



CHALLENGES OF SECONDARY SCHOOL STUDENTS IN LEARNING ENGLISH

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Article history:	Abstract:
<p>Received: 11th December 2021 Accepted: 11th January 2022 Published: 23rd February 2022</p>	<p>If a student does not have good grammar skills, he or she will not be able to express himself or herself correctly. Has difficulty speaking, writing and translating. Language grammar is a complex system. That's why it's not easy to master. Schoolchildren often face the following challenges: Article problem. This is one of the biggest problems in grammar. When we spoke to many English learners, almost all of them said that it was mainly the articles and the times that made it difficult for them to master English grammar. In fact, the Uzbek language does not have an exact phrase, making it difficult to use and translate.</p>

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This resolution was approved by the Cabinet of Ministers of the Republic of Uzbekistan on August 12, 2021 No. 511 in connection with the activities of the Fund "El-yurt umidi" and the improvement of legislation on education. on the introduction of trousers, as well as on the deeming some of them invalid.

The Cabinet of Ministers decides on the implementation of the Resolution of the President of the Republic of Uzbekistan dated December 10, 2012 No PP-1875 "On measures to further improve the system of learning foreign languages":

1. To approve the State standard of education in foreign languages of system of continuous education "Requirements to level of preparation of graduates of all stages of education in foreign languages" according to appendix 1.

The state standard of education in foreign languages of the system of continuing education "Requirements for the level of preparation of graduates of all stages of education in foreign languages" should be gradually implemented from the 2013-2014 academic year.

(Paragraph 2 is repealed by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 of April 6, 2017 from September 1, 2020 - NGO of the Republic of Uzbekistan, 2017, No. 14, 230 -article)

3. To the ministries and departments in a month to bring the departmental regulatory legal acts into accord with this resolution.

4. Control of execution of this resolution to assign to the Deputy Prime Minister of the Republic of Uzbekistan A.I. Let Ikramov be in charge.

Years and centuries have healed, we have seen a lot, today we breathe the air of freedom, we realize our dignity, human dignity, the heirs of great people, our identity, our national pride. and no force can stop our people, who have regained their pride, are taking their rightful place in the international arena, believing in their own strength and future, striving for the prosperity of their country, the future of their children. " These thoughts of the President encourage young people to always be in search. In addition, our country pays a lot of attention to young people.

In accordance with the Decree of the President of the Republic of Uzbekistan dated 10.12.2012 "On measures to further improve the system of learning foreign languages", the teaching of foreign languages to the younger generation in our country has been further strengthened. But teaching a foreign language is a very responsible profession. Teachers need to be very knowledgeable and patient at the same time. Because it is natural for children to face many difficulties while learning a language. As you know, English and Uzbek belong to different language families. This can cause phonetic, lexical, and grammatical difficulties for language learners. In high school, students face many challenges in learning pronunciation. For example, almost all students have difficulty learning the sounds [th] and [ð]. This is due to the lack of interdental sounds in Uzbek. Our children's language is not capable of pronouncing these sounds. Because the English pronunciation of the [r] sound is different from the Uzbek r, students also have difficulty pronouncing this sound. The pronunciation of the sounds [t, d] is also not the same in both languages. Therefore, their pronunciation is difficult for some students. The sound [w] is also not available in Uzbek. Students also have some difficulty pronouncing this sound correctly. It is confused with [v] in Uzbek. In order to teach the correct pronunciation of the above sounds, the teacher should explain the location of the language as clearly as possible in practice, check it regularly through repetition exercises, and pay special attention to the students'

pronunciation. difficulties in sounds are also eliminated. In addition, the following situations create phonetic difficulties for students: the letter e is not pronounced at the end of the word - apple, Pete; non-reading of the letter gh in the middle of a word - eight, night; The fact that the letter k is not pronounced before n at the beginning of a word - knock, knee and a number of other difficulties can be observed.

Based on my experience, I can say that the difficulty for most Uzbek students is that they pronounce the [A] sound before the suffixes in the pronunciation of plural or tense suffixes: books [bukAs], happened [hæpə'nəð]. Apparently, by adding such an unnecessary sound, they also change the position of the accent. Another problem is that students cannot read the transcription. Learning the correct pronunciation of words also requires learning the symbols that represent sounds. When it comes to grammatical challenges in teaching English in high school, it is safe to say that students face many challenges. If a person knows all the words in a language and does not know the connections between words and phrases, he will have difficulty understanding the content of speech. That's why it's so important to teach grammar to students in high school. If a student does not have good grammar skills, he or she will not be able to express himself or herself correctly. Has difficulty speaking, writing and translating. Language grammar is a complex system. That's why it's not easy to master. Schoolchildren often face the following challenges: Article problem. This is one of the biggest problems in grammar. When we spoke to many English learners, almost all of them said that articles and tenses were the main difficulties in mastering English grammar. In fact, the Uzbek language does not have an exact phrase, making it difficult to use and translate.

It is necessary to memorize the rules of the article. However, many exceptions to the rules make it difficult for learners, especially school-age children, to master it. If the translation is taught more accurately, students will not have much difficulty in using the article. For example, it is possible to teach that the indefinite article is translated as one, and the definite article is translated as the same. In other words, if the use of the article is explained to children over and over again with the help of examples, the difficulties in mastering this auxiliary phrase in English can be reduced and eliminated. Prepositions are another challenge in mastering English grammar.

In Uzbek, prepositions are represented by conjunctions. In English, conjunctions are represented by prepositions. In particular, the Uzbek place-time can be expressed in English with the prepositions in, on, at. For example: in - in January, in 2015, in a week on - on Monday, on January 15, on birthday at - at the weekend, at 10 o'clock we use the above prepositions in English. For example: in - in Uzbekistan, in Madrid, in our week on - on the sofa, on the table at - at the station, at school The word order in English and Uzbek is not the same. As you know, in English, the word order is strict, and in most cases the word is always at the beginning of the sentence, followed by a cut. In Uzbek, the meaning does not change even if we change the parts of speech. Students have difficulty with translation. According to Methodists, the teaching of English grammar requires, first of all, the correct choice of grammar minimum and taking into account the peculiarities of English grammar. The specific difficulties and features of English grammar are: the presence of incorrect verbs in English, the rigidity of English sentence construction, the abundance of English articles, prepositions and tenses. Similar features distinguish English grammar from Uzbek grammar. According to J. Jalolov, we can use two main methods of teaching grammar to students: 1. Inductive. 2. Diductive. In the inductive method, students are given a rule first and then an example. In the deductive method, the example is given first and then the rule. When teaching English to school-age children, we must first pay attention to the diversity of children. We can also teach English grammar based on pictures or through songs and poems. Among the problems observed in schools are student passivity, boredom, and inability to concentrate. As for the lexical difficulties in teaching English, they are: Almost all words in English have different meanings. That is, one word means more than one. According to M. Norova, one word in English has a maximum of 23 meanings. Certain parts of the English dictionary come from other languages; The richness of idioms in English and many others.

In short, it is natural to face difficulties in learning a foreign language. Teachers need to keep track of where students are and what challenges they are facing, and find ways to overcome them to make it easier for students. This is because difficulties in mastering language materials prevent them from developing skills in all types of speaking activities.

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