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CHALLENGES FACED BY UZBEK STUDENTS IN THE USE OF ARTICLES IN ENGLISH

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Abstract: Mastering the use of articles in English is a significant challenge for many Uzbek students learning English as a foreign language. This challenge arises from the fundamental differences in the grammatical structures of Uzbek and English. Uzbek, being a Turkic language, does not possess the concept of definite and indefinite articles, while English makes extensive use of them. This structural disparity forms the core of the difficulties encountered by Uzbek students. As they work to develop fluency and proficiency in English, it becomes clear that a deep understanding of articles and their context-specific usages is essential in order to communicate accurately and naturally.

Keywords: English articles, Uzbek students, grammatical difficulties, language transfer, article acquisition, definite article, indefinite article, language learning, structural differences, foreign language education.

Аннотация: Освоение правильного употребления артиклей в английском языке представляет значительную трудность для многих узбекских студентов, изучающих английский как иностранный язык. Эта проблема возникает из-за фундаментальных различий в грамматической структуре узбекского и английского языков. Узбекский язык, относящийся к тюркской языковой семье, не имеет категории определённого и неопределённого артикля, тогда как в английском языке артикли широко используются. Именно это структурное различие лежит в основе трудностей, с которыми сталкиваются узбекские студенты. В процессе развития беглости и высокого уровня владения английским языком становится очевидно, что глубокое понимание артиклей и их употребления в различных

контекстах является необходимым условием для точного и естественного общения.

Ключевые слова: английские артикли, узбекские студенты, грамматические трудности, языковой перенос, усвоение артиклей, определённый артикль, неопределённый артикль, изучение языка, структурные различия, обучение иностранному языку.

Annotatsiya: Ingliz tilida artikllardan to‘g‘ri foydalanishni o‘zlashtirish ingliz tilini chet tili sifatida o‘rganayotgan ko‘plab o‘zbek talabalari uchun muhim qiyinchiliklardan biri hisoblanadi. Bu qiyinchilik o‘zbek va ingliz tillarining grammatik tuzilishidagi asosiy farqlar bilan bog‘liq. O‘zbek tili turkiy tillar guruhiga mansub bo‘lib, unda aniq va noaniq artikl tushunchasi mavjud emas, ingliz tilida esa artikllar keng qo‘llaniladi. Aynan shu tuzilma farqi o‘zbek talabalari duch keladigan muammolarning asosiy sabablaridan biridir. Talabalar ingliz tilida ravonlik va yuqori darajadagi bilimni rivojlantirish jarayonida artikllarning ma‘nosi hamda ularning turli kontekstlarda qo‘llanishini chuqur tushunish muhim ekanligi ayon bo‘ladi. Bu esa ingliz tilida aniq va tabiiy muloqot qilish uchun zarur hisoblanadi.

Kalit so‘zlar: Ingliz artikllari, o‘zbek talabalari, grammatik qiyinchiliklar, til transferi, artikllarni o‘zlashtirish, aniq artikl, noaniq artikl, til o‘rganish, tuzilma farqlari, chet til ta‘limi.

The English articles “a,” “an,” and “the” serve specific functions in defining or generalizing nouns and are preserved in written and spoken language across all levels of complexity. Their function in indicating definiteness, countability, and specificity is a subtle but essential aspect of English grammar that is not easy to grasp for speakers of article-less languages. As a result, many Uzbek students approach the process of learning these forms with a mixture of confusion, hesitation, and systematic errors that persist even at advanced levels of proficiency. A central difficulty lies in the transfer of native language rules. Uzbek students often translate directly from their mother tongue, omitting articles altogether or misusing them because their communicative patterns have never required such elements. The underlying cognitive structures that shape sentence construction in Uzbek do not foster the automatic inclusion of articles because Uzbek does not syntactically mark definiteness or indefiniteness with explicit morphemes. This absence makes the learning of English articles a complex layer to add to their linguistic repertoire. Additionally, the polysemous and context-dependent nature of English articles compounds these difficulties. The article “the” can function with a nuance that suggests unique reference, shared knowledge, or referential specificity, all of which must be inferred from context. Similarly, “a” and “an” indicate indefiniteness or the

