

Some Problems and Common Mistakes in Foreign Language, and their Solutions

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Annotation: This article has been designed to meet the requirements of students whose mother tongue is not English. Its main purpose is to point out common mistakes to which foreign learners of English are liable. The method adopted throughout this work is uniform. All the errors dealt with are singled out, for they have to be recognized before they can be corrected; then correct forms are substituted for incorrect ones; finally simple explanations are given wherever necessary to justify particular usages. Exercises are set at the end to ensure that the principles may become firmly fixed in the students' minds. It is not claimed that this manual is exhaustive. Nevertheless, the difficulties tackled are real and the examples are representative of the mistakes commonly made by foreign students of English, being the result of observations made over a long period of time.

Keywords: substituted, incorrect, foreign students, reference, text book, self-study, occupation, quality, content, compliment, obses, frustrated, opportunities, relief, important, level, creating, misunderstanding, clear communication, learners, sentence, auxiliary verbs, misplacement.

Much care has been given to the preparation of the Index which it is hoped will make the book a useful work of reference. How this article should be used? This article is intended for two uses. It may be used as a reference book and as an ordinary textbook. Moreover, it can also be used as a self-study book by the students of English as a foreign language who are preparing work either as part of their studies or their occupations. With a view to this, it is suggested that, when a question of correct usage arises, the student should look for the core word in the index and so find the section detailing the usage. For example, is it "by foot" or "on foot"? Look up foot and on foot is correct. Students and teachers will decide for themselves what is the best way to use this book. What is constant is the quality of content and how helpful it is to all those who use English as a foreign language. Why should you learn about common English mistakes? Have you ever made a mistake while speaking in English? Perhaps you have had some awkward English language situations. For example, after English class you want to give your teacher a compliment, so you say "you teach English good". It took quite a bit of courage to speak with your teacher directly. She says, "you think I teach well? Thank you!" Ah, you forgot that you should not use "good" to describe a verb. Instead you should use "well" to describe a verb. English is so tricky. Instead of feeling proud in your attempt to speak which is what you should always feel, you have begun to feel ashamed of your grammatical mistakes. Here's another example. Perhaps a good English-speaking friend of yours is moving away to another town or another country. To say "goodbye" you tell them, "I will always forget you. He begins to laugh, and says "I will never forget you either". Later you realize that you mixed up the words "forget" and "always", and so the meaning of your well-rehearsed farewell speech makes you feel foolish.

Many English students seem obsessed with perfecting their language learning and become frustrated when they make errors and spend hours trying to correct those errors. Shame and embarrassment bother everyone of us from time to time. However, while you might try to prepare for embarrassing moments, you can never fully prevent them. With a little bit of skill, those

uncomfortable moments can turn into opportunities for learning humor and maybe even friendship. It might be a relief for some to learn that even native speakers make mistakes. So before we make fun of non-native English speakers, it's important to realize that native speakers make mistakes all the time. For example on English language TV programs characters often say things like "This is your guy's cat,right?" Actually, that sentence is supposed to be, "This cat belongs to your guy,right?" Television writers might be trying to match the level of correct English grammar spoken in the real world, but they end up creating more errors than they know. After all, many beginner English language learners are watching TV to learn how to improve their grammar. Misunderstandings and confusions occur when English mistakes prevent clear communication. Many of these problems can exist in both written and spoken English. Native English speakers also replace "good" with "well" all the times, so if you have ever done it, you are definitely not the only one. What follows are the English language learners make and how you can avoid making those some errors.

Easily Avoid Making

Each example has a common English mistakes. See if you can figure out what the mistake is, and then read the tip for more information. For more help learning how to avoid common mistakes we recommend using authentic resources to learn the language used naturally.

Grammar mistakes

1. It's or Its

Example mistake: The spider spun **it's** web. **Its** very beautiful web.

