E.N.Solovova -M.: ACT, 2008. - 238 c.

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**Memoring words through interaction**

Students should only use the words without being memorized, they should apply them in the communication process.

In short, Uzbek and Korean students face common phonetic, grammatical and local problems in the learning of English. To address these issues, it is necessary to use specialized specialized grammatical activities and vocational training strategies. Thus, the process of mastering the English language can be more effective and interesting.

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