introduction of new, non-specific entities into discourse, but the rules governing their usage vary across different sentence structures. Uzbek students, used to expressing such meanings via alternative syntactic or lexical means, often struggle to internalize the implicit contextual cues that dictate article usage in English. Another persistent issue is the interference of learned grammatical rules from other languages that may be familiar to Uzbek students, such as Russian. In certain educational settings in Uzbekistan, Russian is also taught alongside English and Uzbek, and Russian does not possess articles either. Therefore, transferring competencies from Russian rarely provides the insights needed to master English articles. This cross-linguistic influence may perpetuate errors and reinforce patterns where articles are omitted or applied incorrectly. The instructional approaches used in Uzbek educational institutions also contribute to the difficulties students face. Traditional methods tend to focus on memorization and rule-based learning, which do not always facilitate the dynamic, situational understanding required for fluent article use. Textbooks, exercises, and teaching activities frequently fail to provide sufficient contextualized practice. There is often a lack of emphasis on real-life communication scenarios in which articles are naturally and necessarily employed to clarify meaning or establish reference. Consequently, students may become adept at performing exercises but remain hesitant or incorrect when expressing their thoughts outside the classroom context [1].

Furthermore, Uzbek students encounter challenges distinguishing between countable and uncountable nouns, a key aspect of article usage. In English, whether a noun is countable or uncountable determines which articles may be used, and this distinction is less rigid or relevant in Uzbek. As a result, confusion arises when students try to apply articles to nouns that do not behave the same way in their native language. The lack of a directly comparable system in Uzbek environmental or classroom exposure further complicates article acquisition. Peer and teacher correction practices can influence learners' progress as well. In an environment where minor grammatical errors are frequently overlooked in favor of overall communication, incorrect or inconsistent use of articles may go unaddressed for extended periods. This inhibits the formation of correct habits and fossilizes common mistakes. When corrections are made, they may not always include clear explanations about why a particular article is required or omitted, which leaves students unclear on the underlying principles. Reading and writing experiences have a powerful impact on students' acquisition of articles, and the quantity and quality of exposure to authentic English texts are often limited for Uzbek learners. When opportunities to read books, articles, or essays written by native English speakers are scarce,

students might not gain enough subconscious familiarity with article usage to internalize the patterns. Writing assignments, too, may not always be comprehensive or frequent enough to help students ingrain these grammatical features through active practice. Another factor relates to the pressure and anxiety many learners experience in classroom and examination settings. The fear of making mistakes may cause students to avoid using articles altogether, resulting in unnatural and ungrammatical constructions that, over time, become ingrained in their interlanguage. This anxiety may further discourage learners from experimenting with new structures or taking risks that are necessary for language development, ultimately slowing progress [2].

Exposure to different dialects or varieties of English, including non-native varieties used by other learners or teachers, can also introduce ambiguities into the learning process. Uzbek students encountering varied patterns of article use, some of which may themselves be incorrect or influenced by other languages, may find it challenging to distinguish standard from non-standard forms. These inconsistencies can lead to confusion and reinforce incorrect usage. Motivation and attitudes towards learning English articles are also important. If learners perceive article usage as an unnecessary detail or as a rule that is not crucial for understanding and being understood, they may not devote the needed attention and practice to mastering it. This can become a self-perpetuating cycle in which fossilized errors become difficult to eradicate over time. There is also an element of metalinguistic awareness involved in learning articles. Learners must develop an ability to think about language abstractly and to reflect on the ways in which meaning is shaped by small grammatical elements. For many Uzbek students, this skill must be cultivated over time with targeted instruction and reflective practice. Without conscious attention to the role of definiteness and specificity, habitual errors in article usage may continue unchecked. Teachers play a crucial role in mediating these issues. The pedagogical strategies they employ can make a significant difference, yet not all educators are sufficiently trained to provide the depth of explanation and practice that students require. Some teachers may themselves struggle with article usage or rely on outdated or oversimplified rules, leaving students with a fragmented understanding of the system. Assessment methods also matter: when exams and tests focus primarily on vocabulary acquisition, reading comprehension, or listening skills, the mastery of articles may not receive enough emphasis. As a result, students may deprioritize learning articles, considering it less relevant to their overall progress. When explicit attention is given to articles through targeted grammar exercises and writing tasks, students are more likely to notice and correct their mistakes [3].