Tip: "Its", without an apostrophe, is the possessive version of a pronoun. In the above example, we should use the possessive "Its" to talk about the spiders web, because the web belongs to the spider. "It's" with an apostrophe, is a contraction of "it is or it has". When talking about the beauty of the web, we're saying that is a very beautiful web. Therefore, we should use the construction "It's" instead of "Its". So if you are not sure which spelling to use -"it's" or "it has"- **try to adding "It's or It has"** to the sentence. If neither of these phrases works, then its the word you're looking for. For example, "the spiderspun it has web" and "the spider spun it is web" don't make any sense. That's why you should say "the spider spun its web".

2. Subject-verb Agreement

Example mistake: The list of items **are** on the desk.

Tip: In the above sentence, the list of items is **one** singular list. Therefore, we should not use **are**. We should use **is**. Correction: The list of items **is** on the desk.

3. Gone or went.

Example mistake: She had already **went** to the bathroom before they got in the car.

Tip: If you aren't sure whether to use "gone or went", remember that "gone" always needs an auxiliary verbs before it. Auxiliary verbs include has,have, is,am,are,was,were,been." Went" can't have on auxiliary verb before it. In the sentence above,we use "went" even though the auxiliary verb "had" is also present. Since the word "gone" instead of "went".

4. Watch, look, see

Example mistake: Stop watching my private journal. / I look at the snowballing. / I don't play tennis, but I look at them playing every day.

Tip: "see, look and watch" are confused in meaning. However, they should be used in different situations. The difference between the three verbs can be explained in the following way:

- look - to look at something directly,
- see - to see something that comes into our sight that we weren't looking for
- watch - to look at something carefully usually at something that's moving.

So, we can "see" something even if we don't want to, but we can only "look at" something on purpose.

5. Pronoun Misplacement.

Example mistake : Take a deep breath through your nose one and **hold it**.

Tip: The singular pronoun in the sentence should stand in for nouns, but here it's unclear which noun it's standing in for. The singular noun closest to the word "it is nose" so it seems to hold their breath not their nose. When we use pronouns properly we must easily understand which single noun the pronoun stands for it's unclear, don't use the pronoun or change the sentence.

6. Speaking mistakes. (Future tense)

Example mistake: I going to the dance party yesterday.

Tip: The future tense is used to talk about the wrong time in the sentence above, since the sentence is talking about something that happened in the past, yesterday. You should only use the future tense when something has not happened yet., but it's going to happen in the future.

7. Literally or Figuratively.

Example mistake: I'm literally melting because it's so hot./ Figuratively speaking, it's 100 degrees out here.

Tip: This is a mistake because "literally" means "actually" or "real", and "figuratively" means not real. "Figuratively" is used to exaggerate or enlarge the meaning of something.

8. Causal or formal

Example mistake: (at job interview) "Hey, what's up"

Tip: Know your audience! Causal talk is for friends, not your boss. This isn't formal, it's slang. It can even be considered inappropriate or rude. To speak more formally English, you should avoid constructions (say "how is instead of "how's ") and try to be more polite.

10. Since or for

Example mistake: I have known her for always.

I saw her since last year.

Tip: You use "for" if you don't have to calculate the period of time, because the amount of time is indicated in the sentence already. You use "since" if you have to calculate the period of time, because you only have the starting point.

11. Writing mistakes. (Academic English or Causal Texting Language)

Example Mistake: (In an academic paper) If you want to know my opinion the IDK who should be president.

Tip: Try to break the habit of using text language to communicate your ideas. Write everything out completely. This text style is inappropriate language to use for academic purposes. Slang words like "IDK" which stands for "I don't know" are good for conversation and texting only.

12. Punctuation

This is the Example mistake: (in a business letter) Dear Mrs Jones: I am still interested in the job and want to thank you for the interview! I hope you will consider me for the following programs, A, B and C.

Tip: Be sure you understand the purpose for your punctuation. In the above example, when you address Mrs. Jones, you should only include a comma. Colons (:) are used when you want to make a list of something, and usually not when you are addressing someone. The exclamation point may be viewed as unprofessional. Often, they are used to illustrate strong emotions, which is something a potential employer might not care for.

13. Run - on Sentences

Example: I'm a woman and I am a good mother and I'm an office manager.

Tip: If you can't say it in one breath, you shouldn't write it like that either. A run - on is a sentence in which two or more independent clauses are joined without appropriate punctuation. The example is missing a period after " woman " , and the example should contain two separate sentences.

