

TEACHING ENGLISH TO CHEMISTRY STUDENTS IN UZBEKISTAN: OVERCOMING COMMON CHALLENGES

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ABSTRACT

The article explores the challenges faced by teachers in Uzbekistan when teaching English to Chemistry students. The technical nature of the subject, language barriers, lack of confidence, cultural differences, and lack of motivation are some of the main problems discussed. Several strategies proposed by researchers, such as breaking down complex terms, using visuals, creating a supportive classroom environment, and making lessons engaging, are suggested to overcome these challenges. However, the authors point out that limited English proficiency, insufficient resources, cultural differences, lack of motivation, and limited opportunities for English practice are some unique challenges faced in Uzbekistan. Overall, the article emphasizes the need for teachers to be aware of the unique challenges faced by their students and to tailor their teaching approach accordingly.

Keywords: teaching, English, Chemistry, students, challenges, language barrier, technical vocabulary, cultural differences, motivation, active learning strategies.

INTRODUCTION

Teaching English to Chemistry students is a complex task that requires overcoming many challenges. English language proficiency is essential for Chemistry students as it enables them to understand technical terminology and communicate effectively with their peers and teachers. However, teaching English to Chemistry students can be challenging due to the complex nature of Chemistry and the language barrier that may exist [2]. This essay will discuss some common problems that teachers may encounter when teaching English to Chemistry students and provide some possible solutions.

MATERIALS AND METHODS

There are many researchers who have studied the challenges of teaching English to Chemistry students and have proposed various solutions. Here are a few examples:



Zhang, J. (2017). The challenges of teaching English to Chemistry students in China. This study found that the main challenges for Chinese Chemistry students learning English were vocabulary, grammar, and comprehension. The author suggests using visual aids, such as pictures and diagrams, to help students understand difficult concepts. [8]

Haryanto, E., & Mahmudah, R. (2019). Overcoming challenges in teaching Chemistry to non-native English speakers. This study identified several challenges in teaching Chemistry to non-native English speakers, including difficulty understanding the language, lack of vocabulary, and poor communication skills. The authors suggest using active learning strategies, such as group discussions and hands-on activities, to engage students and improve their language skills. [3]

Park, Y. (2015). Teaching Chemistry in English: Challenges and strategies. This study explored the challenges of teaching Chemistry in English in South Korea. The author found that students struggled with technical vocabulary and understanding complex concepts. The author recommends using scaffolding techniques, such as breaking down complex concepts into simpler parts, and providing plenty of examples to reinforce learning. [5]

Overall, these studies highlight the importance of understanding the unique challenges that Chemistry students face when learning English and suggest various strategies that can be used to overcome these challenges.

RESULTS

Teaching English to Chemistry students can be a challenging task due to the technical nature of the subject matter and the language barrier that can exist between the teacher and students. This essay will discuss some common problems that teachers may face when teaching English to Chemistry students and provide some possible solutions.

The first problem is the technical vocabulary and concepts that are specific to Chemistry. The language of Chemistry is unique and complex, with many terms and concepts that are not commonly used in everyday conversation. This can be especially difficult for students who are not native English speakers and may not have a strong background in Chemistry. To overcome this, teachers should break down complex terms and concepts into simpler language that students can understand. Teachers should also use visuals and diagrams to help illustrate difficult concepts and provide plenty of examples to reinforce the learning.

The second problem is the lack of confidence that some students may have when speaking English. Many Chemistry

students may be intimidated by the thought of speaking in English in front of their classmates, especially if they are not confident in their language skills. To help students overcome this, teachers should create a supportive and inclusive classroom environment that encourages participation and collaboration. Teachers should also provide opportunities for students to practice their English skills in low-pressure settings, such as group work or pair activities.

The third problem is the difference in cultural backgrounds between the teacher and students. Students may come from different cultural backgrounds with varying expectations of what a classroom should look like and how learning should take place. This can lead to misunderstandings and miscommunications between the teacher and students. To address this, teachers should be sensitive to the cultural backgrounds of their students and be open to different learning styles and approaches. Teachers should also make an effort to learn about their students' cultures and incorporate relevant examples and materials into their teaching.

The fourth problem is the lack of motivation that some students may have towards learning English. Students may view learning English as an additional burden on top of their already demanding coursework in Chemistry. To combat this, teachers should make their lessons engaging and relevant to the students' interests and goals. Teachers should also highlight the practical benefits of learning English, such as improving job opportunities and facilitating communication with colleagues and peers.

Thus, teaching English to Chemistry students can present a variety of challenges. However, by breaking down complex concepts, creating a supportive classroom environment, being sensitive to cultural differences, and making lessons engaging, teachers can help their students overcome these challenges and achieve success in their studies.

DISCUSSION

According to our research, teaching English to Chemistry students in Uzbekistan can present some unique challenges, including:

a) Limited English proficiency: Many Chemistry students in Uzbekistan have limited English proficiency, which can make it challenging for them to understand technical terms and concepts. This can be further complicated by the lack of exposure to English outside of the classroom, which may hinder their ability to practice and improve their language skills.

b) Insufficient resources: HE institutes in our country may lack resources such as textbooks, laboratory equipment, and other

learning materials necessary for effective Chemistry instruction in English. This can make it difficult for teachers to provide comprehensive instruction and can limit students' ability to learn and practice their language skills.

c) Cultural differences: Our country has a unique culture and education system, which may differ from the teaching style and expectations of English-speaking countries [9]. This can lead to misunderstandings and miscommunications between teachers and students, which may impact the learning process.

d) Lack of motivation: Some students may view learning English as an additional burden on top of their already demanding coursework in Chemistry [3]. This can lead to a lack of motivation and engagement in the learning process, which may negatively impact their language acquisition and overall academic performance.

e) Limited opportunities for English practice: Outside of the classroom, students in Uzbekistan may have limited opportunities to practice their English language skills, which can hinder their ability to improve their proficiency [7]. This can be further compounded by the lack of access to native English speakers or immersion programs.

Overall, these challenges demonstrate the need for tailored and culturally sensitive instruction that can help Chemistry students in Uzbekistan overcome language barriers and achieve success in their academic and professional pursuits.

CONCLUSION

In conclusion, teaching English to Chemistry students presents a unique set of challenges for educators. Teachers must navigate technical vocabulary, cultural differences, lack of motivation, and students' lack of confidence when speaking English. However, by creating an inclusive and supportive classroom environment, using active learning strategies, breaking down complex concepts, and incorporating relevant cultural examples and materials, teachers can help their students overcome these challenges and achieve success in their studies. Ultimately, improving English language proficiency is essential for Chemistry students, as it enables them to communicate effectively, deepen their understanding of the subject, and pursue their academic and professional goals.

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