Sociolinguistic factors play a role as well. In Uzbekistan, English is more often learned as a foreign language than as a medium of daily communication. The opportunities for meaningful, immersive use of English outside the classroom are relatively limited. Without frequent real-world practice, learners may find it harder to develop the automaticity needed to use articles correctly. This lack of immersion limits both the scope and the depth of grammatical acquisition, resulting in persistent challenges. The evolution of language learning resources continues to impact how Uzbek students approach article usage. With the rapid growth of

online materials, video lessons, language apps, and forums, new opportunities for practice and exposure are emerging. However, the quality and reliability of these resources vary, and not all attend to the subtleties of article use with equal rigor. When learners rely on material that is either too simplified or too advanced for their current level, confusion and frustration can result. Research shows that repeated, meaningful exposure to authentic language use is key to overcoming difficulties with articles. Input-rich environments that foster both awareness and active usage facilitate gradual improvement. For Uzbek learners, this suggests the need for a curriculum and pedagogy that integrate article practice across reading, writing, listening, and speaking in a sustained manner, rather than treating articles as isolated grammar points. Over time, students benefit from developing a sense for the “feel” of correct article usage—what some linguists call the internalization of grammatical intuition. This process is long and iterative, requiring patience and persistence. Mistakes are a natural and necessary component of learning, and students must learn to view errors as opportunities for growth rather than sources of discouragement. The path to mastering articles is also intertwined with vocabulary growth. As students expand their lexicon, they encounter increasingly complex noun phrases and contexts that require minute distinctions in article usage. A robust vocabulary allows learners to practice articles in varied and nuanced situations, thereby deepening their grammatical competence. Teachers can scaffold this process by presenting tasks that integrate new words with article-focused practice. Grammar instruction that moves beyond rote memorization towards understanding the function and meaning of articles in discourse is essential. Students benefit from activities that highlight articles’ roles in signaling new and old information, establishing reference, and managing listener or reader expectations. Curricula that contextualize articles within communicative goals—such as telling stories, giving instructions, or making arguments—encourage learners to see articles as active linguistic tools rather than abstract rules [4].

Peer collaboration and feedback can support the learning process as well. When students work together to edit written work or discuss language choices they become aware of patterns and exceptions that may not have stood out during individual study. Such interactions promote a sense of shared responsibility for accuracy and provide opportunities to learn from each other's mistakes. Regular exposure to high-quality written and spoken English, both inside and outside of class, is invaluable. Encouraging students to read fiction, non-fiction, newspapers, and listen to authentic broadcasts fosters the unconscious absorption of patterns in article usage. Writing tasks that require multiple drafts and revision encourage a focus on detail, furthering the development of grammatical control. Ultimately, overcoming difficulties with English articles is a long-term process for Uzbek students. The journey requires conscious effort, a willingness to make and learn from mistakes, and the gradual accumulation of knowledge through exposure, practice, and reflection. As learners become more confident and comfortable with article use, their ability to express nuance and clarity in English grows. The sense of achievement that comes from mastering such a challenging aspect of English grammar is significant and motivating, encouraging continued language development [5].

The use of articles in English presents a considerable challenge for Uzbek students due to structural differences between the two languages, educational practices, and limited opportunities for real-life exposure. Grammatical transfer, insufficient contextual practice, cross-linguistic influence, and the complexity of English article rules all contribute to persistent difficulties. Nevertheless, with supportive teaching, sustained exposure to authentic language, and active practice across all language skills, Uzbek students can master article usage over time. Success in this area fosters greater communicative ability and linguistic confidence, highlighting the value of perseverance and comprehensive language education in the journey towards English proficiency.

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THE IMPORTANCE OF CORRECT TRANSLATION AND USAGE OF EMOTIVE-EXPRESSIVE PHRASEOLOGICAL UNITS IN ENGLISH

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Annotation: This article sheds light on the importance of learning and understanding phraseological units in foreign language acquisition. It explores the challenges and strategies for interpreting and using idiomatic expressions, enriching language proficiency and cultural understanding. This article also highlights the importance of considering the metaphorical meaning, cultural background, and communicative