14. Apostrophes

Example Mistake: A womans hat was left on te bus. / Two dogs use the dish. It is the dogs 's dish.

Tip: Apostrophes indicate that a noun owns something . There are no apostrophes in the first sentence, even though you are talking about the hat which is owned by the woman.

15. Misused forms: using the wrong preposition

Mistakes are often made by using wrong prepositions after certain words. The following list includes the words which most often give trouble:

(1) Absorbed (= very much interested) in , not at. Don't say : The man was absorbed at his work.
Say: The man was absorbed in his work

(2) Accuse of, not for. Don't say: She accused the man for stealing. Say: She accused the man of stealing.

(3) Afraid of, not from. Don't say: Laura is afraid from the dogs. Say: Laura afraid of dogs.

MISPLACED WORDS:

Wrong position of adverbs: The adverb of definite time misplaced. Don't say : I Last night went to the cinema. If you say that you used the adverb wrongly. You should say : I went to the cinema last night. Adverbs or adverbial phrases of definite time like " yesterday , today, tomorrow, last week, two months ago" are usually placed at the end of the sentence. If we want to emphasize the time, we put the adverb at the beginning: Yesterday I was busy. Note: If there is more than one adverb of definite time in a sentence, put the more exact expression before the the more general: He was born at two o'clock in the morning on April 12th 1954. Pace adverbs of indefinite time, like ever, never, always, often, seldom, soon, sometimes and the adverbs almost, scarcely, hardly, nearly, even before the principal verb. NOTE: With the vero to be place the adverb of indefinite time after the verb: They are always beautifully dressed. When using an adverb of time and an adverb of place

together in sentence, the adverb of place must come first. With transitive verb, the adverb generally comes after the object. If however the object is long the adverb may come after the transitive verb. Place the adverb enough after the word it qualifies and not before.

Because of the learning language is becoming a vital necessity it is the demand for language learning is growing. Especially, since English recognized as a global language, it is studied in almost all countries of the world. There is a great need for this language, especially, in Our country Uzbekistan. A number of textbooks and collections have been created for below. First of all, it is important to choose the right textbooks. Then they are taught in order according to the age and potential of each learner. This article discusses some common mistakes and problems in English language and when and how to study this aspect. A brief description of the difficulties that learners face in mastering English and their solutions. And now I am trying to introduce you with some rules and exceptions. The English language, like any other, is rife with rules. Whether they're grammatical or use it to assist in spelling. There are many of them. And there are many ways for them to changed, refused, or provided wrong. For example, English students learned to say " I " before " E " except after " C" . When it comes to most English words, such as " friends " and " believe " this rule stands true. There are, however, exceptions, such as " science " and " weirdness ". When it comes to sentence order, there are several confusing rules to understand. Native speakers have an intuitive knowledge of how to order those words because they sound right. Getting used to all complexities and exceptions to the rules. It can be a nightmare for people who are trying to learn that language. Rules always don't work. Especially when using established knowledge to apply to the same rule to a new word. **Writing rules:** Even native speakers make mistakes, especially when it comes to punctuation rules. It's the stylistic side of writing that gives them the most trouble. Whether it's the fast Oxford Comma of today or how to use hyphens in compound nouns. There is always something new to learn. This field of English requires the most focus of all the language skills. The strange case of the English pronoun I is also worth mentioning. When we look at all other English pronouns, we can see that I is only one written in capital letters, regardless of its forum. You can immediately detect the word order if you speak English fluently. Another difficulty for students on distinguish between right and incorrect orders. It's not clear why the words set in such a way that they sound right. While it is grammatically correct, the way it sounds distinguishes how it may deliver. Students can have various difficulties and problems in learning language. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage. There is a connection between the native speakers language of learners and particular difficulties in learning and using English, and the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English. Listening comprehension and speaking in English are the skills generally more frequently used than reading and writing in daily living in an English speaking country. Listening comprehension and speaking in English are the skills which more difficult and more important for learners to master than reading and writing. When reading and writing a text a learner has more time for thinking and pauses than when listening and speaking in English in daily living.

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